FINAL REPORT AS ISSUED BY ECOVE ON 29 MAY 2024

FULL VISITATION REPORT

To the School of Veterinary Medicine and Science, University of Nottingham, UK

On 15-19 January 2024

By the Full Visitation Team

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Introduction

The University of Nottingham was established in 1948, based on Nottingham's first civic college from 1881. The School of Veterinary Medicine and Science (hereafter called VEE in this report) was officially opened in 2007, having admitted its first students in 2006. The VEE is organized within the Faculty of Medicine and Health Sciences and is located at the Sutton Bonnington Campus outside Nottingham.

The first ESEVT visitation took place in 2007, followed by visitations in 2011 and 2017, and a revisitation in 2019, resulting in the status of accreditation. Additionally, the VEE is accredited by the Royal College of Veterinary Surgeons (RCVS) and the American Veterinary Medicine Association (AVMA).

The VEE offers a 5-year veterinary program with a dual intake of 300 students in total: 150 in September and 150 in April each year. The VEE also offers a 6-year program, including a Gateway/Preliminary year, to increase the diversity of student's backgrounds. The last five years of this program are identical to the 5-year veterinary program. The curriculum is delivered as a vertically and horizontally integrated program, with a strong focus on training practical skills throughout the whole program. The VEE uses a community-based lecture-free clinical Year 5 teaching model in which core rotation teaching is delivered by a number of Clinical Associates in addition to the VEE. As veterinary students at all UK veterinary schools, the Nottingham veterinary students must undertake Animal Husbandry and Clinical Extra-Mural Studies (EMS) for a period of 38 weeks in total, to meet the RCVS requirements.
The main developments since the last visitation are:

- The dual cohort model was introduced in 2020, parallel with adjustments in the curriculum
- As a result of the dual intake, the VEE has grown by 74 FTE
- The VEE has established a Leadership Team that meets every two months
- The VEE has increased its research revenue and been evaluated to produce world-leading or internationally excellent research

- A Farm and Equine Teaching Facility and a Small Animal Teaching Facility were completed in 2023, as well as refurbishment of other teaching infrastructures

The Visitation has been completed in accordance with the ESEVT SOP 2023.

Area 1. Objectives, Organisation, and Quality Assurance Policy

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

1.1.1. Findings
There is a general mission statement of the VEE which is followed by a short description of the mission in Education and in Research. Further, there is a four-item description of Educational aims, two Research aims and a four-item list of fundamental aims. A staff charter is included in appendix 1. In section 1.1.2 the VEE states that the veterinary curriculum at Nottingham is designed to meet, among other national and international standards, the ESEVT standard and that this is verified by periodic review by EAEVE. The VEE received its accreditation status from EAEVE in 2017. A list of means of outcome assessment and quality processes completes this paragraph.

1.1.2. Analysis of the findings/Comments
The VEE has several ongoing processes to collect feedback from students, staff, new graduates and external stakeholders to be able to monitor and inform about curriculum development and graduate competency and the VEE's strategy. As the curriculum is designed to meet all RCVS, EAEVE and AVMA competencies, the new graduates are able to enter all commonly recognised branches of the veterinary profession. However, the VEE has a strong focus on training veterinarians as general practitioners. The VEE is active in lifelong learning activities.

1.1.3. Suggestions for improvement
None.

1.1.4. Decision
The VEE is compliant with Standard 1.1.

Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.
The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.
The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.

1.2.1. Findings
The VEE is one of four schools of the Faculty of Medicine and Health Sciences, which in turn is one of five faculties of the University of Nottingham. The Dean, Prof. Gary England, The Director of Education, Prof. Kate Cobb and the Clinical Director, Prof. Kate White all hold a veterinary degree. The staff are empowered to deal with issues as they arise and can involve Sub-Deans, line managers and VEE management if needed. Several focused Committees have decision-making power, although strategic decisions or decisions with major budgetary impact are referred to the Executive Committee, which considers all strategic and operational concerns. The Dean is fully responsible for the strategic decisions, quality management, safety and operational and financial performance of the VEE.

1.2.2. Analysis of the findings/Comments
The decision-making process, organisation and management of the VEE allow the implementation of its strategic plan and a cohesive study programme in compliance with the ESEVT standards.

1.2.3. Suggestions for improvement
None.

1.2.4. Decision
The VEE is compliant with Standard 1.2.

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

1.3.1. Findings
The VEE has a three-year Business Plan which is aligned with the University Strategy and the Faculty Operational Plan. It consists of three-year objectives for achieving well-defined goals in six priority areas as well as detailed measures of success for each of the Objectives. A summary of the SWOT is presented in Figure 3 in the SER. In addition, an Operational Plan with a timeframe and indicators for its implementation is presented in Appendix 6 of the SER. It includes a well-defined description of resources, including bodies with representation of students and other stakeholders, for the development and implementation of the Operation Plan.

1.3.2. Analysis of the findings/Comments
The VEE's progress against the Operational Plan is reviewed quarterly using a traffic light rating system. Progress is also followed up by the Executive committee. There are processes in place with external stakeholders to ensure programme objectives are met.

1.3.3. Suggestions for improvement
None

1.3.4. Decision
The VEE is compliant with Standard 1.3.

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

1.4.1. Findings
The VEE has an extensive framework of policies and associated written procedures for the assurance of its programmes and awards, as detailed in Appendix 8. This document includes written policies for academic integrity. The framework is aligned with the University's Quality Manual and includes a description of the role of the University's, Faculty's and VEE's bodies in developing and implementing a strategy to ensure quality, quality assurance and continuous enhancement as detailed in Appendix 7 - "Compliance with ESG standards".

1.4.2. Analysis of the findings/Comments
There are written policies, procedures and management bodies for quality assurance and enhancement that align with local institutional, national and international standards, including ESG standards. These policies and procedures are regularly reviewed and approved by cyclical external quality assurance.

1.4.3. Suggestions for improvement
None.

1.4.4. Decision
The VEE is compliant with Standard 1.4.

Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme.
The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.

1.5.1. Findings
The VEE has a webpage where up-to-date information about the study programme as well as other information such as research evaluations and research news of public interest can be found. The VEE states that it makes quantitative data detailing programme quality, employment and demographic data available via the DirectGov website www.unistats.ac.uk.
The VEE's home page provides a link to the EAEVE home page, where the VEE's accreditation status, latest SER and Visitation report can be found.

1.5.2. Analysis of the findings/Comments
The quantitative data about employment and demographic data is available via the DirectGov website www.unistats.ac.uk, but it takes some effort to filter the right institution and course as this site includes information on all universities in the UK and all their courses.

1.5.3. Suggestions for improvement
None.

1.5.4. Decision

The VEE is compliant with Standard 1.5.

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

1.6.1. Findings
The QA activities are monitored and reviewed according to the processes and procedures detailed in Appendix 8, which also describes how the PDCA cycles are efficiently closed to ensure continuous enhancement of the quality of education. The strategic plan and organization are decided by the Executive Committee based on input from the relevant Sub-Dean, Committees and working groups. Such input may also come from monthly staff meetings, wide VEE consultations, surveys and feedback from named or anonymous students.

1.6.2. Analysis of the findings/Comments
The VEE has a strong culture for receiving feedback and effectively changing procedures and measures when needed, and closing the PDCA cycles associated with the relevant changes. Students, staff and stakeholders as the Clinical Associates actively participate in these activities.

1.6.3. Suggestions for improvement
None.

1.6.4. Decision
The VEE is compliant with Standard 1.6.

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

1.7.1. Findings
The VEE had a Full Visitation by EAEVE at the end of 2017 and a Re-visitation in 2019. The Re-visitation concluded that the observed Major and Minor Deficiencies found during the 2017 Visitation were fully corrected.

1.7.2. Analysis of the findings/Comments
The VEE is at present fully accredited by EAEVE, AVMA and RCVS. The seven-year EAEVE accreditation period expires in November 2024.

1.7.3. Suggestions for improvement
None.

1.7.4. Decision
The VEE is compliant with Standard 1.7.

Area 2. Finances

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

2.1.1. Findings
The VEE has much freedom in the management of funds allowed by policy or the management of the university. They carry out their activities as they see fit and as directed by the Pro Vice-Chancellor (PVC) of the faculty. The Faculty PVC is allocated an overall budget and within this budget, the schools receive their own budget based on Activity Based Costing (ABC). Any increase or decrease in income is reflected in a corresponding increase or decrease in the budget (in the quarterly forecast) on an ABC basis. This funding model allows the budget to be allocated according to the needs of the faculty. The expected income and expenditure for the services provided are outside the base budget, and the costs for research projects are also managed or calculated separately. With the exception of research funds, the budget cannot be maintained between years. The budget covers all direct costs of the VEE: manpower costs, consumables, research funded by the VEE, equipment, etc. The budget for all VEE activities (with the exception of research funds) is managed centrally by the VEE. The VEE receives monthly financial accounts. The Dean and Heads of Operations discuss the VEE's financial performance quarterly with the Faculty PVC, the Faculty Finance Manager and the School Accountant and make a case for additional expenditure in relation to any additional income.
The VEE does not receive any income from hospital activities conducted by VEE staff; all income related to the clinical activities of their academics, residents and interns remains with the clinical fellows as part of the contractual relationship.

The faculty is able to obtain funding for minor building developments from various university estate committees, depending on the level of funding required. In addition, there is a centralised process for the University's Strategic Development Fund to consider funding for new research or educational ideas.

The distribution of expenditure and income over the last three years is transparent. The tables show expenditure and income, from which the increase in costs, which is probably due to inflation, can be seen. The annual balance between expenditure and revenue is positive, except in 2021/2022. The tables also show the revenue and expenditure plan for the current year and the next three-year period, in which growth is expected on both the revenue and expenditure sides.

2.1.2. Analysis of the findings/Comments
Expenditures and revenues are clearly presented in the annual financial statements. The negative balance in the 2021/2022 financial year is explained in the notes to chapter "Comments on Area 2" and is due to a University accounting error.

2.1.3. Suggestions for improvement
None.

2.1.4. Decision
The VEE is compliant with Standard 2.1.

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

2.2.1. Findings
The VEE receives no income from hospital activities carried out by the VEE's staff. The VEE receives a revenue stream from its own pathology service, which accepts cases on a pro bono basis from its Clinical Associates but bills all cases from other submitting veterinarians. There are separate budgets for each Clinical Associate depending on both the contractual commitment and the operational costs required. A budget envelope is provided to the faculty, with the faculty's four schools preparing a budget on an ABC basis. Should the sum of school budgets be greater than the faculty budget, discussions will be held to prioritise expenditures and/or a balance will be established at the faculty level, and any savings that can be achieved during the year will contribute to that balance.

2.2.2. Analysis of the findings/Comments
The VEE's finances are sufficient to adequately support the institution's requirements to fulfil its mission, achieve its educational, research, and service objectives, and allow for annual investment in priority areas. The Dean has an appropriate degree of autonomy.

2.2.3. Suggestions for improvement
None.

2.2.4. Decision
The VEE is compliant with Standard 2.2.

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

2.3.1. Findings
In addition to capital expenditure and project expenditure, the VEE estimates operating expenditure for non-capital items. In the financial year 2023/24 this is expected to be £807k (€928k), together with equipment maintenance and repairs at £280k (€322k) and building maintenance at £117k (€135k). In addition, any headroom in the year-end budget is normally used to purchase equipment. The VEE has capitalised four items with a total value of £322k (€370k) since 2020/21. In addition to the budget for operating and capital expenditure managed by the VEE, a further £8.3m (€9.5m) was spent on developments related to the VEE, e.g. in 2020/21 to 2022/23 a further £3.3m (€3.8m) was budgeted for the refurbishment of the Elms Annex, improvements to refrigeration facilities, the refurbishment of the Banbury Building and the completion of the Small Animal Teaching Facility in 2023/24 to 2025/26.

Student-related revenue refers to the proposed student intake. Student intake figures are compiled by the Head of Operations and discussed with the Executive Committee. The undergraduate admissions target is static and well-publicised. Postgraduate admissions are discussed with the PG Sub-Deans, the Head of MSc Veterinary Physiotherapy and the Clinical Director before being confirmed by the Executive Committee. Postgraduate training plans are

circulated internally by the Director of Research to all staff (for postgraduate research numbers) and by the Clinical Director (for postgraduate clinical numbers). Numbers for other teaching programmes are reported to programme directors. Individual research and clinical postgraduate places are advertised on the VEE websites and external websites.

Research income and costs are modelled by the Finance, Research and Graduate Division team based on grants received. Income from services will be provided in consultation with the relevant Sub-Dean. The VEE's operating budget is prepared by the Head of Operations and receives extensive input from the appropriate sub-deans and directors. It is reviewed by the Executive Committee and announced at a staff meeting. The administrative accounts are reviewed monthly by the Head of Operations and forwarded to the Executive Committee. A review takes place quarterly when the year-end financial forecasts are prepared; these are subject to the same decision-making and approval process as the budget.

2.3.2. Analysis of the findings/Comments
The VEE's operational budget is regularly reviewed by the Executive Committee and the results of these reviews are communicated to the staff.

2.3.3. Suggestions for improvement
None.

2.3.4. Decision
The VEE is compliant with Standard 2.3.

Area 3. Curriculum

Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.
These concerns:

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

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

If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.

Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

3.1.1. General findings

3.1.1.1. Findings
The VEE awards two degrees: a Bachelor of Veterinary Medical Sciences at the end of year 3 and a combined Bachelor of Veterinary Medicine and Veterinary Surgery at the end of year 5. In addition, the VEE also offers a six-year program with an intake of 25 students at year 0. This Gateway/Preliminary year 0 is specifically offered for widening participation and for high-achieving non-science students. For years 1 to 5, there are two cohorts of students starting in September and April, and the total number of students per year is around 300. In the first two years, teaching is organised into modules covering each major body system, animal health and welfare and professional skills. The third year serves as a transition and deepens scientific work, public veterinary medicine, the basics of clinical practice and professional skills. Years 4 and 5 are dedicated to clinical training, the fourth year in clinical modules for small animals, equine and large animals, while the 5th year is divided into 26-week rotations. The study programme is tailored to the Day One Competencies.

The academic year is not organised in semesters but in modules. There are 19 different modules covering basic and clinical sciences, professional skills and animal health and welfare. The module descriptions are precise, they define the workload, the content, assessment types and learning outcomes subdivided into knowledge and understanding, intellectual skills, professional practical skills as well as transferable skills. 401 hours (9.4%) of the curriculum are devoted to supervised self-learning. There is also a clinical skills centre available for all students. The curriculum is delivered in a vertically (clinically) and horizontally (subject) integrated programme using a range of teaching methods. Delivery methods include core ‘signposting’ lectures and practical classes, alongside facilitated small group problem-based learning sessions and interactive workshops.

