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School of Veterinary Medicine and Science



**European Association of Establishments
for Veterinary Education**

Re-visitation Self Evaluation Report

2019

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0 INTRODUCTION

The School of Veterinary Medicine and Science, University of Nottingham was established in 2006. Our mission is to enhance society by carrying out research to tackle key issues in fundamental science, animal health and global sustainability, and to educate veterinary surgeons to enable them to have a broad impact on animal health and welfare and to public health, and to contribute significantly to the veterinary profession as a whole.

The School offers two undergraduate veterinary programmes, a 5-year course and a 6-year course including a Gateway / Preliminary Year (for widening participation and also high achieving non-science students). Our outcomes-based programmes are mapped to RCVS, EAEVE and AVMA competences and provide students with high-quality degrees in year 3 and year 5. Teaching delivery is innovative, maximising the student experience through early hands-on exposure to animals, clinical integration and the use of small group and facilitated learning, underpinned by e-learning and e-assessment. The curriculum is delivered in vertically (clinically) and horizontally (subject) integrated programmes and includes a strong research component. The School uses a community-based lecture-free clinical year 5 teaching model, in which teaching is delivered at a number of Clinical Associates and at the School's own facilities. Rotations are led by School staff and students are taught by both trained School and Clinical Associate staff. The rotations, are providing an excellent clinical experience for our students, and include a range of first opinion and referral caseloads across all major species.

Rotation	Focus	Location	Rotation leader
Small animal (core)	Primary care	2 weeks Pride / Shelton Lock	Amy Weiser
	Referral	2 weeks Pride	Ian Self
	Charity/Shelter	2 weeks PDSA and RSPCA	Richard Ewers
	Emergency and out of hours	2 weeks Pride (Vets at Night)	Tom Hackney
Equine (core)	Equine skills	2 weeks SVMS/Defence Animal Centre /Scarsdale	Marco Duz
	Equine practice including emergency and out of hours	2 weeks Oakham	Mark Bowen and Adam Redpath
Farm (core)	Farm skills	2 weeks SVMS	Laura Randall
	Farm practice including emergency and out of hours	2 weeks Scarsdale	John Remnant
Anatomic and Clinical Pathology (core)	Anatomic and Clinical Pathology	2 weeks SVMS	Kerstin Baiker
Veterinary Public Health (core)	Veterinary Public Health	2 weeks SVMS	Amelia Garcia-Ara
Introductory week (core)	Introduction	1 week SVMS	Kate White
Track rotations	Student selected	6 weeks	Kate White (overall coordination of individual track leaders)

Table 1 Compulsory Year 5 Clinical Rotations 2018/19

Note: For clarity, whilst the equine and farm practice rotations have always included emergency and out of hours teaching and experience, they have been explicitly renamed to include these aspects in the rotation title.

We take pride in our exceptional levels of student support, which has resulted in a high student retention rate, and our graduates are confident in their skills and competences that are immediately applicable to day one of employment. Our graduates are keenly sought after by employers, and graduates continue to engage with the School through a successful alumni programme.

The School has built a reputation as world-class in its research achievements and has established four Strategic Research Areas which act as foci for research excellence. Undergraduate and postgraduate students have demonstrable research outputs. Staff are recruited for both their research contribution and potential and their ability to teach on the veterinary course, ensuring that teaching is research-enriched and contemporary.

Our quality assurance and control processes around education, teaching and the wider School ensure the highest standards and implementation of best practice. Outcomes are constantly reviewed to ensure that appropriate enhancements are made to our strategy and operations. The School meets and commonly exceeds all ESEVT Indicators.

The School is autonomous, having strategic, operational and financial management responsibility, producing a £18.9m turnover, and meeting performance targets yearly. Investment has been made into bespoke facilities, resources and equipment at the 1000-acre Sutton Bonington campus, where we are also able to access to wider University facilities, including teaching, research and farm facilities. Making the strategic choice to have no hospital on site has provided the School with the benefit of utilising, and investing in, where appropriate, Clinical Associate facilities in order to maximise the value from the opportunity (noting that several clinical rotations are also based at / delivered from the school; for example, veterinary pathology).

