University of Surrey
Self-Evaluation Report

EAEVE Visitation
2024

Contents

Introduction

The University of Surrey School of Veterinary Medicine opened in 2014 and graduated its first cohort of students in 2019. The vision for the Veterinary Education Establishment (VEE) is to act as a regional and national focus for animal health science. It brings together the local expertise of the Pirbright Institute (a world-class, government-funded animal virus research institute) and the UK government's Animal and Plant Health Agency at Weybridge, University expertise (frontier bioscience, human healthcare, business, psychology, digital technology) and numerous private veterinary practices in the delivery of an innovative programme of veterinary education and research. We believe that the VEE's unique brand of partnership working, its geographical location (close to rural and urban facilities), the University's attractive campus and the Faculty's reputation for delivering an excellent student experience offer a compelling and novel option for students wishing to study veterinary medicine.

A new type of VEE has been created, one that works in partnership to deliver both teaching and research, and one that is innovative in both teaching and research. A distributed model of clinical education (i.e., delivery of quality assured clinical rotations in partner practices) fitted this vision well and recognised a growing concern in the profession that undergraduate education should be more focused on the skills and attributes required for primary care. The VEE does not operate Veterinary Teaching Hospitals (VTHs), instead we choose to partner with high-quality commercial veterinary practices and other organisations who are committed, both philosophically and contractually, to the delivery of high-quality veterinary education.

Workplace-based clinical education

Although novel in veterinary medicine, workplace-based education is well-established in other professions e.g., medicine, law, engineering. Properly delivered, it offers an educational experience that is authentic to the profession being trained for and exposure of students to the work environment that they will soon enter. The concept of preceptorship is important; workplace-based learning offers a fully supported transition from being a student to entering the workplace as a competent veterinary professional. Critical to our model of clinical education is the support provided to final year students by University-employed veterinary teachers and by members of the host veterinary practice who have undergone pedagogical training. Our final year clinical rotations are fully quality assured and subject to the same quality enhancement processes as earlier years of the programme.

As a flagship development for the University, the VEE has received excellent and sustained support during its development. The project was financed by a bank loan to the University allowing the delivery of three purpose-designed buildings at a cost of £46.5m (€54.4m). In line with its business plan, the VEE generated operational deficits for the first two years of operations but has delivered operational surpluses from 2016/2017 (year 3) onwards. Project payback is anticipated by year 15 of operations.

The VEE's Bachelor of Veterinary Medicine and Science (BVMSci) programme was formally accredited by the Royal College of Veterinary Surgeons (RCVS) in October 2019, with mutual recognition by the Australasian Veterinary Boards of Control and the South African Veterinary Council. The VEE now seeks accreditation by the European Association of Establishments of Veterinary Education as an internationally recognised quality mark for graduates of its BVMSci programme.

This Self-Evaluation Report is prepared in accordance with ESEVT SOP 2023 | 8th June 2023. The majority of links in this document are accessible to the Visitation Team only, links to websites will be accessible to all.

Area 1

Objectives, Organisation and QA Policy

Area 1 – Objectives, Organisation and QA Policy

1.1 The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG 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 Establishment must develop and follow its mission statement which must embrace all the ESEVT Standards.

Our mission is to inspire and educate veterinary professionals who will advance veterinary medicine to meet the needs of a changing world.
Our vision is to educate confident and compassionate veterinarians committed to animal welfare, who through clinical and scientific excellence, contribute significantly to society with professionalism and integrity. We will deliver world-leading, multi-disciplinary, translational research and innovative education through local and global partnerships to benefit veterinary and human medicine.
Our core values are passion, innovation, curiosity, collaboration and openness.

The VEE's objectives are described, along with a detailed operational delivery plan in our Strategic Operating Plan 2020-25. Our curriculum has been designed around the ESEVT Day One Competences (D1Cs) and ESEVT Sub-standards. Assurance of curriculum content that enables these criteria to be met is through curriculum mapping. D1C number 1.13 requires '…demonstration of an ability of lifelong learning and a commitment to learning and professional development, including recording and reflecting on professional experience and taking measures to improve performance and competence'. The VEE's current curriculum has 10 learning outcomes that map to this competence. Assessment of attainment of all D1Cs is a requirement for award of the BVMSci degree, thus ensuring that all graduates have acquired the skills needed to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession. The VEE tracks and benchmarks the achievement of this programme-level outcome.

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

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Council is the governing body of the University and is responsible for ensuring the University is managing its strategy, finances and administration appropriately. The Executive Board defines over-arching strategy and ensures the delivery of effective day-to-day operations. Senate is responsible, subject to Statutes and Ordinances, and the control and approval of Council, for the oversight of the academic endeavor of the University regarding standards, overall governance and assurance, and has the power to make

recommendations to Council. The University defines the legal, financial and organisational frameworks within which the VEE operates, these provide extensive guidance through a range of policies and support networks that help deliver the strategic and operational plans for the VEE. Faculties and Schools are required to operate within the University's regulatory and quality assurance framework. Local policies and practices can supplement those of the University but not supersede them.