There are numerous ways to check the content of the curriculum, any overlaps and the quality of teaching during the programme. These include biannual module and rotation reviews, evaluations of teachers, annual programme reviews and annual module reviews using a module review document.

The workload of students is expressed in terms of a credit system specific to the UK. There is no recognition of ECTS at School level.

3.1.1.2. Analysis of the findings/Comments
The curriculum is comprehensive and well-structured, and thus it is designed to ensure full compliance with EU Directive 2005/36/EC. The expected learning outcomes and the corresponding Day One Competences for each module are well-defined. The amount of supervised self-directed learning is sufficient.

The structure of the curriculum in a spiral curriculum gives students the opportunity to repeat and deepen important concepts over several years. The integrated curriculum promotes a holistic understanding of the organ systems and encourages students' motivation, as they are given intensive clinical reference in the first year of study.

The curriculum has a strong focus on the training of veterinarians as practitioners. Other aspects of the veterinary profession and the various career opportunities are given a secondary place in

the curriculum. The majority of the students are from the UK. Students have little or no knowledge of veterinary education at other UK vet schools and little contact with other European universities. Programmes such as Erasmus or IVSA are not widely in use.

3.1.1.3. Suggestions for improvement
It is proposed:

- to place more emphasis in the curriculum on career options and facets of the veterinary field other than veterinarians as practitioners.
- to better promote the internationalisation of the programme.
- to support teacher and student exchange programs in order to broaden exposure abroad.

3.1.1.4. Decision
The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings
The basic subjects listed in Annex V.4.1 of the EU Directive 2005/36/EC (physics, chemistry, zoology, botanics, and biomathematics) are covered in an integrated programme in system-based modules. Apart from cell biology (39.4 hours), only minimal teaching with a total of 20.3 hours is devoted to the topics of medical physics, chemistry, feed plants and statistics. This is also true for many basic science subjects, such as biochemistry (14.8), epidemiology (9.7), pharmacology (51.0) and pathology (59.4).

3.1.2.2. Analysis of the findings/Comments
Basic subjects and some basic sciences only make up a small percentage of the entire curriculum. Some basic sciences have been greatly reduced due to the strong focus on practical training and the aim to streamline the curriculum.
The consequence of integrated teaching is that many subjects exist only as so-called embedded modules in the curriculum. The embedded module managers are responsible for ensuring that the content is complete.

3.1.2.3. Suggestions for improvement
None.

3.1.2.4. Decision
The VEE is compliant with Standard 3.1.2.

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

3.1.3.1. Findings
In total, students spend 948 hours in the subject ‘Clinical Sciences in companion animals', including 178 hours of lectures, 75 hours of seminars, 94 hours of supervised self-learning, 34 hours of lab-based work and 567 hours of clinical work.

In Year 4, the clinical aspects of disease, diagnostics and treatment are delivered within three species-based clinical modules: Small Animal, Equine and Large Animals.

Year 5 is lecture-free, and students undertake a series of intra-mural Clinical Practice Rotations that comprise groups of four to 14 students in clinical teaching in the

hospital/practice/laboratory situation. Teaching and learning are based on hands-on practical experience, observation and reflective discussion, and may also include seminars, case rounds, practical classes and self-directed learning. The lecture-free Year 5 is primarily based at the Clinical Associates, where clinical teaching is delivered for core and track rotations. During their clinical rotations, students are under the supervision of university academic staff placed at, and working within the institution.

The 26 weeks of rotations in year 5 are delivered over a period of 50 weeks and comprise eight weeks of core small animal rotations, including two weeks at the VEE for the 'small animal simulated practice' and four weeks of core equine rotations, including two weeks at the VEE for the 'Equine simulated practice'. During Year 5, students also undertake Clinical Extramural Studies to ensure that they at the graduation have completed the RCVS requirement of a total of 38 weeks of EMS.

A Clinical Skills Centre is available for students to book outside of scheduled sessions. The skills diary component of the portfolio is maintained throughout the course for self-audits and tracking of clinical skills.

3.1.3.2. Analysis of the findings/Comments
Students have access to a very complete and versatile skills labs, covering all areas of companion animals and equine clinics. Also noteworthy is the presence of an innovation laboratory where 3D models are developed to help understand clinical anatomy, as well as the possibility of pre-clinical training.

Contact with clinical cases in small animal practice is exclusively performed at the Clinical Associates during the 5th year. The high number of clinical cases consulted with the participation of students was evident. Still, due to the rotation scheme associated with vertical and modular teaching, students are unable to follow up with individual patients over time.

The majority of associates are structures dedicated to first-opinion clinics. This aspect, together with the fact that the only hospital that receives referred cases just allows OOH (Out Of Hours) rotations, reduces the possibility of students attending specialty case consultations.

3.1.3.3. Suggestions for improvement
In small animal clinics, it is suggested that students attend referral cases in larger numbers during core rotations.
Moreover, the rotation system could be readjusted to allow students to fully follow up on some of the clinical cases observed over time.

3.1.3.4 Decision
The VEE is compliant with Standard 3.1.3.

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

3.1.4.1. Findings
As detailed in 3.1.1, teaching food-producing animals is part of a vertically integrated and clinically oriented curriculum. The Fundamentals of Clinical Practice and Veterinary Professional Skills modules build on knowledge and skills delivered within Years 1 and 2, preparing students for learning in the clinical workplace. In the module VETS1008 "Animal

Health and Welfare", the topics of Animal health and husbandry, Animal handling, Housing and animal environments, Animal industries and/or the role of the different species in society and legislation and regulatory bodies are taught for all relevant domestic animal species including farm animals. The delivery of clinical sciences exploits the vertical integration of the course to allow the effective embedding of clinical concepts and skills alongside basic sciences from Year 1. In Years 1 to 3, clinical material is used to reinforce and contextualise the basic subjects and sciences, and practical skills that are core to the later development of clinical competence are taught, practised and assessed. The module VETS3009 should lead to the development of clinical skills, to the ability to generate informed decisions in both emergency and non-emergency scenarios, incorporating the complexities associated with surgical processes, the ability to select and utilise different learning resources to answer clinical questions effectively and appropriately, to the ability to identify and work in complex clinical situations. In Year 4, the emphasis is primarily clinical, building upon earlier concepts and knowledge. In this year, the clinical aspects of disease, diagnostics and treatment are delivered within species-based clinical modules, including Large Animal (VETS4062).

Year 5 is lecture-free, and students undertake a series of intra-mural Clinical Practice Rotations that comprise small-group clinical teaching in the hospital/ practice/laboratory situation. The module VETS5006 "Veterinary Clinical Practice Large Animal & Veterinary Public Health" aims to apply and develop clinical knowledge and skills learned in years 1 to 4 of the course; integrate body system knowledge into species-based whole animal or population animal presentations of disease; enhance communication and personal skills and develop a deep ethic of professionalism. Preventive medicine topics are integrated into the final year of the curriculum, where students commonly lead vaccination/wellness consultations during small animal core rotations and design farm animal health preventative strategies during Farm Animal Practice and Herd Health rotations. Total intra-mural rotations are 20 core weeks and six-track weeks. Year 5 is primarily based at the Clinical Associates in which structured, quality-assured clinical teaching is delivered in the context of a large, varied caseload, relevant to the 'Day One' veterinary graduate. Students are normally under the supervision of university academic staff placed at, and working within the institution. The 26 weeks of rotations are delivered over a period of 50 weeks and comprise, among others, four weeks of core farm animal rotations and six weeks of track rotations. The development of clinical knowledge is also supported by EMS.

Details of clinical rotations, durations and locations are shown in Appendix 11, 12 of the SER; detailed information on Directly Observed Procedural Skills as well as on EMS is available in Appendices 13, 14 and 15 of the SER, respectively. Teaching and learning are based upon hands-on practical experience, observation and reflective discussion, and may also include seminars, case rounds, practical classes and self-directed.

The list of EAEVE subjects in Table 7 (corresponding to the standard Table 3.1.2.) shows that all subjects related to Clinical Sciences in food-producing animals are covered by the curriculum. The total number of hours dedicated to these subjects is 371.5. Minimum of 12 weeks Animal Husbandry EMS (AHEMS) is scheduled in Years 1, 2 and 3; total of 26 weeks Clinical EMS (CEMS) is scheduled from the end of Summer of Year 2. Students meet RCVS requirements to undertake Animal Husbandry and Clinical Extra-Mural Studies (EMS) during vacation periods or during Year 5. Year 5 includes the ability to track for six weeks by undertaking an elective rotation. Besides tracking, there are no other optional/elective subjects within the curriculum; due to flexibility in EMS, students can focus their activities on species of interest.

3.1.4.2. Analysis of the findings/Comments
Although the introductory general paragraph of the SER on clinical sciences does not distinguish between companion and food-producing animals, relevant information on teaching on food-producing animals may be identified in its different parts. Tables 3.1.1. and 3.1.2. are numbered as Tables 6 and 7, respectively; tables 3.1.3 and 3.1.4 were provided upon request.
According to the tables, the curriculum contains all EAEVE subjects; the numbers of hours for Clinical Sciences in Food Producing Animals as listed in the standard tables are lower than usual, which is due to the special model of distributed teaching. When all forms of teaching are included, the numbers are comparable to other VEEs, as illustrated by indicator I5 and supported by species-specific indicators I9, I12, I13. However, the calculations of the number of hours represent only an approximation due to the specificities of the spiral curriculum.

The contents of the modules, the relative proportion of theoretical and practical teaching, and the teaching methods are adequate. There are enough opportunities to encounter first-opinion cases. The definition of learning resources covers all areas of food-animal medicine and the system of assessment of DOPS should lead to good coverage of this area.

Comments made in other parts of Area 3, especially in 3.1.1. fully apply for teaching on food-producing animals. A strong focus on general practice, with less emphasis on other aspects of the veterinary profession and a condensed curriculum leave less room for the long-term exposure of students to the topics taught. On the other hand, the advantage of the spiral curriculum is that the most important topics are taught in their practical context.

3.1.4.3. Suggestions for improvement
None.

3.1.4.4. Decision
The VEE is compliant with Standard 3.1.4.

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

3.1.5.1. Findings
The principles of food production in different animal species, epidemiology, milk production and microbiology are taught alongside the modules in Years 1 to 4 where appropriate, e.g. microbiology, is taught in all modules. The students develop an understanding of public health issues relating to other foods and have a basic knowledge of food science, including food technology, processing and preservation, as well as relevant environmental and economic issues relating to food production. All students visit the VEE's abattoir in Years 1, 3 and 5 to familiarise themselves with the abattoir environment and gain an understanding of food production processes.
The VPH module is conducted by staff and external experts and includes an ante-mortem inspection and a food chain practical at the on-site abattoir. In Year 5, students complete a two-week One Health One Welfare rotation. As part of this rotation, students are taught in the abattoir and take part in structured and supervised visits to various off-site abattoirs and larger volume food businesses. During the two-week placement, students also undertake a number of case studies on human disease epidemiology and outbreaks.

3.1.5.2. Analysis of the findings/Comments
It is not entirely clear whether or not the ante- and post-mortem examination, as conducted in a university abattoir, is a conflict of interest. The expert carrying out the investigation is employed by the VEE, which could be a conflict of interest as the meat goes from the abattoir

to be sold on the market.

3.1.5.3. Suggestions for improvement
Under 3.1.1.3, it is suggested as a general finding to place more emphasis in the curriculum on career options and facets of the veterinary field other than veterinarians as practitioners. Therefore, this suggestion also applies to the VPH (FS&Q) standard.

3.1.5.4. Decision
The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings
The final fifth year is lecture-free, and students undertake 10 core intra-mural rotations and an additional six weeks on EPT track rotation in small animals, mixed farm animals, equine, exotics, or One Health Welfare. Core clinical rotations are taken in the first six months of the fifth year.

Elective practical Rotations are taken after the first six months of the fifth year and allow the student to focus on his/her preferred species area. Core rotations are delivered by either the VEEs own staff placed in the Clinical Associates or by Clinical Associate staff who have been trained as educators, all experienced primary care or specialists. Students are exposed to cases that require extended diagnostic workup and problem-solving which discuss all treatment's options on the basis of evidence and research-based clinical practice. This is called Best-BETs (Best Evidence Topic) i.e. best evidence-based answer to the clinical question. Concerning pathology and OHOW rotation most of them are based within the VEE and they are similarly hand-on engaging students in either first opinion or referred cases and involving them in discussion with clients and referring colleagues orally and through written reports. In order to achieve Day One Competences students are engaged in all aspects of healthcare management of all species and when they take rounds they have responsibilities for investigation management, treatment care of patients and interactions with clients, including in core rotations.

3.1.6.2. Analysis of the findings/Comments
Professional knowledge is committed from the beginning of the curriculum mostly towards the training of a practitioner veterinarian. Big emphasis is given to practical hands-on experience of learning to students, through multiple very well-equipped skill labs and impressive support. Knowledge is growing in a spiral way through the entire course of studies. Same topics are embedded first in basic courses and subsequently in a deeper level of knowledge in multiple other courses to learn the same matter on different approaches and build and reinforce the learning each time, until the last year when they finally are facing first opinion cases and referral cases in the associate practices in their preferred choice track. Students' progress is tracked, assessed and recorded digitally on a continuous basis. Day One Competences including management skills, communication and teamwork skills are fully met, and new graduates are well received and have good appeal to vet hospitals looking to hire.

3.1.6.3. Suggestions for improvement
None.

3.1.6.4 Decision
The VEE is compliant with Standard 3.1.6.

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.
The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.
The VEE must also describe how it encourages and prepares students for lifelong learning.

3.2.1. Findings
The Curriculum Digest (Appendix 13) illustrates that the veterinary study programmes are competency-based and define learning outcomes. As stated in section 1.1.2, the veterinary curriculum at Nottingham is designed to meet, among other national and international standards, the ESEVT standards and this is verified by periodic review by EAEVE. Further, the VEE states that it has put in place extensive quality-related processes for ongoing curricular assessment and to ensure that programme quality and intended learning outcomes are met. This includes biannual module and rotation reviews, two-three Module Convenors and "Embedded" Module Convenors who review subject areas across the curriculum, annual programme reviews and the Annual School enhancement Plan. A description of a QA system that promotes and monitors the presence of a teaching environment highly conductive to learning, including self-learning, is found in Appendix 7 and 8, which also describe the involvement of students in evaluation and Commissions and that it encourages and prepares students for lifelong learning. This involves physical and on-line resources, a student-centred teaching approach and a clinically integrated curriculum. It is further facilitated by the Student Academic Support team which provides regular sessions on how to obtain a positive learning culture.