The School is recognised by the Royal College of Veterinary Surgeons (RCVS), having had previous visitations in 2009, 2011, 2014, and 2017, and is accredited by the European Association of Establishments for Veterinary Education (EAEVE) until 2021, as a result of a stage 2 accreditation visit in 2011. EAEVE, in conjunction with the RCVS and the Australian Veterinary Boards Council, undertook a visitation between 27 November – 1 December 2017. In May 2018, the School received and provided detailed comments on the draft visitation report, which recommended full accreditation. The School believes that there were a number of internal EAEVE procedural issues both during and subsequent to the visitation, which resulted in some areas lacking clarity in the ultimate revised report and at its consideration at the European Committee on Veterinary Education (ECOVE) meeting on 22 November 2018; ECOVE consequently issued a final report to the School on 19 December 2018 which identified 2 major and 2 minor deficiencies.

This focussed, short, RSER provides further information and lucidity specifically around the perceived major and minor deficiencies. This RSER should therefore be read in conjunction with the original SER for a fuller description of the School. The School is committed to correction of the Major and Minor Deficiencies so as to be fully compliant with the ESEVT standards.

1 CORRECTION OF THE MAJOR DEFICIENCIES

1.1 Non compliant with substandard 3.5 because of no compulsory training in 24/7 emergency services for all students resulting in insufficient acquisition of some of the Day One Competences in clinical sciences

1.1.1 Factual Information

Table 1 details the Core and Track rotations for 2018/19. There is a specific compulsory 2 week emergency and out of hours small animal rotation at Pride Veterinary Hospital (Appendix 1) and further 2 week rotations in farm (Scarsdale Veterinary Hospital) and equine (Oakham Veterinary Hospital) also providing exposure to emergency and out of hours caseload. All rotations including emergency and out of hours duties are led by full time academic members of staff, with the Pride emergency and out of hours rotation, being serviced and supported by 5 European Specialists in Veterinary Anaesthesia and Analgesia. Group sizes range from 1 to 3 students per supervising veterinary surgeon on clinical rotations, and all students undertake duties to ensure Day One Competencies including 'attend all species in an emergency and perform first aid' (1.19, Annex 2, ESEVT May 2016). Students are supervised by School staff and trained Clinical Associate staff. Students are assessed through Directly Observed Procedural Skills (DOPS)¹, with a compulsory requirement to undertake a DOPS in the emergency medicine and care skill area; in addition, students are assessed through a Rotation Professionalism Assessment (RPA).

A further 20 hours of theoretical and practical clinical training in emergency and first aid is taught throughout the course in years 1 to 4 (from week 2). The challenges of systems based modules is that emergency and critical care (ECC) teaching is taught throughout all of the modules, as such emergency and critical care is a "hidden" module, led by Professor Gayle Hallowell². The initial hidden ECC module review, recognising this dispersal, led to the development of a dedicated intense ECC day in the year 4 Cardiorespiratory module which outlines the cross-species principles, and builds on teaching from the first two years, preparing students for cases that they will work on during final year rotations and in their first few years in practice.

1.1.2 Comments

We are confident that graduates meet Day One Competency (1.19, Annex 2, ESEVT, May 2016)

- Attend all species in an emergency and perform first aid. It is intended to visit the Pride emergency and out of hours rotation during the Re-visitation.

¹ Core clinical skills are assessed through DOPS (representing core skills defined by RCVS/EAEVE Day One Competences) using case material and assessed by an appropriate clinician. Assessed skills are blueprinted to six skill areas and to species to ensure content validity of these workplace based assessments. Emergency medicine and care is one of the six skill areas therefore all students are assessed on their clinical skills within this area on rotations. Student performance is evaluated on a scale of entrustability, with the aim of being able to perform skills under reactive supervision, as would be expected of a Day One graduate. At each rotation a Rotation Professionalism Assessment is undertaken by all staff working with the student with reference to the professional skills and behaviours as detailed in the RCVS Code of Professional Conduct.

² Professor Gayle Hallowell undertook a dual internal medicine and emergency and critical care residency at the Royal Veterinary College between 2003-2007. During this residency she undertook large and small animal rotations and all of her specialty rotations except for surgery were undertaken evaluating small animal patients. She is recognised as an RCVS Specialist in Emergency and Critical Care, and holds a DipACVECC. She has provided emergency care and advice to a number of practices and delivers emergency care into Scarsdale farm and equine and Twycross zoo rotations when needed and on a more regular, routine basis at the Defence Animal Training Regiment, where she evaluates canine and equine emergency and critical care patients with the students. She delivers small and large animal emergency and critical care CPD on a regular basis nationally and internationally and delivers into one of the advanced practitioner certificates.