Departments

The VEE is one of five Schools in the Faculty of Health and Medical Sciences (FHMS). A Faculty Executive Board, chaired by the Executive Dean and including Heads of School, has oversight of all Faculty activity and works to enhance coordination and collaboration across the Schools. Associate Deans for Learning and Teaching, Research, the Doctoral College and for Internationalisation provide Schools with further support for aspects of their mission. The Executive Dean is a member of the University's Executive Board. The academic organisational structure can be viewed in Figure 1.2.1. The VEE is organised into two departments (view Departmental Membership), Department of Comparative Biomedical Sciences (interim Head: Dr Martha Betson) and Department of Clinical Veterinary Science (Head: Dr Shona McIntyre). Department Heads are responsible for managing staff workload, setting targets, annual appraisal and career progression. Section Heads are appointed, typically line managing three – eight academics, to assist with staff management.

Major School Committees and their relationships with Faculty and University Committees

Senior Management Team (SMT), comprising the Head of VEE, Heads of Department and other staff in leadership roles, is responsible for the strategic direction of the VEE. Membership and individual accountability for key VEE functions are described in Administration Membership and Terms of Reference.

Operations Committee, comprising representatives of academic, technical and professional services teams, is responsible for resource allocation within the VEE and for alignment of technical, academic and administrative services to deliver teaching and research. The Operations Committee reports to the Senior Management Team through the Faculty Business Operations Manager, who in turn, reports to the Director of Faculty Operations.

Board of Studies, comprising all teaching staff and a student representative from each year group, is responsible for the academic governance of the BVMSci programme. It reports to the Faculty Education Committee, which reports to the University Education Committee. An example of this governance structure in action is the VEE's request for a change in assessment policy to allow a third attempt at certain skills-based assessments. Our case was supported by Faculty and University Education Committees, and a recommendation for approval passed by Senate.

Board of Examiners, comprising examiners of the BVMSci programme and external examiners, meets three times yearly to consider and ratify the results of assessments. The external examiners' reports are discussed at the Board of Studies and actions considered and responded to. All outcomes are reported through the annual programme review which is considered by the Quality Enhancement Subcommittee which reports to the University Education Committee.

Curriculum Committee is the VEE's forum for detailed planning of module delivery, curricular integration and pedagogical debate. Recommendations from this committee go forward to the Board of Studies.

Research Committee is the forum for coordination of VEE research activity and for discussion and approval of strategic initiatives designed to enhance the VEE's research culture.

Other Committees within the VEE are:

- Health and Safety Committee (chair: Head of VEE, reports to Faculty Health and Safety Committee).
- Staff-Student Liaison Committee (chair: SSL staff representative, reports to Board of Studies).
- Employability Working Group (chair: Director of Employability, reports to Curriculum Committee).

Each administrative body within the VEE has a membership terms of reference and is expected to document the major discussion items and decisions from each meeting. Further details on University committees can be found in the Senate Governance. The organisation chart of the VEE committee structure can be viewed in Figure 1.2.2.

Formal collaborations with other establishments

The VEE has contractual arrangements with a small number of regional Further Education Colleges for delivery of some practical aspects of the curriculum in Years 1 – 3. The VEE also has a large network of partner veterinary practices throughout the UK, which are contracted to provide Core Clinical Training (CCT) placements, intramural rotations (IMR), in Year 5. Details of these establishments, the contracts that the University holds with them, and quality assurance of off-site teaching are provided in Areas 3, 4 and 5.

Responsibility for curriculum and professional, ethical and academic affairs relating to clinical teaching

The VEE appoints a Programme Leader who has primary responsibility for curriculum content and delivery. This role is currently held jointly by Dr Charlotte McCarroll, BVMS, MSC (VetSci), PhD, FHEA, MRCVS (Years 1 and 2) and Dr Dynatra Subasinghe, BVSc, PG Dip, MSc, PhD, SFHEA, MRCVS (Years 3 – 5). Professional, ethical and academic affairs relating to clinical teaching are the responsibility of the VEE's Director of Clinical Training, currently held by Dr Paul Pollard, MVB Cert AVP (VC) MSc Vet Ed SFHEA MRCVS. This role is equivalent to the Hospital Director role in VEEs with veterinary teaching hospitals.

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.

The VEE has a plan which defines strategic objectives, operational requirements for delivery, a timeframe for each objective and measures of success. Summary of principal objectives and SWOT analysis from the Strategic Operating Plan 2020-25.

- EAEVE accreditation.
- A diverse and inclusive VEE.
- An excellent research environment.
- An excellent student experience.
- International mobility of staff and students.

Strengths	Weaknesses
Innovation Demand for student places Research performance Collaborations with Pirbright and APHA Clinical partner network Cross-disciplinary collaboration Purpose-built facilities and campus locations	International accreditation Staff retention Lean delivery model Large partner network to manage and quality assure Overseas student numbers
Opportunities	**Threats**
Partnership working	Brexit – threatens international staff recruitment

Corporate veterinary practices seeking strategic alliances Research with Pirbright and APHA Commercial services delivered through VSP international collaborations Philanthropy	and retention Covid-19 disruption New VEEs Declining student demand? Widespread adoption of distributed model of clinical education increasing competition for partner practices

Stakeholder input into strategy development and implementation occurs through representation on key committees where strategy can be discussed and debated:

Internal (University) stakeholders:

- Annual Strategic Review with Provost and Head of Strategic Planning.
- Faculty Executive Board review and feedback on strategy.

Student involvement:

- Staff-Student Liaison Committee.
- Board of Studies.
- Head of VEE's annual Welcome Week engagement sessions with each year group.

External stakeholders:

- Annual Partner Conference and AGM.
- Veterinary Admissions Review Group, IMR Operations Group, Employability Working Group.