3.2.2. Analysis of the findings/Comments
The VEE has a well-functioning system for communicating about the content, learning outcomes and assessments of each teaching module. The information load to new students is extensive, but an excellent tutoring system involving both staff-to-student and student-to-student helps in guiding the students through the systems.

3.2.3. Suggestions for improvement
None.

3.2.4. Decision
The VEE is compliant with Standard 3.2.

Standard 3.3: Programme learning outcomes must:

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

adequate and are effectively achieved.

3.3.1. Findings
The Curriculum Digest (Appendix 13) and the Mapping of EAEVE Day One Competencies to assessment types (Appendix 27) contain explicit statements of the learning outcomes of the courses of the veterinary curriculum and thus illustrate that the veterinary study programmes are competency-based with learning outcomes that align with EAEVE Day One Competences. This is communicated to staff and students via the VEEs intranet. The Teaching, Learning and Assessment Committee (TLA) has the responsibility for the design, development and implementation of teaching, learning and assessment. It advises the Dean on strategic issues related to teaching, learning and quality assurance and assessment and ensures the implementation of VEE policies. The Director of Education is the TLA Chair and its members include student and staff representatives. The TLA Committee meets once a month, oversees the modular and annual review and updates the programme and module specifications, which are subsequently sent to the Curriculum team within Registry and Academic Affairs for approval.

3.3.2. Analysis of the findings/Comments
The VEEs' processes for creating, disseminating, and evaluating pertinent learning outcomes are operating at a high level.

3.3.3. Suggestions for improvement
None.

3.3.4. Decision
The VEE is compliant with Standard 3.3.

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

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

3.4.1. Findings
The Teaching, Learning and Assessment Committee (TLA) has the responsibility for the design, development and implementation of teaching, learning and assessment. It advises the Dean on strategic issues related to teaching, learning and quality assurance and assessment and ensures the implementation of the VEE policies. The Director of Education is the Committee Chair and members include several students from each cohort and staff representatives. The TLA Committee meets once a month, oversees the modular and annual review and provides written suggestions for updates to the programme and module specifications, which are subsequently sent to the Curriculum team within Registry and Academic Affairs for approval.

The reviews include input from ongoing dialogue with the Clinical Associates as well as review meetings at the end of each two-week rotation with them. Yearly rotation reviews are undertaken by the TLA Committee and shared with the Clinical Associates. The papers and decisions made by the TLA Committee are available on Moodle for students and on a sharepoint site for staff.

Appendix 28 gives a list of 14 teaching and assessment training courses run in 2022/23 thus illustrating how training needs for continuous pedagogical and curricular development is met.

3.4.2. Analysis of the findings/Comments
The TLA Committee is the central component of curricular review and QA at the VEE. Its work is based on the PDCA cycle.

3.4.3. Suggestions for improvement
None.

3.4.4. Decision
The VEE is compliant with Standard 3.4.

Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.
EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.
EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.

3.5.1. Findings
CCT is provided only by VEE-contracted teachers and staff formally trained to teach and assess, is compulsory and identical for all students and aims to provide the acquisition of Day One Competencies. It concerns all species and includes ambulatory clinics, herd management and practical training in VPH including FSO.
EPT is compulsory in addition to the core curriculum, is elective and gives additional training in some discipline or species, enhancing student experience of professional knowledge and soft skills. Is taught by qualified personnel who give a standardised evaluation in the logbook. EPT is provided by the Clinical Associates during the six-week rotations.

3.5.2. Analysis of the findings/Comments
The VEE has developed a community-based teaching model, in which clinical training is delivered by a number of Clinical Associates. Core and track rotations are overseen by VEE staff, and students are taught both by VEE and Clinical Associate Staff.

3.5.3. Suggestions for improvement
3.5.3 Although Day One Competences are fully met, students could be exposed to more referral cases or be able to better have a follow-up and full clinical picture (from start to end) on the clinical cases that they encounter in the EPT two-week rotations (as mentioned previously in

3.1.3).

3.5.4. Decision
The VEE is compliant with Standard 3.5.

Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.
There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

3.6.1. Findings
The use of Clinical Associates negated the need to have a hospital on-site at the VEE, consequently both financial and personnel resources are redirected into supporting an effective experiential learning environment around a caseload wholly appropriate for teaching Day One Competences. Appendix 5 details several Clinical Associates with individual contracts with the VEE that vary in length and financial matters or number of staff supporting teaching. The Clinical Director is supported by six species/discipline leads and by Rotation leaders who have responsibilities for developing and overseeing the teaching and student experience. The Clinical Director, supported by a senior administrator, plans overall the community-based teaching activities. The individual contract varies per Clinical Associate in terms of financial, resources and staff investment, as well as the length of the contract.

3.6.2. Analysis of the findings/Comments
The VEE has developed a very useful teaching model where students can get practical knowledge in a real commercial activity facing client-related issues and practical matters such as “patient admit or discharge” and related paperwork or sudden unpredictable issues that may strengthen individual resources under controlled guidelines and prepare more completely for the future veterinarian. Students are happy to experience different scenarios and have a very good hiring appeal in the commercial market after graduation.

3.6.3. Suggestions for improvement
None.

3.6.4. Decision
The VEE is compliant with Standard 3.6.

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

3.7.1. Findings
Students select the topic of their year 3 research module. Flexibility in extra-mural studies allows students to focus on preferred species areas. Year 5 allows the choice of elective track practice in the preferred area.

Prior to clinical rotations, practical skills are assessed through animal handling and directly observed procedural skills (AHDOPS) and objective structured practical/clinical examinations (OSPE/OSCE), which must be recorded in a diary form and take part in a compulsory portfolio each year. The minimum requirement is to be assessed in six DOPS: two for each species area and at least one for each skills area (Appendix 14). DOPS has to be completed and certified before taking the Veterinary Skills Professional Assessment at the end of the final year. Year 5 students and Clinical Associates use a commercial software called My Progress to review their practical skills and communicate between them.

A longitudinal "Portfolio"-electronic tool, called PebblePad, is a collection of evidence demonstrating student learning experiences. It is discussed on a regular basis with personal tutors and gives formative feedback. Individual portfolios are discussed in a viva session at the end of the third and fifth years.

3.7.2. Analysis of the findings/Comments
The QA system as described is very handy and smooth, as the continuous recording of activities on the PebblePad software helps keep the information updated. Students and staff can go repeatedly and easily over the portfolio to assess, confirm or evaluate the learning progress at all teaching stages. Students have multiple contact tools with the VEE leaders to express their complaints and/or issues, as many resources have been implemented to support them at any stage of their learning process starting from their main tutor to different-level tutors and services offered.

3.7.3. Suggestions for improvement
none

3.7.4. Decision
The VEE is compliant with Standard 3.7.

Area 4. Facilities and equipment

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

4.1.1. Findings
The VEE campus is located on the university's campus Sutton Bonington, 11 km from Nottingham. The university is served by a variety of public transport operators and discounts for staff and students are available.

The campus comprises central teaching and research facilities, the James Cameron-Gifford Library, student residences, music room, sports centre, a restaurant, a café and faith rooms. Teaching facilities comprise buildings located on the campus: academic building, clinical teaching building, skill labs, gateway building, farm and equine teaching facility, small animal teaching facility and a teaching laboratory, including a postmortem/pathology facility. There

is also a fully licensed abattoir on-site with commercial facilities.

Clinical facilities for core rotations are located at the Clinical Associates. Relations with the VEE are based on a contract. Depending on the terms of the contractual relationship between the VEE and the Clinical Associates, the VEE may invest in facilities and equipment for these clinics. Core rotations take place in 12 different clinics, located at distances between 20 minutes and 1.5 hours by car. The clinical associates providing core rotations include two equine clinics, three farm animal clinics and seven small animal clinics. Three of the small animal clinical associates are charity clinics (2 RSPCA: Royal Society for the Prevention of Cruelty to Animals and 1 PDSA: People's dispensary for sick animals). Places for hospitalisation are available in the two equine clinics, in one of the three farm animal clinics and in five of the seven small animal clinics. Among these five small animal clinics, only two have hospitalization facilities for inpatients, others have for outpatients only.

Track rotations take place in 16 structures, including three already used for core rotations (Pride (small animals), Oakham (equine) and Pool House (equine)).

The strategy for maintaining and upgrading facilities is mainly decided at the university level. The VEE Executive Committee and VEE Safety Coordinator have a day-to-day duty to ensure estates provide a safe and efficient working environment. VEE facilities are managed through a combination of in-house process and support from central University Estates; formal oversight is by the VEE Head of Operations. In addition, a reporting system exists within the VEE so that any staff member can report a facilities issue/defect.

The University has a documented Health and Safety Policy, Codes of Practice and Guidance. The University Safety Office is the primary contact point with the Health and Safety Executive, The Environment Agency and the Fire Service. It also oversees all aspects of health and safety, advises in developing safety policies or procedures and monitors the implementation of safety policies. VEE activities are also compliant with regulations related to animal health and welfare, veterinary medicines, biosecurity, counter terrorism, and food safety.

Safety management in Clinical Associate practices is under their local safety management processes. All Clinical Associates have health and safety policies and procedures in place to meet national requirements.

4.1.2. Analysis of the findings/Comments
The facilities are modern, adequate, appropriately equipped, with internet access and adequate accessibilities. VEE's management model allows for a dynamic and flexible approach to needs and allows VEE to decide to invest in facilities and equipment for VEE or Associates when necessary. All facilities comply with the national legislation, many of them are managed locally through university-level guidance.

The core clinical teaching facilities at Clinical Associate premises are sufficient in capacity and adapted for the number of students in clinical rotations in order to allow hands-on, evidence-based clinical training. Clinical associates are RCVS accredited and meet the national veterinary practice standards.

4.1.3. Suggestions for improvement
None.

4.1.4. Decision
The VEE is compliant with standard 4.1.

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

4.2.1. Findings
The Academic Building comprises a 400-seat, a 160-seat and a 30-seat lecture/seminar spaces with full AV facilities, including lecture capture, a 30-seat computer room and 15 small-group teaching rooms.

The Clinical Teaching Building provides a 160-seat dissection room, two preparation rooms adjacent with a 30-seat cadaver surgery suite; 13 small-group teaching rooms; 40-seat seminar room; 13 bay/80-seat Clinical Teaching Lab; 40-seat Clinical Skills Centre; a 40-seat Surgical Skills Centre; a museum and staff offices. The building also comprises 16 walk-in dogs, six cat kennels, laundry, lockers and changing rooms. The Gateway Building provides a 160-seat seminar room, a 120-seat computer room and staff offices.

The Farm and Equine Teaching Facility provides four small-group teaching rooms, an Equine examination space, Equine and Farm Clinical Skills spaces. The Small Animal Teaching Facility includes consultation rooms, a preparation area with six investigation bays and laboratory diagnostics area, theatres, a pharmacy, working radiography facility and kennels.
All seminar and teaching rooms on the campus are equipped with AV facilities, electronic whiteboard and video conference facilities. Each student has access within the VEE to a dedicated Small Group Teaching Room for the purpose of study which they can access 24/7. Staff at Clinical Associates share offices with practice staff when available, but also have dedicated space at the VEE.

The number of Clinical Associates is sufficient to adequately provide core and track rotations to one cohort of students. For equine animals, Clinical Associates are equipped to receive both first and second opinion cases, with CT, MRI, hospitalisation and isolation, labs, boxes, surgery, internal medicine and intensive care units. In the Pool House Equine clinic, onsite accommodation for students is available.

For small animals, clinical associates for core rotations are equipped to receive mainly first opinion cases, except Scarsdale Pride Veterinary Hospital, which is equipped for referred cases, too. The Scarsdale Pride Veterinary Hospital, used for the small animals “Out Of Hours” core rotations and small animals track rotation, is equipped for second opinion cases, including facilities for hospitalisation and isolation of inpatients, endoscopy, radiography, dentistry, MRI, CT, laboratory. Students have a dedicated room with a kitchenette, library and IT facilities.

PDSA Nottingham, used for small animal surgery core rotations, is a well-maintained and equipped clinic with hospitalisation and isolation facilities for inpatient cases, equipment for endoscopy, radiography, ultrasound and dentistry. Students have a room for self-study with Wi-Fi access.

Pinfold's clinic is used to teach preventive medicine only. No separate waiting rooms for dogs and cats were observed. RSPCA Radcliffe and RSPCA Leicester (two shelters for dogs, cats and rabbits), used for basic surgery rotations, were above animal shelter standards. RSPCA Radcliffe was a so-called "cat-friendly" clinic with a separate waiting room for dogs and cats. The building was new and very well maintained. Both clinics had facilities for outpatient hospitalization and isolation. Scarsdale Veterinary group (Langley Mill and Shelton Lock) are clinics used for the small animal consulting core rotation equipped to receive first opinion cases. At Langley Mill, there are separate dog and cat wards. For both, Pride's hospital facilities are used when necessary for inpatients.

4.2.2. Analysis of the findings/Comments
Campus facilities and associated clinics are adequate in number and size to accommodate a cohort of students. Educational equipment is adequate and well maintained, including in Clinical Associates. At all teaching sites, students have easy access to study and dining facilities. On campus, students have facilities for their self-study and leisure. They also have sufficient lockers and toilets. Offices, teaching preparation and research laboratories are sufficient for teaching and support staff.

The community-based model offers the students an opportunity to see different facilities, equipment, organisations and software. The associated clinics provide adequate facilities for teaching clinical skills to students and the VEE ensures that all of its Clinical Associate partners maintain a clinical working environment that enables best practice.

In some Clinical Associates, there are no separate waiting rooms for dogs and cats.

4.2.3. Suggestions for improvement
Separate waiting areas for dogs and cats should be available in Clinic Associates to improve animal welfare and the teaching of best practices.

4.2.4. Decision
The VEE is compliant with standard 4.2.

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

- **be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students**
- **be of a high standard, well maintained and fit for the purpose**
- **promote best husbandry, welfare and management practices**
- **ensure relevant biosecurity**
- **take into account environmental sustainability**
- **be designed to enhance learning.**

4.3.1. Findings
Facilities for healthy animals are located on the campus Sutton Bonington (SB).
The VEE has 16 kennels and an outdoor exercise pen for dogs, and six separately housed cages for cats. The VEE has a dedicated facility to house companion and exotic animals, including rabbits, chinchillas, rats, mice, gerbils, guinea pigs, tortoises, corn snakes and bearded dragons. An animal house and research surgery complex (Bio Support Unit (BSU)) has facilities for holding and managing large and small research animals. The VEE has sixteen boxes and associated yard, tack and feed rooms for students' horses, eight Ha of turn-out and a 30m x

20m floodlit indoor menage, which is used by the students for teaching animal handling and husbandry. A smallholding contains accommodation pens for cattle, sheep and pigs, an examination area and static crush and student changing and washroom facilities.