1.2 Non compliant with substandard 4.13 because of no presence of relevant isolation facilities and biosecurity procedures in all clinical facilities

1.2.1 Factual Information

There are isolation facilities and biosecurity procedures in all clinical facilities. Biosecurity procedures are incorporated into student inductions for each rotation, and relevant biosecurity documentation is displayed at each Clinical Associate.

1.2.2 Comments

The Chair of the 2017 Visitation has confirmed this deficiency was only related to Pinfold Veterinary Practice. As planned, and as detailed in the 2017 Visitation Self Evaluation Report, the School no longer uses this practice for rotations and replaced Pinfold with the RSPCA Radcliffe.

The RSPCA Radcliffe Animal Centre was opened in the 1960's to provide shelter and care for abandoned, injured and neglected animals across Nottinghamshire. It provides accommodation for up to 90 dogs, 90 cats and a small number of rabbits.

In 2006 it rebuilt its dog kennels, cattery and animal support buildings. The accommodation comprises of 3 separate dog blocks - a rehabilitation block, an intake block and an adoption block. It has a grooming room, training compounds, secure off lead exercise areas and an adoption garden. For cats it has two separated units - a hospitalisation unit for new arrivals undergoing health and behaviour assessment and an adoption cattery. Specifically, the RSPCA isolation facilities include a purpose built dog isolation unit to enable specific, strict procedures to be followed. Staff caring for any animals in the isolation unit are not permitted to work on any other section involving the same species. In addition, the centre has a cat hospitalisation unit separate to the main cattery which can be locked down as necessary. Biosecurity procedures are regularly reviewed to ensure they are being followed and that they remain effective and fit for purpose. A new, separate cat isolation unit is planned for 2019 to replace an old unit. In 2018 the animal centre started a further phase of modernisation replacing its old reception building with a new Rehoming and Education Centre to facilitate support of animal welfare education from primary school to university level. On site veterinary operating facilities were established in 2015 to provide better treatment facilities for in-house animals. There are facilities for minor surgery, dentals and ultrasound on site. An extension and refurbishment of the veterinary suite is agreed for autumn 2019 and will focus on the provision of improved facilities for animal surgery and an enhanced learning environment for students. Students at the RSPCA share study and amenity facilities with staff. Students are taught by experienced primary care clinicians.

It is intended to visit the RSPCA during the Revisitation.



Figure 1 RSPCA, Radcliffe



Figure 2 RSPCA Dog Isolation Unit

2 CORRECTION OF THE MINOR DEFICIENCIES

2.1 Partial compliance with substandard 1.2 because of sub-optimal presence of clear and detailed objectives, accountability and timelines in the Operating Plan

2.1.1 Factual information

The School has a rolling 3 year Strategic Plan. The Plan is shared with all staff on an ongoing basis. The School Operating Plan is the first year of the Strategic Plan and is translated into very clear detailed SMART objectives themed into 15 key outcome areas in the Strategic Plan. The objectives have clear accountability and timelines, and are very granular (for example the 2018/19 Operating Plan tracks progress with 96 different objectives). These objectives are tracked on a monthly basis by the School and quarterly by the Faculty Pro-Vice Chancellor and are given narrative and a visual “Red, Amber, Green” (RAG) rating to evaluate progress. The School also has a set of Performance targets as part of a ‘balanced scorecard’ approach to performance measurement.

2.1.2 Comments

The Plan and objective tracking sheet will be shared during the Visitation.

2.1.3 Suggestions of improvement

None.

2.2 Partial compliance with substandard 4.7 because of suboptimal maintenance, fitness for purpose, husbandry, welfare and management practices in some of the distributed clinical teaching facilities

2.2.1 Factual Information

It was observed in the Visitation Report all Clinical Associate facilities are high standard, well maintained and fit for purpose, with one exception. Therefore the report stated that some Clinical Associates should be encouraged to maintain comfortable and uncluttered facilities and a clinical working environment that enables best practice including timely resolution of any material damage to flooring and furniture. The School ensures this happens operationally (with regular review and audit by clinical staff and also by the School Estates-lead) and formally at the Annual Review³ undertaken with the Clinical Associate by the Clinical Director.

2.2.2 Comments

This point specifically related to flooring and furniture, and the requirement for the inclusion of an additional door for the isolation ward at the PDSA Nottingham site. Remedial works were undertaken and corrections made within 1 week of the 2017 visit. We believe that all Clinical Associate facilities are now of a high standard, well maintained and fit for purpose. It is intended to visit the PDSA Nottingham during the Revisitation.

³ We have instigated a more structured and defined Annual Review process with a set agenda which includes facilities.