The VEE's strategy is publicly available through RCVS Accreditation Reports, published on the RCVS website.

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 culturewhich recognises the importance of quality, and quality assurance, 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.

As a constituent academic department of the University of Surrey, academic standards and quality assurance are assured through the University's quality assurance framework. This is used to review performance against outcomes, formulate improvement plans and to track progress towards improvement. The University underwent a Higher Education Review by the UK Quality Assurance Agency in 2015. The University passed all areas of the review and has implemented an action plan to address recommendations. A further source of external quality assurance is the UK's Office for Students Teaching Excellence Framework in which University of Surrey holds a Gold Award, the highest level of teaching quality. A key element of the University's quality assurance framework is the Continuous Enhancement Review, a process which allows VEEs to reflect upon the student outcomes and experience and implement changes to enhance the programme. The process aims to support improvement of the quality of all taught programmes, including the VEE's BVMSci programme. Its function is to monitor risks and provide regular checks on ongoing learning, teaching and assessment provision at an operational level, identifying and tracking actions. A detailed Code of Practice is available to guide the implementation of the process.

The Continuous Enhancement Review process (CER) takes place throughout the academic year, as metrics and feedback become available. It is designed to allow the regular monitoring and enhancement of the programme on an operational level by the Board of Studies. It also enables the creation of an action plan for the forthcoming year, whilst ensuring previous actions have been executed accordingly.

CER consists of two elements:

- Continuous Enhancement Plan (CEP) – is a single rolling action plan for each programme (or cluster of related programmes).
- Annual Programme Enhancement Review (APER) – is a short reflective report for each programme (or cluster of related programmes) highlighting themes, issues, and areas of good practice for wider dissemination.

Academic integrity

Integrity is one of the University's core values.
It is embedded in everything we do. Staff are measured against this value in annual appraisals and best-practice is celebrated and rewarded in a variety of ways including our Values' awards and promotions. Expectations around academic integrity for staff are codified in the Staff Handbook (section 24) which is the University's terms and conditions of employment, and which is linked directly to staff contracts. Regulations for student academic integrity can be found here. Additional regulations for fitness to practise apply to all university students studying for professionally regulated degrees, including veterinary medicine.

1.5 The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available to the public.

The VEE's website gives clear, up-to-date information on all aspects of our mission, admissions policy, BVMSci programme and accreditation status (including our current EAEVE status). Video interviews with current students are included and information about potential employment destinations. The VEE's Council annual guide to entry requirements for UK vet schools also contains key metrics about our programme and student profile.

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.

The VEE monitors and reviews the achievement of its educational and strategic objectives through two processes:

i. Annual Programme Review and Periodic Enhancement

These processes are part of the University's quality assurance framework for taught programmes and are described in more detail in section 1.4 above. Staff and students are involved in both processes through Board of Studies and targeted communications of outcomes and action plans. An important and comprehensive resource for this process is the annual RCVS Graduate Outcomes report which provides detailed feedback from both recent graduates and their employers on graduate preparedness for employment.

ii. Outcomes Assessment

This is a VEE-level process that reviews a wider range of outcomes, including diversity, employability and achievement of professional competences. Creation of a five-year strategic plan with defined objectives is led by the VEE's senior management team and involves workshops with staff and external stakeholders. Achievement of outcomes is evaluated annually; outcomes and action plans are reported to internal and external stakeholders.

Communication of programme enhancements

Quality enhancement plans and outcomes are communicated to relevant stakeholders via appropriate routes. 'You said, we did,' communications to students describing, for example, curriculum enhancement, feedback and assessment and student welfare provision, are made via Board of Studies and Staff Student Liaison Committee. Feedback to staff on enhancements in the working environment arising from our annual People Survey is made available via staff meetings and email communications. External partners are appraised of enhancements through newsletter items and the Annual Partner Conference. Full public visibility of the VEE's Outcomes Assessment is achieved through publication of our RCVS visitation reports.

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.

Not applicable.

Comments on Area 1

The University of Surrey provides a robust governance and quality assurance framework for the VEE. Staff, students and a wider partner network are widely engaged in VEE governance and quality assurance. The VEE has remained true to its vision of being innovative and working in partnership, these are the key features that differentiate it from other VEEs in the UK.

Suggestions for improvement on Area 1

We receive feedback from graduates and employers on the skills and capabilities of our graduates and seek to identify and correct any gaps in the development of professional competences. This information is gathered annually by the Royal College of Veterinary Surgeons from new graduates and employers of Surrey students. This report is analysed by academics within the VEE, who track low scores and trends. If any gap or deficiency is found, this information is fed back into the lower years for comments and actions. The VEE's future ambitions are articulated in its Strategic Operating Plan. These include achievement of international accreditation, enhancement of diversity and inclusion in the VEE and continued growth of high-quality research. These objectives have been reviewed in the light of Covid-19 and remain robust and achievable. However, the VEE accepts that timelines for the achievement of some strategic objectives inevitably will need to be extended.

Area 2

Finances

Area 2 – Finances

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

As a flagship development for the University, the VEE has received excellent and sustained financial investment. Appropriate budget allocations to fully support the VEE have been included in the University's long-term financial plans. The Veterinary School project was funded by a substantial bank loan to the University, with three new, purpose-designed buildings completed in 2016 at a cost of £46.5m/54m Euros. Operational financial deficits in the early years of operations were built into a business plan that accurately predicted operational surpluses by 2017. A project payback by year 15 of operations was forecast, and this still remains realistic.