The 400 Ha University Farm comprises several animal facilities which include various barns, sheep polypens each holding up to 100 sheep, and two environmentally controlled commercial pig fattening houses with facilities for pig handling and weighing. The dairy unit on the farm (the Centre for Dairy Science Innovation) has a 380-cow adult Holstein-Friesian herd plus approximately 300 youngstock. Milking cows are housed in seven groups.

Hospitalisation facilities are located in Clinical Associates. For equines, 24 + 31 boxes are available at Oakham and Pool House, respectively. For farm animals, two boxes for cattle and four boxes for small ruminants are available at Scarsdale FA. For small animals, hospitalisation of inpatients is available only at Pride hospital and PDSA Nottingham, with a total of 120 and 66 places available for dogs, cats or other species.

The VEE has its own Pathology service unit on the SB campus. The facility comprises two large post-mortem rooms with different sized tables (five for smaller to medium sized animals up to 250 kg, one large hydraulic table for horses or other large animals up to 1000 kg).
Within the VEE there are Containment Level 2 microbiology teaching facilities. Diagnostic microbiology laboratories exist also at Pride Veterinary Hospital.
Clinical pathology is included as part of the clinical rotations and at locations that possess clinical pathology laboratories: Oakham, Pool House, and Pride.

4.3.2 Analysis of the findings/Comments
The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes are sufficient in capacity and adapted for one cohort so far, but still not fully verified for more than one. Facilities and equipment are well-maintained and promote best management practices and are designed to enhance learning.

4.3.3. Suggestions for improvement
None.

4.3.4. Decision
The VEE is compliant for standard 4.3.

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.
For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.
The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.
The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

4.4.1. Findings
Core clinical teaching is provided by Clinical Associates where students are supervised by teaching staff from the VEE.

For the farm animal clinics, students are allocated to routine and emergency calls by a nominated member of the VEE/practice clinical team. There is no expectation for students to attend out of hours (OOH) ambulatory work on the farm rotations. In the Oakham equine clinic, students allocate themselves in pairs to cover the hospital's OOH service each night. At Pool House, students participate in OOH work (nights and weekends) in the hospital and are provided with accommodation on site.

For small animals, there is an Emergency and Critical Care rotation, where students engage in a mix of daytime (08:30-17:00) and overnight (19:00-05:00) shifts during a two-week placement.

All the clinical associates used for core rotations are RCVS accredited. PDSA and RSPCA are charitable veterinary service providers, with their own independent clinical standards schemes and regular inspections.

4.4.2. Analysis of the findings/Comments
The clinical associates provide the core clinical teaching facilities for evidence-based clinical training. 24/7 emergency services for companion animals and equines are available. For ruminants, on-call service is available. The associated clinics meet ESEVT standards and RCVS standards.

4.4.3. Suggestions for improvement
None.

4.4.4. Decision
The VEE is compliant for standard 4.4.

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

4.5.1. Findings
Skill rooms for farm animals, equines and small animals are available on the campus. The small Animal Teaching Facility includes consultation rooms, a preparation area with six investigation bays and laboratory diagnostics area, a pharmacy, working radiography facility and kennels. A lot of tools and models are available for students to practise their clinical skills.
Necropsy facilities are available on the campus.

Among the clinical associates used for core small animal rotations, all of them have anaesthesia and monitoring equipment and at least first opinion soft and dental surgery. Clinical pathology equipment is available at Pinfold, Scarsdale Langley Mill and Scarsdale Pride. Endoscopy is available at PDSA Pet Aid Charity Hospital Nottingham and Scarsdale Pride Veterinary Hospital. Most have radiography equipment, ultrasonography is available at RSPCA Leicester, PDSA Pet Aid Charity Hospital, Nottingham and Scarsdale Pride Veterinary Hospital. Finally,

Scarsdale Pride Veterinary Hospital is fully equipped for specialised medical and surgical cases, including intensive and critical care, ophthalmology, neurology, endoscopy and clinical laboratory.

Equine clinics are fully equipped for medical and surgical care for first and second-opinion cases. Farm practices are equipped for ambulatory practice and herd health monitoring.

4.5.2. Analysis of the findings/Comments
The VEE has the facilities to ensure students are trained in a broad range of diagnostic and therapeutic fields.

4.5.3. Suggestions for improvement
The VEE is commended for its Practical Skills Laboratories at each level, very well equipped and impressive in matters of quantity and quality of tools and models available for students to practise and improve their practical skills.

4.5.4. Decision
The VEE is compliant with standard 4.5.

Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.

4.6.1. Findings
For equines, isolation facilities are available, well maintained and operated at Oakham and Pool house clinics. For small animals, isolation facilities are available for five of the seven clinical associates. For Shelton Lock and Langley Mill, isolation cases are sent to the main hospital, Pride.

4.6.2. Analysis of the findings/Comments
Isolation facilities are well maintained, properly used and adequate for animal care and student training.

4.6.3. Suggestions for improvement
None

4.6.4. Decision
The VEE is compliant for standard 4.6.

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

4.7.1. Findings
Ambulatory farm animal practice is taught at the Clinical Associate sites LLM Farm Vets Derbyshire, Scarsdale Farm & Equine and Wright & Morten Farm. Students have access to a

varied caseload, often 1:1 with either university or veterinary practice clinicians. Students also have two days of time within the campus-based Farm Health Skills rotation, which is dedicated to dairy herd health.
Teaching staff from the VEE is present at each of these clinics to supervise students.

4.7.2. Analysis of the findings/Comments
Ambulatory clinics for production animals are available and students are under the supervision of teaching staff.

4.7.3. Suggestions for improvement
None.

4.7.4. Decision
The VEE is compliant with standard 4.7.

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

4.8.1. Findings
The VEE has a total of 20 vehicles. Most are used for transportation of staff and students and reserved for farm animal practices or farm health skills rotations. One is reserved for the equine team located at Pool House. Two vehicles are used for the transportation of cadavers/organs in the rear of vehicles; small live animals in boxes can be transported if secured at the front, not simultaneously with cadavers/organs.

4.8.2. Analysis of the findings/Comments
The transport of students, live and dead animals is done in agreement with national and EU standards and ensures the safety of persons and animals.

4.8.3. Suggestions for improvement
None.

4.8.4. Decision
The VEE is compliant for standard 4.8.

Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.

4.9.1. Findings
Changes in VEE facilities are considered by the Executive Committee. Facility changes at Clinical Associates are discussed as part of contractual negotiations or in response to need by the Clinical Director who would then report these for consideration at the Executive

Committee. Biosecurity and Safety procedures are managed by the VEE Health and Safety Committee.

Policy around Good Laboratory Practice is decided by the University Health and Safety Committee and disseminated to the VEE via the Safety Coordinator. The VEE utilises the policy to implement local rules and codes of practice which are detailed in the Safety Handbook. Any changes to local rules are agreed by the Safety Coordinator and VEE Safety Committee. Any changes in policies or procedures are communicated to specific staff, students and other stakeholders by the relevant Sub-Dean or Director and to the VEE staff at the monthly staff Meeting.

Some non-conformities related to biosafety rules were detected both in associates and in one laboratory in VEE. In the 200-seat general teaching laboratory (Peter Buttery Lab), the laminar flow chambers had not been inspected up to date, with the date of the last inspection in January 2022 and the date of a new inspection in January 2023 (without apparently having been carried out).
In some Clinical Associates, the EAEVE team was able to enter small animal clinics and hospitals, without being given/required to put on foot coverings and/or protective gowns, ie. at RSPCA Radcliffe we could go right up to the surgery table without any protective clothing (the student was doing a cat spay). In some Clinical Associates, the students did not have appropriate and exclusive footwear for clinical activity, and the use of street footwear was apparent. Additionally, they were only equipped with scrubs tops. At both Scarsdale Vet first opinion clinics, students wore only the top of the scrubs and had casual pants or tights underneath and their everyday shoes. Students did not wear gloves during the examination.

4.9.2. Analysis of the findings/Comments
Operational policies and procedures are taught and posted, and a biosecurity manual is available for all. The VEE has a full QA system to monitor clinical services and collects feedback from students, staff and clients.

Biosecurity measures were not always fully implemented in some Clinical Associates.

4.9.3. Suggestions for improvement
The VEE should take care that safety cabinets are appropriately maintained in the teaching lab.
The VEE should take care that biosecurity measures are appropriately applied in all Clinical Associates.

4.9.4. Decision
The VEE is partially compliant with standard 4.9 because of suboptimal implementation of biosecurity procedures in areas where students are trained.

Area 5. Animal resources and teaching material of animal origin

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

5.1.1. Findings

Cadavers and animal-derived materials are used for teaching anatomy, clinical skills, veterinary public health and pathology. Material for anatomy dissection is regularly sourced from local veterinary practices (with owner consent) and abattoirs to cover teaching requirements across all years. Veterinary public health material is obtained from local abattoirs and comprises mainly lesioned organs that have been condemned as unfit for human consumption.

Live animals and cadavers are used to enhance learning and develop clinical competency. Students, particularly during Year 4 will often undertake anatomy/pathology-based teaching scenarios using specimens, e.g. whole organ, that have been preserved from post-mortem cases that were accepted to and reported upon by the VEE's Pathology Service Unit. On occasion, Clinical Associates submit consented cadaver material of anatomical/pathological interest to the anatomy lab, where the specimen along with anonymised case notes, radiographs, etc., can be used during anatomy practicals. Specimens of osteological interest, from previous anatomy practicals or clinical cases, are also prepared to be handled in a dry state for use in small group teaching, clinical skills practicals or placed at Clinical Associates for use during Year 5 rotations.

Anatomy. All major species of farmed animals and companion animals are available on Campus (Table 9). Based on contracts with local organisations and Clinical Associates, a variety of animals for teaching basic sciences, animal husbandry and clinical subjects are available. Fresh and preserved complete and part cadavers of the major domestic species, are used for practical teaching of anatomy in Years 1 and 2. Further use of cadavers is made in the teaching of surgical techniques in Years 3, 4 and 5. Animal cadavers are sourced from within the UK and technical staff have been trained in preservation techniques. Entire skeletons of each domestic species and a variety of high quality plastinated specimens, illustrative models and other learning materials are available. Live animals are used during Years 1 to 4 and resources comprise VEE, staff and student owned animals. All the major farmed species are available for teaching animal health and welfare on site. The University farm comprises dairy cows and sheep. The VEE has a dedicated smallholding comprising cows, pigs, sheep, chickens and bees. Laboratory animals are provided on-site for handling and animal health and welfare teaching. Clients of local practitioners visit with animals for practical and client communication sessions (e.g. endocrine disorders). Students do ante-mortem inspection of the butchering of pigs at the VEE abattoir and visit a number of local abattoirs (red and white meat).

Pathology. A pathology service is offered, charged at commercial rates to local veterinary practices and others (e.g. Police, RSPCA). It undertakes cases free from Clinical Associates to ensure that small animal and equine caseload requirements are met. There is also a regular but small number of farm animals coming from the sheep flocks owned by the university, and a few teaching cases from the Scarsdale Farm partner. Since February 2021 the VEE has been the third-party pathology provider for government (DEFRA/APHA) surveillance in the East Midlands. This is a large geographic area with a diverse livestock sector. Therefore, final-year students see a variety of farm cases while on their pathology rotation. This omni-species, in-house, pathology service ensures that every pathology rotation has exposure to small animal, equine, poultry and farm caseload and occasionally exotics and wildlife. There is use of necropsy material throughout the Year 3 and 4 modules; materials are harvested and presented to students rather than being full necropsy examinations (Table 8). This additional necropsy material derives from formal necropsies as well as local abattoirs and slaughterhouses, particularly in relation to the teaching of veterinary public health and food hygiene. The VEE

has a contract with Defra/APHA to provide post-mortem examination services for the surveillance of farm animals, which has further increased the caseload.

Clinics. The average number of post-mortems undertaken by an individual student would be around seven per student based on the ratio calculated, however, students on the pathology rotation would work in small groups, and so would see a higher caseload. As shown in Tables 10-15, students have access to a wide range of clinically diseased animals while on Year 5 rotations. In addition, students will see a range of normal and diseased animals during the 38 weeks of Extra Mural Studies throughout their course.

Indicators I14-I16 related to necropsies are slightly above median values. I17 (rabbit, rodent, bird, exotic necropsies) is below the median, but above the minimal value.
Indicators related to companion animal patients, ruminant and pig patients, I8 and I9, respectively, are well above the median values. I11 ((rabbit, rodent, bird, exotic patients) is slightly above the median value. Indicator I12 (visits to ruminant and pig herds) highly exceeds the median value. I13 is slightly above the minimal value.

An annual review of the use of animals/animal-material in teaching is conducted by the VEE's Committee for Animal Research and Ethics and submitted to the University Animal Welfare and Ethical Review Body, and the University Research Integrity and Ethics Panel. Prior to clinical rotation teaching, animal handling and clinical examination skills are developed using a combination of VEE animals (farm, equine and exotics) and those belonging to staff (dogs) and students (horses). Where animals/materials are owned by third parties, formal consent is obtained for the use of those animals/materials in teaching. SOPs are in place for the care of live animals used in teaching, and individual animal use is monitored using a QR code. Optimisation of the amount of animals/material of animal origin is based on regular reviews of the ongoing modules for Years 1-4 (detailed in section 3.3.1 of the SER) as well as for Year 5. Module reviews in terms of caseload and training are undertaken (detailed in section 3.1.1 of the SER).
Requirements for animals and materials are communicated to technical staff for implementation by the Module Convenor. The Clinical Director informs relevant Sub-Deans and staff as necessary for changes in the overall mix of Clinical Associates.

5.1.2. Analysis of the findings/Comments
Based on the current indicators, there is no substantial problem with the caseload. However, the indicators have been calculated based on the numbers of students graduating during the past three years, i.e. without the second cohort, which will be graduating within two years. This report reflects the current situation (snapshot). However, after the number of graduates is increased up to 300 at all levels, the so far favourable indicators will drop down and, based on the current caseload, they might be at the borderline.

The caseload and visits are lower in pig and poultry. The VEE´s explanation is that the UK pig and poultry sector employs very few MRCVSs; the expectation is <3 undergraduates from each cohort to go into specialist pig or poultry practice upon graduation. Given a finite number of resources and time, the focus of livestock caseload and teaching is thus predominantly ruminant based.

As mentioned under 3.1.3, the focus of the curriculum on educating generalists is reflected by the high number of first opinion cases seen by the students, while the number of referral cases is relatively small. Considering that the first opinion cases offer only one part of practical experience with an important proportion of rather banal cases such as vaccination and/or

routine treatment of parasitic diseases, the importance of referral cases should be better reflected. Furthermore, the indicators related to caseload do not reflect the fact that the new curriculum, condensed due to the dual intake, provides students with limited opportunity for longitudinal follow-up of individual patients.