2.2.3 Suggestions of improvement

None.

3 ESEVT Indicators

3.1 Factual Information

Calculated Indicators from raw data		UoN values	Median values	Minimal values	Balance
I1	nº of FTE academic staff involved in veterinary training / nº of undergraduate students	0.15	0.16	0.13	0.03
I2	nº of FTE veterinarians involved in veterinary training / nº of students graduating annually	0.59	0.87	0.59	0.00
I3	nº of FTE support staff involved in veterinary training / nº of students graduating annually	0.61	0.94	0.57	0.04
I4	nº of hours of practical (non-clinical) training	738.67	905.67	595.00	143.67
I5	nº of hours of clinical training	1157.33	932.92	670.00	487.33
I6	nº of hours of FSQ & VPH training	179.50	287.00	174.40	5.10
I7	nº of hours of extra-mural practical training in FSQ & VPH	30.00	68.00	28.80	1.20
I8	nº of companion animal patients seen intra-murally / nº of students graduating annually	300.54	70.48	42.01	258.53
I9	nº of ruminant and pig patients seen intra-murally / nº of students graduating annually	1.09	2.69	0.46	0.63
I10	nº of equine patients seen intra-murally / nº of students graduating annually	68.19	5.05	1.30	66.89
I11	nº of rabbit, rodent, bird and exotic seen intra-murally / nº of students graduating annually	19.16	3.35	1.55	17.61
I12	nº of companion animal patients seen extra-murally / nº of students graduating annually	300.54	6.80	0.22	300.32
I13	nº of individual ruminants and pig patients seen extra-murally / nº of students graduating annually	424.67	15.95	6.29	418.37
I14	nº of equine patients seen extra-murally / nº of students graduating annually	52.06	2.11	0.60	51.47
I15	nº of visits to ruminant and pig herds / nº of students graduating annually	35.18	1.33	0.55	34.63
I16	nº of visits of poultry and farmed rabbit units / nº of students graduating annually	0.11	0.12	0.04	0.06
I17	nº of companion animal necropsies / nº of students graduating annually	2.95	2.07	1.40	1.55
I18	nº of ruminant and pig necropsies / nº of students graduating annually	1.01	2.32	0.97	0.04
I19	nº of equine necropsies / nº of students graduating annually	0.34	0.30	0.09	0.25
I20	nº of rabbit, rodent, bird and exotic pet necropsies / nº of students graduating annually	10.04	2.05	0.69	9.35

I21 *	nº of FTE specialised veterinarians involved in veterinary training / nº of students graduating annually	0.27	0.20	0.06	0.21
I22 *	nº of PhD graduating annually / nº of students graduating annually	0.12	0.15	0.09	0.03

Table 2 ESEVT Indicators

3.2 Comments

Data shown in Table 2 excludes any data from Extra Mural Studies. Companion animals seen on Intra Mural Rotations are also seen extra mural to the University (as we have no teaching hospital due to our community-based teaching model) and as such the same caseload data are shown in both intra and extra mural categories. Our values exceed the minimal values for each indicator.

3.3 Suggestions of improvement

None.

APPENDIX 1 LEARNING OBJECTIVES FOR EMERGENCY AND OUT OF HOURS PRIDE VETERINARY HOSPITAL ROTATION

Knowledge	Skills	Professionalism
Be familiar with common emergency presentations	Be fully competent with surgical gowning and gloving	Access the appropriate sources of data on licensed medications
Demonstrate a knowledge of common toxicological agents as well as how to manage the toxic patient	Be fully competent with surgical scrubbing and preparations for surgery	Be able to analyse and reflect on performance, knowledge and skills
Demonstrate a knowledge of transfusion medicine and discuss how to approach a case requiring blood/blood products	Calculate drug doses	Be fully conversant with, and follow the RCVS Code of Professional Conduct
Develop a logical approach to the emergency case	Carry out and appraise pain scores on inpatients and recognise when intervention is necessary	Communicate effectively with members of the public, professional colleagues and diagnostic services
Identify gaps in knowledge and understanding of common small animal conditions	Carry out physiotherapy on inpatients	Describe the health and safety rules set out by the practice
	Develop, prepare and administer a fluid therapy protocol	Recognise potential hazards and take steps to address
	Obtain and correctly process a jugular venous sample	
	Perform a full clinical exam on inpatients	
	Place an IV cannula	
	Provide parenteral nutrition via a feeding tube	
	Undertake supportive care of patients, including emergency and critical care	

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