Allocation of funds within the VEE

The annual allocation of funds is achieved through an annual budgeting process led by Strategic Planning and Finance, in consultation with the Head of VEE, and other budget holders within the VEE, to determine their needs. VEE budgets are re-forecast at the end of each quarter to recognise latest student fees, emerging demands, or unforeseen circumstances. Resources are allocated to all Schools based on staff and student numbers, with adjustments made for inflation and the specific requirements of each programme. The University allocates funding to Schools based on the individual needs of that School. It is recognised that some Schools, especially those requiring specialised laboratories and equipment, may be more costly to operate than others. There is therefore no set formula (e.g., non-staff spend per undergraduate) applied across all Schools. As of 2021/2022 the planning process no longer requires the Head of School to achieve a contribution surplus (or deficit in early years of operations) but asks them to deliver high quality teaching and research, manage approved staffing FTE, and keep non-staff spend within allocated non staff budgets.

Funding model

For the reasons outlined above there is no set funding model. Rather, budgets are allocated on the basis of expected need and expenditure is monitored under specific cost centres. Data gathered from the first few years of School operations continues to inform the funding allocations for the future.

Legacy funding

In 2017/2018 the VEE received a philanthropic legacy to the value of £862k/1009k Euros. The full value of this legacy has been allocated to the VEE and is being used to improve the student experience. The legacy funded spend, and the matching release of income, is not included in the income and expenditure tables as it will not impact directly on the VEE surplus generated (i.e., the spend will be directly matched by income released). The VEE received a significant legacy pledge for £10 million in 2022, projects with welfare of animals at their heart are a priority for the anonymous donor.

% of margin paid as overhead to the official authority overseeing the VEE on revenues from services and research grants

There is no margin % charged to the VEE on revenues from teaching or research grants. Any surpluses made on teaching or research grants are reported as part of the VEE's annual surplus. A 20% standard overhead charge is normally applied to revenues from Consultancy and Expert Services provided by academic staff across the University.

Utilities and other expenditures directly paid by the official authority and not included in the expenditure tables

University reporting of School expenditure explicitly excludes the following items: software renewals, utilities, depreciation on equipment and buildings, interest on bank loan, buildings maintenance, insurance,

cleaning and security, staff costs for central professional services staff supporting the School, recruitment and marketing, and library resources and subscriptions. These centralised costs were previously allocated to all Schools via an infrastructure charge (an allocation of central support costs charged to all academic departments). However, this approach ended with effect from 2020/2021 and centralised infrastructure costs are no longer allocated to Schools.

Tuition fees

Tuition fees are set by the University centrally. The current (2023/2024) fees for the BVMSci programme are: Home students, £9,250/10,823 Euros; Overseas students £36,900/43,173 Euros.

Expenditure

Table 2.1: Annual Expenditure of the VEE, last 3 years

Area of Expenditure (Euros k)	20/21	21/22	22/23	3 year average
a. Personnel				
a.1 teaching staff	4,954	5,491	6,240	5,562
a.2 support staff	943	1,059	1,173	1,058
a.3 research staff	40	5	72	39
Total for a	5,936	6,556	7,485	6,659
b. Operating Costs				
b.1 Utilities	-	-	-	-
b.2 Expenditure relating specifically to Teaching	1,821	3,017	3,135	2,658
b.3 Expenditure relating specifically to Research	2,084	1,675	1,379	1,713
b.4 General Operations (excluding the above)	404	442	385	410
Total for b	4,309	5,133	4,899	4,780
c. Equipment				
c.1 teaching	233	103	119	152
c.2 research	39	28	14	27
c.3 general or common equipment	99	73	155	109
Total for c	371	204	288	288
d. Maintenance of buildings	-	-	-	-
e. Total expenditure	***10,615***	***11,893***	***12,672***	***11,727***

Note: Euros based on 1:1.17 exchange rate

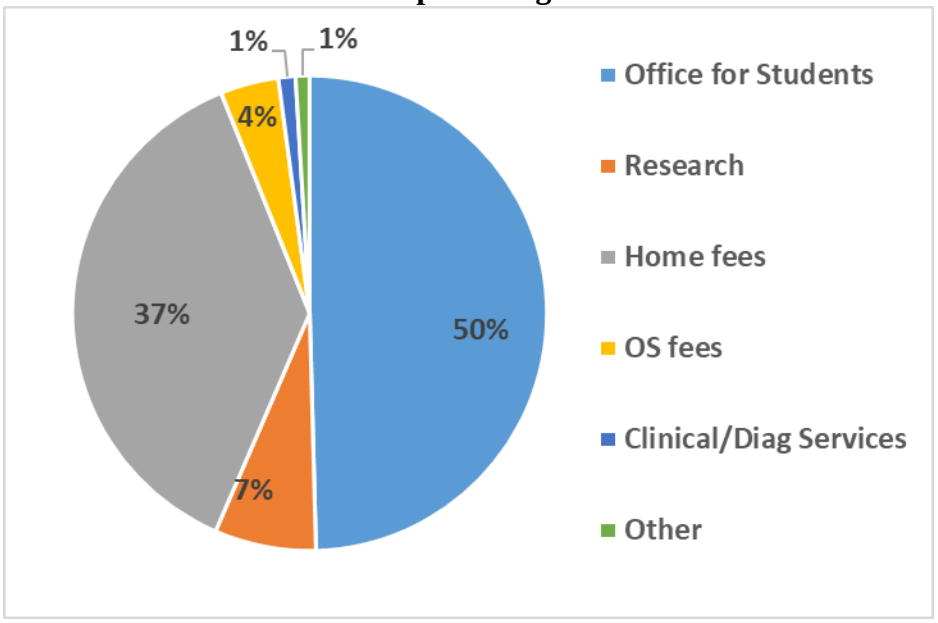
Revenues (income)