The number of animals used for dissections and necropsies is within the range, but not very high. They reflect the possibility of obtaining such materials from local resources. A system for monitoring the case flow and related QA measures is in place.

5.1.3. Suggestions for improvement
The VEE should take measures in advance to ensure that the caseload will be sufficient for the doubled number of students in the future. Special attention must be paid to pigs and poultry as well as to sufficient provision of carcasses for teaching purposes.

See also suggestion in 3.1.3. about the proportion of referral cases and case follow-up during rotations in small animal clinics.

5.1.4. Decision
The VEE is compliant with the Standard 5.1.

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

5.2.1. Findings
The VEE uses the University Farm for Years 1 to 4 practical sessions, mostly focused on evaluating and understanding management, feeding and environment. Students gain experience in births, milking, feeding and other animal husbandry activities through EMS in Years 1 and 2, together with rotations at the VEEs smallholding. Animal handling is taught using the VEE smallholding. In Year 4, students visit two local commercial dairy farms for fertility examination of adult cattle and calf disbudding. Year 5 students on clinical rotations undertake the clinical work on the farm (supervised by VEE clinicians), including all routine fertility and monitoring and most of the individual animal clinical case work. The Farm is run as an independent unit on a commercial basis by the university.

The community-based model is based on extensive use of the Clinical Associate sites with Clinical Associates employed by the VEE as described under Area 3 of this report. Intramural core clinical rotations are compulsory for all students and the indicators related to caseload refer to this clinical activity.

5.2.2. Analysis of the findings/Comments
Practical training at external sites represents the major form of clinical teaching. Intramural core clinical rotations are compulsory for all students to comply with the criteria set by the SOP. They are provided by Clinical Associates contracted with the university who get basic training in didactic skills and in the area of biosecurity. The clinical associate sites mostly comply with standards applied in the VEE. Occasional exceptions have been reflected in Standard 4.9 as a potential Minor Deficiency.

5.2.3. Suggestions for improvement
None.

5.2.4. Decision
The VEE is compliant with the standard 5.2.

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

5.3.1. Findings
Twelve Registered Veterinary Nurses (RVN) are employed by the VEE. These staff teach nursing skills throughout the curriculum. The RVNs (small animal and equine) also teach on the rotations supervising nurse consultations, reception duties, preventive health advice, diet advice teaching, blood sampling, dental procedures, wound care and dressings, anaesthesia, theatre practice, fluid therapy, triage and ward nursing including, clinical evaluation and pain scoring. The equine nurses supervise treatment administration by the students at the equine hospitals and will also supervise and teach in-patient checks.

The Veterinary Professional Skills modules VETS1010, 2009 and 3007 provide instruction on clinical decision-making and case management, starting in the first year with the 'Think like a vet' workshop and building on this in subsequent years. Year 1 to 4 classes are typically third to quarter classes per session with students working in sub-groups within these classes, for example, smaller groups of three or four may undertake ultrasonography of an animal, dissect a cadaver or undertake palpation. Final year rotation groups are always 14 students or less, typically divided into smaller groups at the rotation site. For most rotations students are taught by VEE or Clinical Associate clinicians in groups of three or less and often are taught around a case on a 1:1 basis.
The intra-mural core rotations are delivered in Clinical Associate practices. In these private veterinary practices, students are exposed to veterinary business, client communication (including complaint-handling), ethics and professional practice. The educational experience is delivered by VEE staff placed in the Clinical Associate organisation and by Clinical Associate staff who have been trained as educators, all of which are experienced primary care or specialist clinicians.

Referral rotations in small animal and equine practice and the farm Herd Health rotation expose students to cases that require extended diagnostic work and problem solving, which goes beyond those typically encountered in primary care practice. The case discussions, at rounds twice each day, would typically include discussion of all treatment options. All Clinical Associate staff and VEE staff are encouraged to deliver evidence- and research-based clinical practice.

Year 5 students are fully engaged in all aspects of the healthcare management of all species, under the supervision of a qualified veterinary surgeon in order to develop Day One Competences. They will normally undertake rounds and have considerable responsibility in all aspects of case investigation, management, treatment, care of patients and interaction with clients. The structure of rotations in both core and track phases includes time for case discussion and independent research. This allows students to reflect on the clinical cases they have seen and the decisions that have been made regarding case management. Students are required to reflect on clinical case management through their professional portfolio in each year of the course. In the final year, they are required to submit at least four case studies as part of their portfolio, where they will describe and reflect on the case management.

5.3.2. Analysis of the findings/Comments
Instruction in nursing procedures is provided, students are active participants in this process, and they acquire relevant nursing care skills.

5.3.3. Suggestions for improvement
None.

5.3.4. Decision
The VEE is compliant with the standard 5.3.

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

5.4.1. Findings
Computerised records stored in veterinary-specific practice management software are available at sites delivering intramural rotations for staff and students; students have generic student log-ins that allow them access to the patient records. In some cases, there are dedicated computers available to the students in the student accommodation, giving them access to patient records. A range of systems are used by different practices: AT Veterinary Systems: Scarsdale Veterinary Group – all practices, RxWorks: Oakham Veterinary Hospital; Vet IT: Pinfold, VetSpace: PDSA Nottingham. In addition, the Farm Health Skills rotation uses dairy analytics software such as TotalVet and DairyComp 305, along with a variety of other health planning tools. Pathology case records are held on paper and in the university IT system.

5.4.2. Analysis of the findings/Comments
Different practice management software systems used by different practices allow students to become familiar with the main systems they will use on graduation. Students actively use these systems during their extra-mural stays. The pathology records represent an internal system, records held on paper are in a rather obsolete format.

5.4.3. Suggestions for improvement
The pathology case record format should be upgraded and more interactive in terms of its use by both students and staff.

5.4.4. Decision
The VEE is compliant with the standard 5.4.

Area 6. Learning resources

Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-

the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.

6.1.1. Findings
The University of Nottingham invests significant resources in libraries, IT infrastructure, learning resources and support team. IT is used in all aspects of its interaction with students from admission throughout the computer assisted learning and assessment. Among the training resources there is extensive use of "part task trainers "and simulation -based learning. Laboratories and Clinical Skill Centres are equipped with models for various techniques, always available also outside the formal timetable and supervised by the teaching staff alongside cadaver-based teaching. Simulated patients train the student on communicating skills. Considered most important the MOODLE learning platform through which the entire body of curriculum is delivered electronically.

More resources are video bank (Media Space), online anatomy museum, virtual patients (with Xerte tool kits) and clinical image repository. The VEE has an Internal digital learning group committee which works to improve the technologies upon staff and students needs and requests. Teaching on "assessing and evaluating information" is developing from the first to the fifth year from evidence-based research to evidence-based veterinary medicine going through "skills in literature searching". During year 4 and 5 students have to demonstrate the ability to critically review and evaluate evidence and they must submit at least four clinical case studies.

6.1.2. Analysis of the findings/Comments
Learning resources are state-of-the-art, very well available and taught by teaching staff who are very supportive in helping the students to get confident with all systems. Huge availability of IT resources dedicated and well-equipped self-learning areas always assisted by prepared staff makes learning a very positive experience. Library is 24/7 friendly space impressively filled with very good quality resources. Disabled students have any kind of support to be able to use the learning resources.

6.1.3. Suggestions for improvement
None.

6.1.4. Decision
The VEE is compliant with Standard 6.1.

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

6.2.1. Findings
All staff and students have access to all online university libraries. Moreover, the JCG LIBRARY central on SB campus is open 24/7 during examination periods with meeting rooms,

individual spaces and silent study rooms offering seating for almost 300 people. The library is provided with wi-fi and PowerPoint for laptops, self-service printing and photocopying, kitchenette, and relaxation space plus an Assisted Technology Room for disabled students. Another IT resource is the NU search library discovery system which allows students to search for books and journals transversely across eight University of Nottingham libraries. In total, 7,6 FTE customer service staff are available during core hours: one full-time supervisor plus a team of library-experienced advisors. Two external security officers are available outside core opening hours.

6.2.2. Analysis of the findings/Comments
Both library facilities and IT resources are well implemented. VEE and campus computer rooms can be accessed on a 24-hour basis. The digital and technology services are manned 24 hours, operating on e-mail and telephone helpline.

6.2.3. Suggestions for improvement
None.

6.2.4. Decision
The VEE is compliant with Standard 6.2.

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

6.3.1. Findings
All students are able to access VEE and Campus Computer Rooms on a 24-hours basis (one room with 22 computers in school and a further five computer rooms across SB campus). The university provides loan laptops for student in financial need. Lecture theatres over the campus are fully equipped with high quality visual facilities. Electronic whiteboards and audio-visual equipment are available in theatres and seminar rooms or laboratories for procedural skills. Clinical Associates as well provide computing facilities and often electronic whiteboards or LCD screen for presentations. The VEE is actively supported by Digital and Technology service enabling to continuously improve and evolve. Email and telephone helpline service supports students and staff 24 hours. Clinical Skills labs are fully equipped with different levels of models and tools always supervised and often accessible on request by students who feel the need to further practice.

6.3.2. Analysis of the findings/Comments
Students, teachers and staff are happy to easily share knowledge, records and assessments through the Virtual Learning Environment. All teaching materials including presentations, briefing notes, video recordings, data base and web resources are available online and students are encouraged and taught to how browse and research according with their needs. Clinical skills labs are very well equipped and supervised so that students get to the last year of clinical practice already well prepared for the hands-on practice at the Clinical Associates.

6.3.3. Suggestions for improvement
None.

6.3.4. Decision
The VEE is compliant with Standard 6.3.

Area 7. Student admission, progression and welfare

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

7.1.1. Findings
Information on the aims of the programme, admission criteria, fee information accreditation and course cost information are available to prospective students online via the university's home page and a VEE-specific brochure. All programme and module information are available online (Moodle) for students. Information to help induction is provided and the students are welcomed to the VEE by their Personal tutor. In addition, a Welcome Week include a variety of inclusion events and introductory talks.

7.1.2. Analysis of the findings/Comments
The VEE has a very well-developed system for information about enrolment and the student "life cycle". The extensive tutor system within the VEE is noteworthy.

7.1.3. Suggestions for improvement.
None.

7.1.4. Decision
The VEE is compliant with Standard 7.1.

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

7.2.1. Findings
The VEE states that it has decreased the cohort sizes for the 5-year intakes to 150 each, (i.e. a total number of 300 students per year), a number that is confirmed. According to table 17in the SER, the mean yearly uptake is 319 and there is an exceptional uptake of 337 students in 2020/2021 due to last-minute changes during post-examination results by the Government during COVID-19 epidemics. The VEE offers a number of opportunities for post-graduate studies, including an academic track for MR's and PhD degrees.

The VEE states in 7.3.3 that it does not need to adapt the number of admitted students to the available resources as the budget and therefore resource is sized to meet the requirement for the planned intake and that the VEE would receive additional funding if there was a small increase in student number.

7.2.2. Analysis of the findings/Comments

The VEE has currently a good balance between the number of students and resources. The size of teaching and especially support staff is, however, coming close to EAEVE minimum levels when the effect of the dual intake is taking full effect on the number of students graduating annually. This is also pointed out in standard 9.2.

7.2.3. Suggestions for improvement
As suggested in other places, the VEE needs to be aware that when the dual cohort admission fully affects the number of graduating students, academic and support staff may have a high teaching load.

7.2.4. Decision
The VEE is compliant with Standard 7.2.

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

7.3.1. Findings
The VEE has a formal and detailed Admission policy, which is publicly available. It has been approved by the Admissions Committee. This policy defines requirements and processes, including training of accessors. Thus, the staff involved in the process receives initial training, is offered refresher training yearly and is briefed ahead of every assessment session. The admission process for undergraduate students is reviewed yearly by the Admissions Committee. The admission process is overseen by the Admissions Sub-Dean.

The students are considered solely based on their merits, abilities and potential and are free of bias due to gender, ethnic or national origin, age, disability, religion, sexual orientation or any other characteristic not relevant to entry into the veterinary profession. The procedure ensures that the Admission Centre data is standardised to reduce any difference in marking between assessors and that decisions are made by comparison with the candidate pool rather than by individual.

7.3.2. Analysis of the findings/Comments
The VEE has a clearly defined set of selection and progression criteria, which are reviewed regularly. Adequate training for those involved in the selection process is provided.

7.3.3. Suggestions for improvement
None.

7.3.4. Decision
The VEE is compliant with Standard 7.4.

Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the

programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.

7.4.1. Findings
All students complete a medical assessment form that is reviewed by the University Occupational Health team prior to admission. This team assesses students against national Higher Education Occupational Physicians guidance to ensure that students are able to meet RCVS Day 1 competencies and provide recommendations on the suitability of the applicant and provide for reasonable adjustments to be present prior to teaching and examination. Decision is made by the VEE's Disability Liaison Officers. Further, all students undertake an online dyslexia screening during Year 1.

Students who believe that their performance has been impaired during their study can apply online for extenuating circumstances.

7.4.2. Analysis of the findings/Comments
As RCVS Day One Competencies are aligned with the ESEVT Day One Competencies, students are able to meet the ESEVT Day One Competences when they graduate.

7.4.3. Suggestions for improvement
None.

7.4.4. Decision
The VEE is compliant with Standard 7.4.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.
The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.

7.5.1. Findings
The basis for decisions on progression is provided to all students in their online Students Handbook and is supplemented by online information in the University's Quality Manual. The assessment type and progression requirements for the programme and for each individual module is published online and are also given at the start of each module. In addition, students receive an Assessment Addendum detailing times and dates of examination, information on formats, extenuating circumstances, regulations and FAQ. Mark schemes and criteria for non-online assessments are provided to all students online (Moodle).

Students that do not pass examinations are offered individual feedback meetings with the module leader and are also contacted by the SAS team. Year 5 students who fail a Rotation Professional Assessment are required to meet with the Clinical Review Panel to understand the reasons for failure and ways to improve. Students who fail the end-of-year assessment in Year 5 may be able to repeat rotation prior to reassessment. Students identified as struggling with the course by a concerned staff member or peer may be referred directly to the Welfare Manager or Senior Tutors who informally meet with the student. Further support mechanisms are detailed in 7.7.1 and include a dedicated Student support and Wellbeing Team, access to

the University's support and advice Services.

7.5.2. Analysis of the findings/Comments
The VEE has a system to monitor attrition and progression and has a proven record of responding to and amending admission selection criteria as well as providing student support when required.

7.5.3. Suggestions for improvement
None.

7.5.4. Decision
The VEE is compliant with Standard 7.5.

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

7.6.1. Findings
Students can be excluded due to academic misconduct by a well-defined internal process which is communicated online. The VEE is enrolled in the Excluded Student Database of the Medical, Dental, Pharmacy and Veterinary Councils and details of any student excluded are entered in this database.