Table 2.1.2: Annual revenues of the VEE for the last 3 years (Euros k)

Revenue Source (Euros k)	20/21	21/22	22/23	3 year average
a. revenue from the state or public authority	7,616	8,288	10,115	8,673
b. revenue from private bodies				
c. revenue from research	2,832	2,194	1,414	2,147
d. revenue earned & retained by the VEE				
d.1 registration/tuition fees from students				
domestic students	7,299			7,633
international students	461	727	811	666

d.2 revenue from continuing education				
d.3 revenue from clinical activities				
d.4 revenue from diagnostic activities	150	280	237	222
3. revenue from other sources	191	204	174	190
f. Total revenue from all sources	**18,548**	**19,660**	**20,385**	**19,531**

Pie chart of income sources as percentage of all income in 2022/23



All income streams generated by the VEE are allocated in full to the VEE. Commercial diagnostic services (d.4 in Table 2.1.2) within the VEE exist primarily to provide valuable teaching opportunities and teaching materials. Whilst the commercial service is expected to deliver a small surplus in order to contribute towards University overheads, the delivery of teaching materials and opportunities take priority. In 2022/2023 the deficit to deliver commercial diagnostic services was £11,000/12,900 Euros, which was favourable to the budgeted deficit for these activities.

Annual balance between expenditures and revenues

Table 2.1.3: Summary of deficit/surplus (Euros k)

	20/21 Result	21/22 Result	22/23 Result	3 year average
Income	18,548	19,660	20,385	19,531
Expenditure (Excl depreciation)	10,615	11,893	12,672	11,727
EBITDA	7,933	7,767	7,713	7,804
EBITDA %	43%	40%	38%	44%

Note: Euros based on 1:1.17 exchange rate

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

The VEE does not run a veterinary hospital. Instead, final year students undertake intramural Core Clinical Training (CCT) and Elective Practical Training (EPT) rotations delivered by our partner practices. The high cost of these placements is built into VEE budgets and is not intended to be financially self-sufficient.

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

Annual resource allocations are set in the spring for the academic year starting in September as part of the annual planning cycle (i.e., resources for 2023/24 were agreed in spring 2023). These allocations are then reviewed and adjusted in the autumn following confirmation of student intake numbers as part of the Quarter 1 Forecast process (in November). This is to ensure that resources remain appropriate and adequate to deliver teaching. Further re-forecasts are carried out by Finance at the end of Quarter 2 (February) and Quarter 3 (May) in discussion with the Faculty budget holders. The quarterly re-forecasts are informed by the monthly management accounts produced by Financial Planning and Analysis. All notable variances are discussed with the Heads of Schools.

Capital expenditure

As a £46.5m/54m Euros capital investment has been made to build and equip three new VEE buildings, further substantial capital investment is not anticipated in the first few years of operations. However, the University's longer-term cash flow projections assume that substantial re-investment of approximately £7m in equipment will be required 10 years after the opening of the new buildings to replace obsolete equipment and fixtures. In addition to this, long-term maintenance spend for the buildings has been included in University cash flow forecasts from five years after opening, in line with University policies. As of August 2021, the Faculty is allocated capital expenditure budgets which will be reviewed annually. Should additional capital investment be required, The VEE can make requests from this allocation for capital spend requirements on an annual basis.

Projected expenditures and revenues for the next 5 academic years

Table 2.3.1: Projected future expenditure of the VEE

Area of Expenditure (Euros k)	22/23 Result	23/24 Plan	24/25 Plan	25/26 Plan	26/27 Plan	27/28 Plan
a. Personnel						
a.1 teaching staff	6,240	6,844	7,211	7,501	7,186	7,259
a.2 support staff	1,173	1,253	1,265	1,297	1,330	1,363
a.3 research staff	72	109	112	115	119	122
Total for a	7,485	8,205	8,588	8,913	8,635	8,744
b. Operating Costs						
b.1 Utilities	-	-	-	-	-	-
b.2 Expenditure relating specifically to teaching	3,135	3,423	3,495	3,572	3,369	3,318
b.3 Expenditure relating specifically to Research	1,379	817	1,428	1,443	2,170	2,062
b.4 General Operations (excluding the above)	385	321	321	336	336	336
Total for b	4,899	4,561	5,244	5,351	5,874	5,716
c. Equipment						
c.1 teaching	119	94	96	99	102	105
c.2 research	14	8	12	12	18	17
c.3 general or common equipment	155	94	96	99	102	105
Total for c	288	195	205	211	222	227
d. Maintenance of buildings	-	-	-	-	-	-
e. Total expenditure	**12,672**	**12,961**	**14,037**	**14,475**	**14,731**	**14,687**

Note: Euros based on 1:1.17 exchange rate

Costs relating to staff funded exclusively by external research contracts are included in the above table under Operating Costs – Expenditure relating specifically to Research. All budget allocations include appropriate assumptions on inflation. Teaching costs in the VEE financial plan increased sharply in 2018/19 reflecting the need for per capita payments to veterinary practices hosting students undertaking IMR placements, and the associated travel and accommodation costs. A further sharp increase was seen in 2019/20 as this is the point at which the first full undergraduate cohort (120 students) begin their IMR placements. Non-staff budget for the 2023/24 cohort of students on IMR rotations is £2.52m/2.95m Euros. This is budgeted to be a 15% increase on actual 22/23 non-staff IMR delivery spend of £2.18m/2.55m Euros.