An online appeal process for admission decisions is described in 7.3.2. The complaint is initially handled locally, followed by the Head of VEE and ultimately the Head of Service at the Faculty. Information on the procedure is provided in the initial contact letter with the VEE. There is a clear procedure of appeal installed for individual components of an examination. This involves timely feedback to the TLA team or through the student's year representative. The students are supported by their Personal Tutor, Senior Tutor or Module Convenor during the appeal process. Students are made aware of the appeals procedure through their student handbook, in an assessment addendum and are also given advice by their Personal Tutor, Examinations Officer, Programme Leads or the Director of Teaching. The Students Union provides independent advice to students who make an appeal.

7.6.2. Analysis of the findings/Comments
There are clear descriptions of the requirements to pass in 7.5.1, including a statement that "students must complete the veterinary course within 10 years and cannot take more than three years to complete Year 1" but there is no mention of whether this is a reason for exclusion.

7.6.3. Suggestions for improvement.
None

7.6.4. Decision
The VEE is compliant with Standard 7.6.

Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include

provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation.
There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).

7.7.1. Findings
There are a number of measures to ensure that students experiencing difficulties with their studies or emotional and welfare needs are supported. Support for learning difficulties is provided through online and written information, induction and orientation weeks at the beginning of each year, VEE-based identification of learning difficulties, exam preparation sessions, Dedicated Student Placement teams, access to university support service and access to University and Careers and Employability Service. Students who believe that their performance has been impaired during their study can apply online for extenuating circumstances. A clear procedure for considering such applications by a VEE Committee is established.
Pastoral and Welfare support is provided, among other means, by Personal Tutors, Dedicated Student Support and Wellbeing Team, Disability Liaison Office, Welfare Week, access to university support and advice service and the Student Guild and Student Union. Postgraduates are able to access the support of the on-site Graduate Centre and the Postgraduate Society. In addition to the two Postgraduate Sub-Deans, the VEE has three Senior tutors, dedicated to postgraduate pastoral and welfare support. The postgraduate students can also raise issues through elected postgraduate representatives that attend the Postgraduate Committee meeting where issues can be raised and resolved.

The VEE follows university regulations considering student complaints, including complaints of harassment, abuse and discrimination and there are clear mechanisms for reporting and support.

7.7.2. Analysis of the findings/Comments
The VEE does provide support for the physical, emotional and welfare needs of the students, including those specific to disabled students. In addition, there is a clearly defined procedure for dealing with student complaints, including those of grievances such as harassment.

7.7.3. Suggestions for improvement
It is suggested that the VEE actively inform and support teacher and student exchange programmes in order to broaden international exposure.

7.7.4. Decision
The VEE is compliant with Standard 7.7.

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

7.8.1. Findings
There is a list of 16 bullet points of means by which students can influence the VEE's direction, by providing suggestions, comments and complaints. This also enables students to raise comments and complaints about the VEE's compliance with national and international legislation and the ESEVT standard. The listed means include questionnaires and surveys,

Committees and anonymous suggestion boxes. In addition, undergraduate students elect an Educational Representative and a Course Representative who represent student views at the Learning Community Forum meetings, TLA Committee meetings, and the Postgraduate Committee meetings. They are further represented as members of other relevant Committees and Subcommittees at the Faculty, Campus and University level. At the start of each academic year, a dedicated session is held to inform students about feedback and how issues raised have been used.

7.8.2. Analysis of the findings/Comments
There are multiple means by which students can convey their needs and wants to the VEE. These means do include means by which students can communicate suggestions, comments and complaints regarding the VEE's adherence to national and international legislation and to EAEVE and AVMA Standards.

7.8.3. Suggestions for improvement
None.

7.8.4. Decision
The VEE is compliant with Standard 7.8.

Area 8. Student assessment

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

8.1.1. Findings
The student assessment strategy is well structured. The various assessment methods provide a constructive alignment with the curriculum and are mapped to the Day One Competences (Appendix 27). In the first three years, the predominant form of examination is the single best answer and short answer questions, which are tested in online examinations. The software tool employed allows MCQ, EMQs, drag and drop and fill-in-the-blanks. Pictures can be included. The timetable for examinations is clearly recognisable for all students throughout the year. Other assessment methods in years 1-3 include AH DOPS, OSPE, professional portfolio and coursework assignments.

From the 3rd year onwards, a variety of examination forms are used depending on the subject and question; these include DOPS, OSCE, portfolios, RPA and COPC online exams. The type of exam is clearly identified in each module description.

8.1.2. Analysis of the findings/Comments
The overall assessment strategy provides a well-structured, comprehensive set of different assessment methodologies that ensure the monitoring of progressive development. In addition to the summative assessment formats, students must maintain various portfolios over the entire duration of their studies, which contain reflections on clinical cases as well as other topics such as learning strategies, health maintenance or application training. The portfolio is also summatively assessed in years 1-3 and year 5 of the course.

8.1.3. Suggestions for improvement
None

8.1.4. Decision
The VEE is compliant with Standard 8.1.

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

8.2.1. Findings
The guidelines concerning assessments are published online in the student handbook and are further reinforced at the start of each module. Students receive a detailed assessment addendum with times and dates of examinations.

The examination questions are classified by the Ebel standard-setting method, which involves rating an examination question on two dimensions. Using an electronic assessment system (ExamSys) allows for comprehensive quality control. Review processes include persons other than the first maker as well as external examiners as required by the university. The standard progression is a 50% pass mark per module. One resit is possible; however, there are exceptions for students with special circumstances. For students failing re-assessment, a further re-assessment is only possible if the student has passed a minimum of 80 credits and an average of 40% across all modules. A 2.2 has to be gained in the BVMedSci degree to progress to the 4th year. The entire program must be completed within 10 years and a maximum of three years may be spent on the successful completion of one academic year.

In addition to summative assessment, students receive intensive formative assessments for each module, for practical skills and their professional development in various ways, such as checklists, skill area scores, written and verbal feedback and DOPS assessment via an app (MyProgress app). A personal tutor gives feedback on the student's portfolio, which is assembled in a software (Pebblepad).

8.2.2. Analysis of the findings/Comments
The timing, content and form of the examinations are announced transparently. There is a database of multiple-choice questions, part of which is shared between universities. The questions are assessed, and quality control is carried out using standardised procedures. Criteria that allow students to progress to the next semester are clearly defined. The intensive individual feedback given to students is a valuable opportunity to highlight strengths and weaknesses and thus promote their further professional development.

8.2.3. Suggestions for improvement
None

8.2.4. Decision
The VEE is compliant with Standard 8.2.

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

8.3.1. Findings
The annual curriculum review also includes a review of the assessment strategy. The validity of the assessment strategy is governed by the learning outcomes of each module. All members teaching in a module submit questions for formative and summative assessments.

8.3.2. Analysis of the findings/Comments
The module description defines the assessment strategies and provides a link between learning outcomes and assessment strategies. In addition to the typical summative forms, special emphasis is placed on individual feedback. This is provided not only by the teaching staff directly involved but also by the students' tutors. In addition, students receive valuable feedback from the staff of the associated clinics.

8.3.3. Suggestions for improvement
None

8.3.4. Decision
The VEE is compliant with Standard 8.3.

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.
The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.

8.4.1. Findings
The numerous examinations and feedback give students many opportunities to recognise their individual strengths and weaknesses and thus improve. Individual feedback is offered by teachers throughout the entire duration of the programme.
The VEE has a very good tutoring system. All students are assigned a tutor who is always available to discuss any difficulties that may arise with the student during the exams.

8.4.2. Analysis of the findings/Comments
Formative Assessment and individual feedback by teachers and tutors support students' individual development. The extensive tutor system is noteworthy.

8.4.3. Suggestions for improvement
None

8.4.4. Decision
The VEE is compliant with Standard 8.4.

Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the

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

8.5.1. Findings
There are multiple types of assessment methods to directly assess clinical skills. The different assessment methods are mapped to the Day One Competences (Appendix 27) and clinical skill development is controlled by OSPEs, OSCEs, workplace based clinical assessments and DOPS across different species and skills. Core clinical training and EPT are separated.

8.5.2. Analysis of the findings/Comments
Students who have successfully completed all examinations and have completed the entire course are able to perform all Day One Competences.

8.5.3. Suggestions for improvement
None

8.5.4. Decision
The VEE is compliant with Standard 8.5.

Area 9. Teaching and support staff

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

9.1.1. Findings
The VEE has an ongoing recruitment programme phased in relation to the development of the VEE; academic staff work within Strategic Research Areas contributing to, or leading teaching modules. The allocation of additional staff to the VEE is based on incremental growth (and replacement of any existing staff) associated with the dual intake business case. Any additional recruitment above these plans would be considered through further business cases and/or agreement with the Faculty PVC. Recruitment in relation to non-budgeted posts is determined by the requirements of the research grant or external contract.

The recruitment process is defined by the university rules. The initial stages confirm that a role profile clearly defines the skills, experience and qualifications required for the post and that

the post is comparable to other posts at the same level at the university. The job description will also state the necessary and desirable criteria for selection. Following local, national and international advertisement, a shortlist is compiled by assessing applications against the identified criteria in the role profile. Shortlisting is conducted by at least two members of staff for all academic and teaching posts, normally by the Dean, Heads of Divisions and line managers, with selection criteria applied consistently to all applicants. Up to and including appointment at the level of Associate Professor, university HR arranges the interview panel, which will include the Faculty PVC as Chair, or an independent Head of School or Senior Academic who has had Chair training, together with VEE representatives. Professorial appointments include an interview panel comprising the Vice Chancellor (or delegate), Faculty PVC, Dean, VEE representatives, and two External Assessors. Induction is managed by the VEE, and the process begins prior to the start of employment when new staff are sent introductory packs with key information around VEE structure and policies, as well as information about the wider university. The university requires that all newly appointed academic staff undertake the Postgraduate Certificate in Higher Education (PGCHE); 75% of academic staff and 13% of administrative staff possess a PGCertificate/Masters/PhD in education.

Support staff are recruited as per academic staff, with the exception that anonymous selection takes place before the interview stage, and a presentation is only given to the recruiting panel, not the whole VEE.

Staff are appointed to permanent or fixed term contracts. The majority of staff are appointed on open ended permanent contracts. No staff are appointed to clinical income (as this is retained by the Clinical Associate), although staff theoretically may be employed from service income, however, there are no staff funded in this way. Staff on fixed term contracts are predominantly recruited to Research Associate/Fellow positions on fixed term research grants, or recruited to provide cover, for example maternity leave.

The VEE organises a number of relevant initial or refresher courses /workshops in-house on a yearly basis covering all aspects of teaching, learning and assessment, including. facilitation skills, introduction to ultrasound, MCQ/EMQ writing, use of YouTube for teaching and learning, admissions, and personal tutoring. There are strong links with other veterinary schools, where there is collaboration in development of staff skills and curricular activities, VEE staff also attend external training courses such as EMQ training, and assessment in clinical rotations.

Appropriate training is provided to staff at all levels in the Clinical Associates. In association with the University Professional Development Unit, the VEE developed a training programme for Clinical Associate staff who have student contact. The course takes core components from the established and accredited Intensive Learning and Teaching Programme run by Professional Development and intended for those educators relatively new to teaching; a structured eight-hour online course is complemented by individual teaching and assessment development support from rotation leaders. Several Clinical Associate staff have registered to undertake educational master's programmes; also, Clinical Associate staff are supervised by VEE staff to undertake residencies, for example, two Oakham clinicians have been supervised to attain DipECVS.

There is some supplemental teaching delivery by other university and external staff, when appropriate or when niche expertise does not reside within the VEE; these staff may be paid as consultants or are honorary staff. All external deliverers are appropriately briefed and

monitored by the Module Convenor, including pre-appointment and pre-delivery briefings and a post-delivery review.

The University of Nottingham also offers staff who take the opportunity to be observed by an experienced academic from outside their school via the Teaching and Learning Observation College (TLOC). TLOC aims to support colleagues who wish to improve their teaching through observation of their teaching and learning practices.

As of October 1st, 2023, there are 226.6 FTE / 268 headcount staff in the VEE; 106 are vets (36 Specialists of different colleges).

9.1.2. Analysis of the findings/Comments
Although the pool of suitable candidates for clinical positions is limited because of the expansion of veterinary schools and commercial competition from private practice for diplomate-level staff, the VEE succeeded in attracting well-qualified staff, including specialists from different European and American colleges as well as national specialists.

Considering that 75% of academic staff and 13% of administrative staff possess a PGCertificate/Masters/PhD in education, along with the number of courses offered both by the VEE and the university, a programme of teacher training may be considered to be implemented within the QA frame operated by the VEE and the university. Clinicians not possessing the Certificate have the opportunity to benefit from alternative online training in the courses.

Raw data used for the calculation of the indicator (I3) show that the mean number of veterinarians is 94, which is in agreement with Table 21. 94 out of 140 is 0.67, which is more than 50%. The current number of veterinarians is slightly higher.

Information on how much of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians was missing in the report. According to information retrieved before the onsite visitation, the proportion is 69%, which is just above the standard requirement. The VEE pointed out that neither EPT nor EMS were included into this calculation.

9.1.3. Suggestions for improvement
The VEE should take care that the proportion of teaching hours provided by veterinarians is always higher than the minimum value set by the standard, especially in the context of changes in teaching load expected in the near future after the dual intake system is fully implemented.

9.1.4. Decision
The VEE is compliant with the standard 9.1.

Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission. A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.

9.2.1. Findings

Clinical academic, non-clinical academic, administrative and technical staff are part of the VEE. Trained clinical associates, external providers/subject specialists and special invited lecturers belong to the wider teaching community of the VEE.

Academic staff are recruited to one of three main career paths within the research and teaching job family dependent on the focus of the role: A combination of research and teaching (R&T); wholly or mainly involved in research (R); wholly or mainly involved in teaching and learning (T&L). Clinical track staff may be either on the R&T or the T&L track, where their clinical activity is part of their teaching activity. Within the VEE they may be designated R&T(C) or T(C)&L. Levels of academic appointments as follows: Professor (level 7); Associate Professor and Clinical Associate Professors (level 6); Assistant Professor and Clinical Assistant Professor (level 5); Teaching/Research Associate/Fellow (level 4). Research staff are recruited into the relevant category depending on the needs of the research grant or external contract. Technical staff are either entirely dedicated to supporting teaching (e.g. the preparation of material for dissection, organising and demonstrating clinical equipment, care/husbandry of animals, etc.) or in a combined research/teaching role, where the majority of focus is on supporting staff with research and also providing input and guidance to students. There are five levels of technicians recruited in the VEE. The administrative staff in the VEE undertake a range of activities. There are six levels of administrative staff in the VEE.

Residents, Interns and DVetMed students are integrally involved with Year 5 clinical teaching. They may work closely with the students on an informal daily basis, and may be involved in scheduling activities, and providing feedback, with academic staff and other members of Clinical Associates about student performance to Rotation Leaders. Residents may be involved in assessing DOPS, however, otherwise no students are involved in assessment. Other non-clinical postgraduates (e.g. PGCertificate, MRes, PhD) act as demonstrators in practical sessions in Years 1-4. It is normally expected that students undertake university courses in teaching. Some students may undertake the Teaching and learning Development Program and gain HEA status.
The formal aspects of the recruitment procedure are described under Standard 9.1. All interviewees for the posts of Assistant Professor, and above, give presentations, and a question-and-answer session to VEE staff; these are scored by staff and the results provided to the interview panel. The VEE has also initiated a process such that selected students are invited to attend staff interview presentations and interviews for staff on teaching contracts. Contracts for employment are only provided once appropriate references have been received together with evidence of qualifications.

Induction is managed by the VEE, and the process begins prior to the start of employment when new staff are sent introductory packs with key information around VEE structure and policies, as well as information about the wider university. When staff commence their employment, they are provided with a welcome induction pack, which includes a timetabled list of activities, typically in the first two weeks of employment. This includes an introductory meeting with their line manager and other key staff, a safety and biosecurity briefing, training needs signposting and assessment and the provision of detailed information around policies and procedures. It is tailored to the requirements of the individual and may include a follow-up review with the individual. The university also provides a half-day session to introduce new starters to the university, held quarterly.

9.2.2. Analysis of the findings/Comments
The total number of staff and their structure correspond to the current VEE´s activities. It is likely that some changes may be needed after the dual intake is fully implemented. The

procedures used to ensure that the total number, qualifications, skills and competencies of all staff are sufficient and appropriate; they are set primarily by the university and therefore standard for the country. Specific requirements are defined at the level of the VEE and adequately implemented.
Extensive tutoring systems associated not only with students but also with staff represent an area of praise for the VEE. Subjectively, all staff are satisfied with their personal situation within VEE and with the VEE environment.

9.2.3. Suggestions for improvement
As also pointed out in standard 7.2, a revision of the current situation ensuring that after a complete transition to the dual intake model the VEE still complies with all standards is recommended.

9.2.4. Decision
VEE is compliant with the standard 9.2.

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

9.3.1. Findings
The university has instigated a workload planning (WLP) system allowing effective planning of academic time and enabling an open and transparent view of planned workload. It is assumed that all academic staff will have time allocated to undertake each of the following: teaching – including preparation, delivery and assessment - research, citizenship and academic service. The workload plan is populated in the VEE, with staff self-reporting much of their activities, and staff can comment on their assignment to correct inaccuracies. An individual's workload is discussed at their appraisal, with changes made as necessary for the subsequent year. There are differences between academic tracks in terms of expectations of balance between activities; also, those with managerial roles have time allowance for these responsibilities. Permanent and temporary staff are treated equally.

The University Appraisal and Development Conversation (ADC) process is in operation. The ADC process enables the VEE to identify and respond to the development needs of all staff, including both short-term and more long-term career aspirations. Appraisals are held with the direct line manager, which for all academics is the Head or Deputy Head of Division, Heads of Division and the Deputy Head of the VEE are appraised by the Dean; Research Associates/Fellows are appraised by the Principal Investigator of the grant on which they are employed with oversight by their direct line manager. Support staff are appraised by their line manager, who will be a team leader or a Head of Operations. The ADC approach is based on a conversational framework, that aims to facilitate a safe and trusting space for open dialogue, encouraging regular conversations throughout the year, supported by a minimum of one annual ADC.

Pay progression within salary bands is based on three factors: the outcome from the annual review of salary, often referred to as the cost-of-living salary adjustment, individual

performance - through the Nottingham Reward Scheme, relative position of the role holder within the salary band. Excellent performance is recognised by staff nomination through the Nottingham Reward Scheme. The scheme is intended to provide flexibility to reward staff who go above and beyond the normal expectations of their role. Staff can self-nominate, be nominated by their peers or manager, or be nominated for a team award. Poor performance results in a review of development and support needs within the context of university guidance on managing underperforming staff.

9.3.2. Analysis of the findings/Comments
The University Appraisal and Development Conversation (ADC) process allows staff to discuss their role in the context of the university and VEE´s priorities, gain feedback on their progress, plan personal development in the short and longer-term, including career aspirations and to discuss any other topics.
Flexibility for staff to choose between research and teaching careers along with the fact that teaching and learning are perceived as equally prestigious to research are an area of praise for the VEE.

9.3.3. Suggestions for improvement
None.

9.3.4. Decision
The VEE is compliant with the standard 9.3.

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.
Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.
Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

9.4.1. Findings
At the annual appraisal meeting line managers discuss personal development plans with appraisees. This may include plans for internal or external training or developmental opportunities such as national committee work, work shadowing or other opportunities. The University Professional Development Unit provides development advice and courses for all groups of staff through a varied programme of short courses and accredited qualifications. Themes such as professional and personal development, managing people and projects, and equal opportunities are delivered through a variety of methods, such as web based training, forums and traditional courses (http://www.nottingham.ac.uk/hr/aboutus/professional-development/professional-development.aspx). All staff are encouraged to attend courses, and most are offered free of charge. In addition, the University's Leadership and Management Academy offers webinars and bite-sized learning events alongside their more extensive programmes, which have been developed to help leaders, managers, and those interested in developing their leadership practice, build the capability to lead and manage teams.

Each academic member of staff has a yearly fund to attend scientific meetings and/or professional development. There is also a centrally held training budget that is used to subsidise

additional attendance at relevant professional development opportunities where there is justification that attendance would aid a member of staff's personal development. The VEE supports staff to undertake academic qualifications; support staff also access this funding, and it has been provided for a variety of courses, from day courses through to three staff funded to undertake MBAs.

The VEE has joined the Faculty of Medicine and Health Sciences Mentoring Scheme and contributes financial support and mentors to the programme. The programme aims to match the skills, interests, and requirements of mentees with mentors and should enable cross-school pairing from across the three job families. In addition, on request of the staff member or line manager, informal mentors are sought and assigned within the VEE outside the Mentoring scheme.

It is implicit in the VEE charter that staff 'engage, make a contribution and we make our voices heard, having the opportunity to influence decisions'. The policy is that staff are empowered to deal with issues as they arise, such that issues are resolved at the lowest levels, escalating as needed to Sub-Deans, line managers or VEE management. Staff and students are able to influence the VEE's direction and decision making processes through a number of means: flat organisational structure, whereby the vast majority of staff report to a member of Leadership Team, facilitating easy raising of issues or ideas for management consideration; monthly online staff meetings, accessible to all staff, report on and seek feedback on key issues; wide VEE consultation on and review by all staff to gain input on policies, documents etc as needed; diagonal-slice cross-School working parties are established to address new projects or tasks; annual Staff Appraisal and Development Conversation meetings with the option for interim meetings throughout the year; through various Committees with onward decision making by Executive Committee.

The University's promotion process for academic staff recognises a high level of achievement in 3 broad areas of activity: research and scholarship: research activity, teaching and curriculum leadership, and university and academic service. Academic staff are encouraged via annual workshops to self-reflect and consider making a promotion application. Progress towards promotion is discussed with all staff at their ADC.

The VEE Promotions Panel (a dedicated session of Executive Committee) considers each application (presented by an Advocate) against the university's promotion criteria prior to submission to the Faculty Promotions Committee. Following discussion at that committee, chaired by the Faculty PVC and including Heads of schools, a decision is made, and the outcome is provided to each individual. For promotions to level 7 (Professor), applications are subsequently submitted to the University Promotions Committee and if supported at that Committee are sent for external review prior to a second meeting of the University Promotions Committee. Feedback and further support are given to unsuccessful staff. There is no financial or numerical limit within the promotion process.

There are no promotion opportunities for support staff, instead they can move to a higher-grade role or if their role is regraded (rather than the individual).

9.4.2. Analysis of the findings/Comments

All staff are aware of their current status within the VEE and about possible progression. Promotion criteria are clearly defined. Based on discussions with them, all categories are satisfied with the system. As mentioned under 9.3.2., teaching and learning are perceived as equally prestigious to research. Annual appraisal meetings were repeatedly mentioned in

discussions with staff as a standard procedure.

The structure of the VEE and various mechanisms defined by the QA system and other internal rules give the staff and students several standard opportunities to contribute to decision-making processes. The personal progression of the support staff is rather confined; their role depends on the definition of a particular position rather than on an individual. The system is not substantially different from other VEEs.

9.4.3. Suggestions for improvement
None.

9.4.4. Decision
VEE is compliant with the standard 9.4.

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

9.5.1 Findings
Students assess teachers through: Student Evaluation of Module questionnaires (SEM) completed on every module to provide feedback on overall delivery and learning, with outcomes considered in module reviews; Student Evaluation of Teaching questionnaires (SET) completed on a voluntary basis by academic staff teaching to provide feedback on teaching by individual; Student Evaluation of Year questionnaire is structured as per the NSS, and is run by the VEE to gather feedback from students on their overall experience of the year of programme as a whole.

The human resources strategy for the VEE sits within the wider university policies and requirements associated with selection, recruitment, promotion, support and assessment (https://www.nottingham.ac.uk/hr/). Details of VEE processes and their implementation are detailed in prior sections of this VR under “Findings”. Assessment and revision of VEE processes is undertaken when there is a policy or process change notified to the VEE and all staff by university HR. Any specific local procedures are reviewed by the appropriate committee or working group, and then considered and decided by the VEE Executive Committee with onwards communication to staff (and students if relevant) by usual methods such as all staff email, presentation at Staff Meeting.

9.5.2. Analysis of the findings/Comments
The system of teachers´ evaluation by students is a standard system within the university and similar to other universities and VEEs.
The assessment of teaching staff is also based on wider university policies; policies applied within the VEE are specific enough to be efficient in the university context.

9.5.3. Suggestions for improvement
None.

9.5.4. Decision
VEE is compliant with Standard 9.5.

Area 10. Research programmes, continuing and postgraduate education

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

10.1.1. Findings

The VEE is dedicated to improving the well-being of animals and humans through world-leading innovative research and technology transfer in basic, applied and clinical sciences.

Research is at the heart of the VEE's activities, both in terms of remaining at the forefront of national and international efforts in the field of veterinary medicine and as an integral part of undergraduate and postgraduate education and training.

The VEE has earned a world-class reputation for its research achievements. In the 2021 Research Excellence Framework (REF) rankings, 85% of research was classified as "world-leading" or "internationally excellent". In the 2022/23 academic year, there were more than 25 active major projects at the VEE, which were funded with more than £150,000. More than 370 scientific publications were also published in the same year.

Four major strategic research areas (SRAs) have been selected as focal points for research excellence and all staff in all SRAs are encouraged to integrate the latest research methods and findings into teaching:

- **Diagnostics and therapeutics -** Identification of novel diagnostic and therapeutic targets in human and companion animal diseases, with a particular focus on cancer, cardiovascular, renal and neurodegenerative diseases.
- **Global Health and Antimicrobial Resistance –** this SRA represent a unique interdisciplinary network of researchers focused on tackling antimicrobial resistance from a global, one health perspective.
- **One Virology -** this is a university-wide, pioneering, interdisciplinary team of researchers bringing together expertise to make new discoveries, deepen scientific understanding and develop new approaches to challenging viral infections in humans and animals.
- **Ruminant Population Health -** builds on the National Centre for Dairy Science Innovation, hosted at Nottingham, and brings together clinicians and researchers working together on the health, welfare and production of ruminants, particularly cattle and sheep.

In addition, the Veterinary Education Research Group (VERG) provides a support group for the VEE community interested in educational research. This group includes technical and academic staff, postgraduate students, veterinary interns and undergraduate students. The VERG encourages collaboration with educational endeavours from the university and beyond, creating opportunities to promote personal development and develop sustainable educational resources and methods.

The VEE also hosts a number of the University's Centres of Excellence, whose staff provide research-based teaching:

- The Wolfson Centre for Global Virus Research,
- The Centre for Evidence-Based Veterinary Medicine,

- The Centre for Dairy Innovation,
- The Centre of Bioethics.

10.1.2. Analysis of the findings/Comments
All staff are involved in research to varying degrees, with the exception of staff on 0.2 FTE contracts for placement. Staff are encouraged to integrate the latest research into teaching and research-oriented staff are expected to teach within the curriculum. Research Associates/Fellows recruited on fixed-term contracts also contribute to teaching to further their careers. The fluctuations in research active staff are mainly due to the fluctuation in the number of postdocs/fellows.

10.1.3. Suggestions for improvement
None.

10.1.4. Decision
The VEE is compliant with Standard 10.1.

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

10.2.1. Findings
The VEE believes that it is essential for students to acquire knowledge, understanding and skills in contemporary research in order to develop problem-solving skills and a preference for lifelong learning. Students work with staff from the Centre for Evidence-Based Veterinary Medicine and learn how to efficiently search for research-related literature based on clinical questions through didactic and problem-based sessions.

In particular, the VEE has incorporated a significant 30-credit research module into the third year of study for all students. The aim of the research module is to provide students with
- an understanding of the value of research in modern veterinary medicine and science – in particular how research helps to expand veterinary knowledge and develop professionally
- an understanding of the opportunities for a career in research, whether in pure research, government or commercial research, or other forms of applied research
- Skills in discovery- and hypothesis-driven veterinary science that are of value in practise and that form the basis for understanding evidence-based veterinary medicine
- Acquisition of new technical skills, e.g. laboratory skills and statistical analysis
- Transferable skills in planning, time and project management, data analysis, evaluation and writing a research proposal. Students will learn about the research process from idea to publication and how this can be achieved in practise.

The research module requires students to prepare a research programme over a maximum period of 6 weeks in the fall semester (for the September cohort) or in the summer semester (for the April cohort).

The research module is supported by an experienced module leadership team and taught by research-intensive non-clinical and clinical academics. Prior to commencing the research rotations, students will receive an induction week of didactic and practical sessions covering various aspects of research methods, study design and statistics, as well as reviewing and writing up scientific literature.

The rotations allow students to learn about different research areas, data analysis, developing research ideas, research methods and potential funding bodies in preparation for their research proposal, but also to gain skills that they can use for their further lifelong learning.
In addition to the research module in Year 3, there are several opportunities for undergraduate students to formally engage in research, both within and outside the university:
- Students can undertake six weeks of research as part of the EMS
- Students can pursue summer research projects in faculty (10 fully funded grants per year per cohort) and externally funded opportunities.
- Students may volunteer to participate in research projects such as longitudinal studies of Irish Wolfhound, Rottweiler and Spaniel breed health related to purebred dog genetics
- The department funds interdisciplinary postgraduate courses for students on a competitive basis, e.g. 18 PGCert in Veterinary Education, 22 master's degrees and four PhD studentships have been funded in the last three years.
- The department has received substantial INSPIRE grants from the Academy of Medical Sciences (£30,000 over the last three years) to enable students to attend evening research lectures and receptions and to present their research at conferences.