Table 2.3.2: Projected future revenues of the VEE (Euros k)

Revenue Source	22/23 Result	23/24 Plan	24/25 Plan	25/26 Plan	26/27 Plan	27/28 Plan
a. revenue from the state/public authority	10,115	9,459	9,346	9,194	9,043	8,562
b. revenue from private bodies						
c. revenue from research	1,414	1,035	2,178	2,199	3,302	3,138
d. revenue earned & retained by the VEE						
d.1 registration/tuition fees from students						
domestic students	7,633	7,329	7,190	7,031	6,571	6,397
international students	811	1,285	1,794	2,397	2,762	3,217
d.2 revenue from continuing education						
d.3 revenue from clinical activities						
d.4 revenue from diagnostic activities	237	187	187	167	167	167
3. revenue from other sources	174	88	88	88	88	88
f. Total revenue from all sources	**20,385**	**19,384**	**20,784**	**21,077**	**21,933**	**21,569**

Comments on Area 2

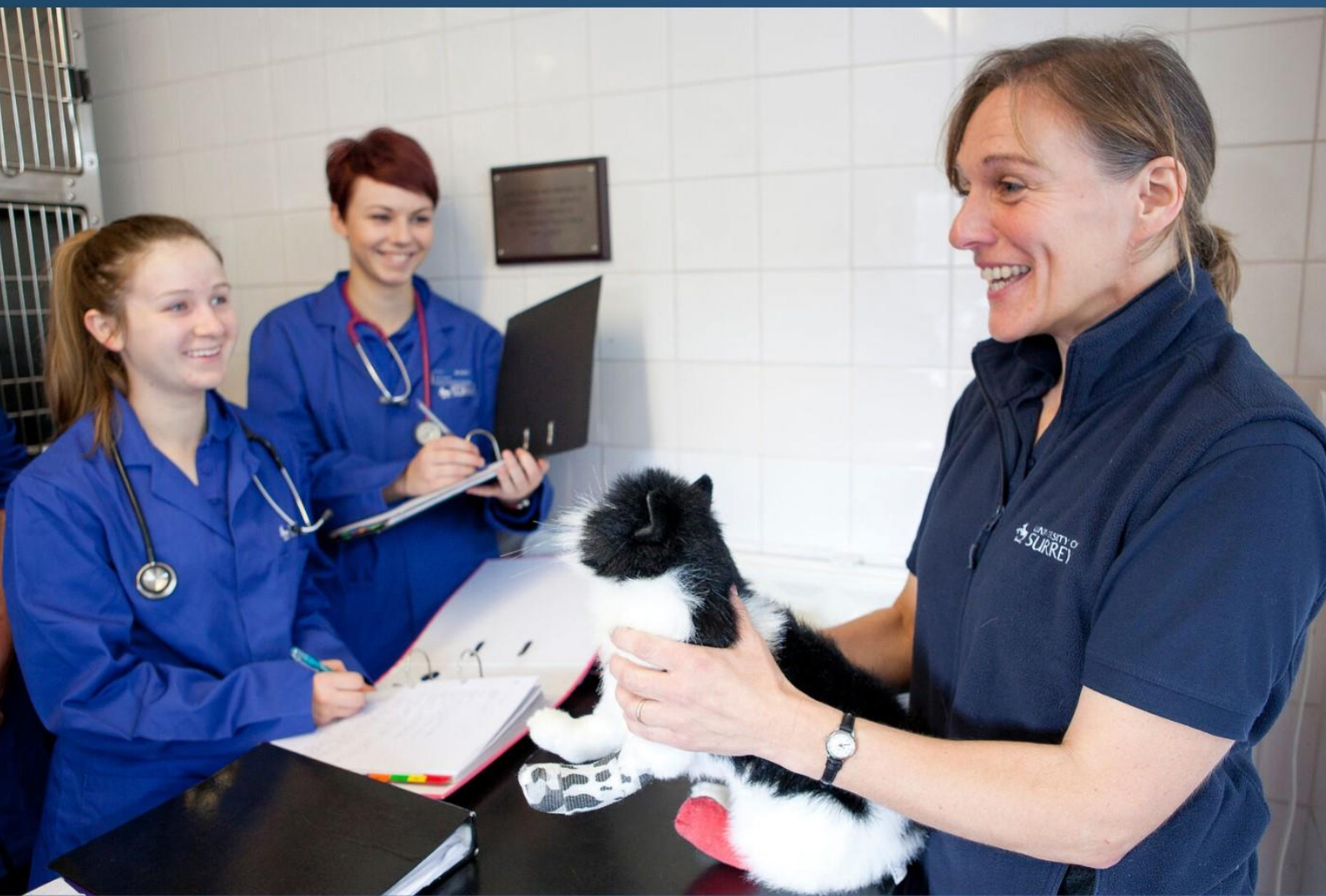
The creation of a VEE at the University of Surrey has been a huge financial commitment for the University. This project has been well planned and properly financed to ensure the provision of well-equipped buildings and appropriately qualified staff to deliver the mission of the VEE. The VEE's financial plan is aligned with its desired outcomes/goals. The Head of VEE and departmental budget holders work closely with the Faculty Business Finance Partner to manage, plan and understand the VEE finances. Flexibility of the School budget has been excellent, allowing in-year changes to be made. Autonomy in the financial management of the VEE has also been good, allowing considerable adjustment of budget allocations within the VEE's approved financial envelope.

Suggestions for improvement on Area 2

The financial implications of Brexit and high inflation are driving a period of austerity within the entire Higher Education sector. Medium term financial planning is focusing on mitigating depleted income streams and rising operating costs, whilst maintaining the quality of teaching at all times.

Area 3

Curriculum



Area 3 – Curriculum

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

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

Where part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensation 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.

Educational aims

The VEE's specific educational aims, informed by our Educational Philosophy are to produce competent and confident veterinarians who are Day One Competent. Graduates will have a strong understanding of evidence-based veterinary practice and the scientific process, along with strong professional, communication skills and technical competences. Students are encouraged to engage with the veterinary profession from a global perspective. The aims and programme outcomes are presented in the programme descriptor via the BVMSci Programme Handbook 2023-2024.

The strategy for our curriculum design is a top-down approach beginning with Day One Competency informed programme learning outcomes required of newly qualified veterinary surgeons. Module learning outcomes, and individual teaching activity learning objectives are subsequently designed with the aim of fulfilling the programme learning outcomes and ultimately Day One Competences. In addition, the University of Surrey's Education Strategic Plan 2021-2024 (a summary of which can be found here), aims to embed core graduate attributes into all programmes including the BVMSci programme. This is the 'Surrey Advantage' which instils the attributes of global and cultural intelligence, digital capabilities, knowledge of sustainability, employability, resourcefulness and resilience, and has been embedded into our curriculum design at all levels and informed programme learning outcomes.

Curriculum design and delivery is led by the Head of Veterinary Education working to the validated BVMSci programme specifications. Two programme leaders (PL) are operationally responsible for the curriculum. The pre-clinical PL is responsible for Years 1 and 2, and the clinical PL for Years 3 – 5. The PLs work with Year Leads to ensure consistent application of our educational philosophy and aims and our assessment strategy. Alignment of curriculum delivery is assured by the VEE's Curriculum Committee and Board of Studies; this latter committee reporting to Faculty Education Committee. This structure allows both 'bottom-up' engagement of staff and 'top-down' oversight. Curriculum alignment is reviewed through

the University's established Programme Life Cycle Processes, which include comprehensive annual and periodic reviews. The University's Quality Enhancement and Standards department is responsible for the overall management of the regulations. Academic and student regulations for the 2023/24 academic year can be found here.

Legal constraints on curriculum

As a UK-based VEE with a national legislation governed by a Professional, Statutory and Regulatory Body (PSRB), there are occasions when the requirements of a PSRB for accreditation do not accord with the University's Regulations. Such cases will be considered at the validation/re-validation of the programme and submitted for approval to the University Education Committee (UEC) via its Quality and Standards Sub-Committee. If approved by UEC, a request is made to Senate to agree to meet the PSRB's requirements which allows us the autonomy to change the curriculum in line with a PSRB's requirements whether that PSRB is national or international.

Curriculum Review and how curricular overlaps, redundancies, omissions, and lack of consistency, transversality and/or integration of the curriculum are identified and corrected

The Curriculum Committee is the VEE's forum for detailed planning of module delivery, curricular integration, strategic development and pedagogical debate, which, in conjunction with the Board of Studies, composed of all academic staff and student representation and chaired by a Programme Leader, oversee and review the curriculum through annual and periodic reviews to identify curricular overlaps, redundancies, omissions, and lack of consistency, transversality and/or integration of curriculum. Biannually, a strategic meeting of the Curriculum Committee is organised where student representatives from Years 1 to 5 attend and join the pedagogical debate on curriculum development. Recommendations from this committee, including periodic and annual review, go forward to the Staff Student Liaison Committee (SSLC) for debate and approval and then to Board of Studies for ratification. As examples, a comprehensive PSRB-required **seven** year periodic review was completed in 2021 (a copy of which can be found here) from which a 32-point action plan was composed and enacted. The 'Surrey Advantage' discussed above under Educational Aims and ratified by the University's Senate, has been incorporated into the curriculum as part of a triennial internal curriculum review process that the programme has just completed and a Self-evaluation Narrative produced to be fully implemented in the 2024-25 academic year. Year Leads who work closely with Module Leads sit on the Curriculum Committee and work together for horizontal and vertical integration of the curriculum. Curriculum mapping is undertaken within the VEE to inform this work; alignment of ESEVT Day One Competences with module learning outcomes and programme outcomes is provided in BVMSci Curriculum Map EAEVE D1C and assessment types and BVMSci Curriculum Map EAEVE D1C and module learning outcomes.

At a more granular level, Module Leads conduct an annual module review from a standardised template for monitoring module performance, identifying improvements, and opportunities for innovation. The standardised module review template contains sections for external examiners' comments, use of captured content (online recordings), a section for observations by staff including knowledge gaps, organisation, content and student engagement, and a section for student comments and feedback on a module summarised from the Module Evaluation Questionnaire (MEQ) which contains questions on module content, organisation, delivery, and resources, and is mirrored in National Student Survey (NSS), a survey undertaken by all final year students across all programmes and institutions in the UK annually.