The VEE is able to help students gain recognition for their extra-curricular research activities. Staff have developed and delivered a 10-credit (non-academic) module that contributes to the achievement of the 'Nottingham Advantage Award', which is officially recorded on graduation documents and presented at the graduation ceremony.

Students and staff are encouraged to apply for internal and external grants to participate in research-related activities to widen participation, such as the £500 Anatomical Society grant awarded to an academic which enabled several student volunteers to write scientific papers for young people around the world, and a £3,000/€3.5k Royal Society grant involving paid opportunities for several students. Support for research activities does not stop when the students graduate.

10.2.2. Analysis of the findings/Comments
The involvement of research-active staff in all courses, particularly in the third-year research module, ensures that this part of the course is often delivered to a standard sufficient for scientific publication in peer-reviewed journals, and is also assured by the university's quality assurance system. For example, to date, 298 students have been named as co-authors in peer-reviewed publications.

10.2.3. Suggestions for improvement
None.

10.2.4. Decision
The VEE is compliant with Standard 10.2.

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

10.3.1. Findings
The VEE offers the opportunity to obtain Master's and PhD degrees academically in a wide range of veterinary, biomedical, biological, educational and statistical research areas. In addition, the VEE offers a PG Certificate course in Veterinary Education and in Veterinary

Medicine and Surgery. Studentships are funded by the university and external sources.

The VEE funds studentships per year for the PGCert Veterinary Education (10), MRes (6) and PhD (2). The VEE is also committed to funding up to 10 PhD studentships per year. In addition, it funds PGCert Veterinary Medicine and Science (Intern), MVM and DVetMed (Resident) positions as per the Clinical Associates contracts. In general, there has been little fluctuation in the number of studentships in response to external funding, including in terms of success in funding and grant applications.

The VEE is committed to providing high-quality Continued Professional Development (CPD to veterinary surgeons and allied professionals. This connects the VEE to the broader veterinary community, continuing the philosophy of lifelong learning developed at the undergraduate level and further developing the VEE as a centre for educational excellence. The VEE offers courses at basic, intermediate and advanced levels to meet the CPD requirements of the profession.

The VEE also currently offers the A and B modules and five C modules as part of the RCVS Certificate in Advanced Clinical Practice. In September 2023, the RCVS Education Committee approved the VEE's application for a designated Certificate in Small Animal Clinical Practice. This means that the VEE is currently the only provider to offer a postgraduate qualification focused on the general practitioner in Primary Care Practice.

Quality assurance is similar to undergraduate teaching, ensuring that learning objectives are defined, and teaching materials are developed and available to all participants.

The VEE's alumni community now has more than 1100 members and offers them learning opportunities at preferential rates. VEE adheres to its philosophy of lifelong learning and strives to support its alumni members throughout their professional careers.

10.3.2. Analysis of the findings/Comments
The VEE has a clear philosophy of lifelong learning and offers an array of postgraduate degree programmes, in addition to several intercalating activities for students during their veterinary studies. The VEE is currently the only provider to offer a postgraduate qualification focused on the general practitioner in Primary Care Practice.

10.3.3. Suggestions for improvement
None.

10.3.4. Decision
The VEE is compliant with Standard 10.3.

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

10.4.1. Findings
All staff are allocated at least 20% of their time for educational/research activities. This allocation of time will be discussed with individual staff at ADC meetings and all staff involved in teaching will be encouraged to integrate research findings into their teaching where appropriate.

The third-year research module comprises nine rotations and introductions to research and research methods. The academics leading the module use current research data from their own research and from the literature to teach the subject matter, including examples of recent peer-reviewed work that is critically evaluated by students. This includes an understanding of the value of stakeholder-focused research, with sessions on communicating research and evaluating the impact of research.

All teaching staff working within the curriculum are invited to module reviews (which they run themselves) and to TLA committee meetings where they can comment on the content of the curriculum and make suggestions for change based on current research.

The Research Committee oversees the strategic portfolio and direction of research at the VEE. The committee meets monthly and oversees the development of the research strategy to maintain a vibrant research culture and achieve the University and Faculty research KPIs and targets. Proposals for PGR strategy are made by the PGR Committee and discussed further by the Research Committee; both committees include postgraduate representatives.

Quality assurance of PGR projects is overseen by the PGR Committee. Each PGR proposal is also reviewed by the VEE Ethics Committee before being approved as an appropriate project. The VEE supports all fully funded projects. In addition to the intercalation positions, the VEE funds up to 10 PhD studentships per year, with the faculty providing the same amount of external funding. There may be occasions when the allocation of PhD studentships is contested and in these circumstances, the PGR Committee has an evaluation process that assesses the proposed PhD studentships and provides a ranking to prioritise funding. These assessment and ranking criteria are transparent and accessible to all staff applying for funding.

External funding, university funding and funding opportunities for intercalated students are equally available to all staff. PGR, university and other funding opportunities are communicated to staff at staff meetings and via email. University DTP recruitment is advertised to attract internal and external students and intercalation opportunities are advertised to each cohort of students in the University. Individual research active staff also promote PGR opportunities with appropriate funding to staff from the industry.

The relevant student-related committees are the TLA and Postgraduate Research Tutor (PGT and PGR) committees respectively. These committees work strategically to oversee and review the development and ongoing delivery of the programmes. Operationally, courses are managed by the TLA and Postgraduate Education teams who manage the procedures for delivery and assessment. Postgraduate researchers have several routes of feedback open to them, including the relevant committees. Postgraduate student representatives are invited to attend the relevant committee meetings. Student representatives are nominated by other postgraduate students, with support from administrative staff. In addition, we have postgraduate representatives on the EDI Committee and for specific courses such as the BBSRC DTP. Postgraduate researchers are represented on the Research Committee by a postgraduate researcher and are invited to attend Strategic research Area meetings. A postgraduate representative also attends the VEE 's Health and Safety Committee.

10.4.2. Analysis of the findings/Comments

The VEE has an active and successful QA-based research policy aimed at involving both student and several staff categories, also been shown to be beneficial for teaching. This is well received among both students and staff.

10.4.3. Suggestions for improvement
None.

10.4.4. Decision
The VEE is compliant with Standard 10.4.

11. ESEVT Indicators

	Raw data from the last 3 full academic years	2022/23	2021/22	2020/21	Mean
1	n° of FTE teaching staff involved in veterinary training	149	145	126	140
2	n° of undergraduate students	1,357	1,226	1,067	1,217
3	n° of FTE veterinarians involved in veterinary training	99	97	84	94
4	n° of students graduating annually	147	146	142	145
5	n° of FTE support staff involved in veterinary training	97	78	84	87
6	n° of hours of practical (non-clinical) training	875	875	875	875
7	n° of hours of Core Clinical Training (CCT)	941	941	941	941
8	n° of hours of VPH (including FSQ) training	193	193	193	193
9	n° of hours of extra-mural practical training in VPH (including FSQ)	32	32	32	32
10	n° of companion animal patients seen intra-murally	18,696	13,739	10,480	14,305
11	n° of individual ruminant and pig patients seen intra-murally	48	45	48	47
12	n° of equine patients seen intra-murally	7,738	8,684	7,402	7,941
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	612	347	280	413
14	n° of companion animal patients seen extra-murally	317	270	138	242
15	n° of individual ruminants and pig patients seen extra-murally	27,326	8,056	10,002	15,128
16	n° of equine patients seen extra-murally	6,413	6,377	4,785	5,858
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	50	50	200	100
18	n° of visits to ruminant and pig herds	1,513	2,711	1,240	1,821
19	n° of visits to poultry and farmed rabbit units	10	10	10	10
20	n° of companion animal necropsies	396	356	254	335
21	n° of ruminant and pig necropsies	238	217	266	240
22	n° of equine necropsies	42	35	30	36
23	n° of rabbit, rodent, bird and exotic pet necropsies	276	230	324	277
24	n° of FTE specialised veterinarians involved in veterinary training	24	28	27	26
25	n° of PhD graduating annually	22	19	8	16

Calculated Indicators from raw data		School values	Median values	Minimal values	Balance
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0.12	0.15	0.13	-0.01
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0.65	0.84	0.63	0.02

I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0.60	0.88	0.54	0.06
I4	n° of hours of practical (non-clinical) training	875	954	701	174.41
I5	n° of hours of Core Clinical Training (CCT)	941.0	941.6	704.8	236.20
I6	n° of hours of VPH (including FSQ) training	192.5	293.5	191.8	0.70
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	32.0	75.0	31.8	0.20
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	100.3	67.4	44.0	56.31
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	104.65	18.75	9.74	94.92
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	95.17	5.96	2.15	93.02
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually	3.54	3.11	1.16	2.38
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	12.56	1.29	0.54	12.02
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.07	0.11	0.04	0.02
I14	n° of companion animal necropsies / n° of students graduating annually	2.3	2.1	1.4	0.91
I15	n° of ruminant and pig necropsies / n° of students graduating annually	1.66	1.36	0.90	0.76
I16	n° of equine necropsies / n° of students graduating annually	0.25	0.18	0.10	0.15
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1.91	2.65	0.88	1.03
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.18	0.27	0.06	0.12
I19	n° of PhD graduating annually / n° of students graduating annually	0.11	0.15	0.07	0.04

11.1. Findings

All indicators, except a minor deviation regarding I1, are above the minimum values.

11.2. Analysis of the findings/Comments

Based on the current indicators, there is no substantial problem with the caseload and or staff structure. However, the indicators have been calculated based on the number of students graduating during the past three years, i.e. without the second cohort, which will be graduating within two years. This report reflects the current situation (snapshot). After the number of graduates is increased up to 300 at all levels, the so far favourable indicators will drop down. Those based on the current caseload might then be at the borderline.

11.3. Suggestions for improvement

The VEE needs to be aware that when the dual cohort admission fully affects the number of graduating students, academic and support staff may have a high teaching load.

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

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

• **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)** • **Veterinary Public Health (including Food Safety and Quality)** • **Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).** **When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.** **If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.** **Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.** **3.1.1. 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. Veterinary Public Health (including Food Safety and Quality)	x		
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	x		
Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. **The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.** **The VEE must also describe how it encourages and prepares students for lifelong learning.**	x		
Standard 3.3: Programme learning outcomes must: • **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework** • **include a description of Day One Competences** • **form the basis for explicit statements of the objectives and learning outcomes of individual units of study** • **be communicated to staff and students** • **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**	x		
Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: • **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum** • **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes** • **perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned** • **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**	x		
Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another. **EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.** **EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.**	x		
Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including	x		

insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme. There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.			
Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.	x		
Area 4. Facilities and equipment			
Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.	x		
Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.	x		
Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must: **● be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students** **● be of a high standard, well maintained and fit for the purpose** **● promote best husbandry, welfare and management practices** **● ensure relevant biosecurity** **● take into account environmental sustainability** **● be designed to enhance learning**	x		
Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector. The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.	x		
Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.	x		
Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.	x		
Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.	x		
Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.	x		
Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.		x	
Area 5. Animal resources and teaching material of animal origin			
Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled.	x		

Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.			
Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.	x		
Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	x		
Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.	x		
Area 6. Learning resources			
Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.	x		
Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. **The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).**	x		
Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.	x		
Area 7. Student admission, progression and welfare			
Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. **In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students. Formal cooperation with other VEEs must also be clearly advertised.**	x		
Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	x		
Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. **The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.** **Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.**	x		
Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	x		
Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. **The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.**	x		
Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. **The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.**	x		
Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. **There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).**	x		
Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.	x		

Area 8. Student assessment			
Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	x		
Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. **The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.** **Mechanisms for students to appeal against assessment outcomes must be explicit.**	x		
Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	x		
Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. **The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.**	x		
Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.	x		
Area 9. Teaching and support staff			
Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. **A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.** **Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.**	x		
Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission. **A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.**	x		
Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. **Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.**	x		
Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures. **Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.** **Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.**	x		
Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.	x		
Area 10. Research programmes, continuing and postgraduate education			
Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided	x		

that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).			
Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.	x		
Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.	x		
Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.	x		
C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance			

Executive Summary

The School of Veterinary Medicine and Science of the University of Nottingham (hereafter called VEE in this report) was officially opened in 2007, having admitted its first students in 2006. The VEE is organised within the Faculty of Medicine and Health Sciences. The first ESEVT visitation took place in 2007, followed by visitations in 2011 and 2017 and with a revisitation in 2019, resulting in the status of accreditation.

The SER was provided on time and written in agreement with the SOP 2023. Replies to the pre-visitation questions from the experts were provided before the start of the Visitation. The Visitation was well prepared, well organized, and carried out in a cordial and professional atmosphere. Both the dean and the liaison officer were always easily and efficiently available. The programme of the Visitation was easily adapted when requested by the Visitation Team who had full access to the information, facilities, and individuals they asked for.

Several areas worthy of praise have been identified:

- Tutor system for students and staff
- Supportive and caring atmosphere
- Excellent relationships between students, academic, and support staff
- Flexibility for staff to choose between research and teaching careers
- Teaching and learning are perceived as equally prestigious to research
- Clinical skills lab

Additional commendations are described in the Visitation Report.

Recommendations:

One Minor Deficiency has been identified:

- Potential partial compliance with Standard 4.9 because of sub-optimal implementation of biosecurity procedures in areas where students are being trained.

No Major Deficiencies have been identified.

Additional suggestions for improvement are described in the Visitation Report.

Glossary

ABC: Activity Based Costing
ACDP: Advisory Committee on Dangerous Pathogens
ADC: Appraisal and Development Conversations
AHDOPS: Animal Husbandry Directly Observed Procedural Skills
AHEMS: Animal Husbandry Extra Mural Studies
AVMA: American Veterinary Medical Association
BBSRC: Biotechnology and Biological Sciences Research Council
CCT: Core Clinical Training
CDSI: Centre for Dairy Science Innovation
CEMS: Clinical Extra Mural Studies
D1C: ESEVT Day One Competences
DOPS: Directly Observed Procedural Skills

EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EMS: Extra Mural Studies
EPT: Elective Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
NUH: Nottingham University Hospitals
OSCE: Objective Structured Clinical Examination
PDCA: Plan Do Check Adjust
QA: Quality Assurance
RSPCA: Royal Society for the Prevention of Cruelty to Animals
SER: Self Evaluation Report
SOP: 2023bStandard Operating Procedure
VEE: Veterinary Education Establishment
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital
WLP: Workload Planning

Decision of ECOVE

The Committee concluded that no Major Deficiency had been identified.

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