Based upon the feedback from stakeholders, Module Leads can evaluate a module thoroughly to identify overlaps, redundancies, omissions, and lack of consistency within a module. The final section of the template is where a Module Lead will compose an action plan to address any issues identified. The module reviews are then reviewed by Year Leads who can identify any cross-modular year level overlaps, redundancies, omissions, or lack of consistency. Student feedback from MEQ outcomes and any actions agreed upon to address overlaps, redundancies, omissions, or lack of consistency are communicated to students in a 'you

said, we responded' statement in the next module introduction.

The curriculum hours in each academic year taken by each student are detailed in Table 3.1.1. The curriculum hours taken by each student are detailed in Table 3.1.2. The curriculum practical rotations under Teaching staff supervision (excluding Elective Practical Training (EPT)) are detailed in Table 3.1.3. Tables 3.1.1, 3.1.2 and 3.1.3 can be accessed here. The final year programme consists of a total of 28 weeks of workplace-based clinical teaching, 22 of these weeks is Core Clinical Teaching (CCT) and is compulsory and identical for all students. The remaining six weeks is intramural EPT and is compulsory for all students to complete, but elective in the species chosen. These elective weeks consist of a four-week Primary Care Rotation Elective offered in either small animal, equine, or production animal species, and a two week elective in referral medicine based upon the primary care elective chosen. This is to ensure that at least 70% of any student's species exposure is in primary care. The curriculum hours taken as electives for each student are as intramural EPT rotations in the final year which are clinical animal work only, amounted to 144 hours in the four week elective, plus an additional 72 hours in the two week referral rotation, as such, a separate Table 3.1.4 to capture these hours has not been provided.

The programme through Years 1 – 4 is compulsory and identical for all students therefore Table 3.1.5 'Optional courses proposed to students' does not apply.

Description of the core clinical exercises/practicals/seminars prior to the start of the clinical rotations

In Year 1, VMS1001 (Animals in Society 1) module students gain core knowledge and skills in the husbandry and handling of dogs, cats, sheep, cattle and horses. Students acquire basic theoretical and practical knowledge of the safe handling and restraint of core animal species, whilst considering biosecurity measures as would be applicable to the clinical environment. Students are also introduced to topographical and applied anatomy practicals in the basic anatomy and physiology modules VMS1004, VMS1005, VMS1006, VMS1007 and VMS1008 in order to map their acquired knowledge to a clinical by species context.

Students then gain more advanced skills in handling and restraint including clinical examination of the core species (cattle, sheep, horse, dog and cat), whilst considering biosecurity measures in the Year 2 module, VMS2010 (Animals in Society 3). This module advances students' core husbandry knowledge and handling skills in pigs, poultry, camelids, goats, fish, exotic and wildlife species and small mammals including rabbits and rodents as they apply to a clinical setting.

Problem-based learning (PBL) cases are designed to present fundamental basic subject material in a clinical scenario in Year 1 (focusing on the clinical relevance of anatomy, physiology and animal husbandry) and Year 2 (focusing on the clinical relevance of pathology and causes of disease).

In Year 3 clinical reasoning is introduced and developed through group case presentations, as well as through Case-Based learning (CBL) throughout the semester. All modules have significant practical elements teaching Day One clinical skills with the use of dedicated laboratories. Clinical skills are taught across the core species with sessions using cases to complement the clinical reasoning process while undertaking practical clinical skills. Grand Rounds is a specific form of flipped classroom learning where students work in groups to research a number of clinical topics from which they are asked to present one (selected at random) to a large audience of their colleagues followed by questions and discussion led by the academic team. Students also have practical sessions in communication skills, aimed at developing their consultation skills prior to the Year 5 CCT.

During Year 4, students continue to develop skills in surgery, anaesthesia and patient care. Clinical reasoning and students' communication skills are developed with seminar presentations, communications workshops with real animal owners, and consulting in working clinics. One of the distinguishing features

of Year 4 is a rotating cycle of small group practical workshops. Students rotate weekly through 18 unique practical workshops throughout both semesters. These are designed to provide 'hands on' practical experience working under close supervision of staff and include off-site visits to farms, zoos and veterinary clinics including a live animal neutering clinic where all students operate on and anaesthetise patients under close supervision and then discharge patients to owners. Other placements include students managing in-patients on wards or running clinics for wellbeing consultations including preventative medicine.

Case-Based Learning sessions deliver case-based material in Years 3 and 4. Working in groups, students develop and execute appropriate diagnostic and treatment plans for realistic clinical cases in a classroom environment. This allows them to implement the knowledge content from the module and develop clinical reasoning.

Year 5 studies takes the form of compulsory CCT embedded intramurally within the programme. Students further develop their clinical and professional skills under the direct supervision of formally trained, contracted clinical teaching staff in our network partner practices. Students work in a clinical environment, participating in diagnosis, management and follow up of clinical cases. CCT is divided among the core species of small animals, equine (as a separate species), and production (food-producing) animals, and an on-site rotation in Veterinary Pathology and Public Health (VPPH). Each compulsory CCT rotation is four weeks in duration with; three rotations in small animal practice (two primary care rotations, and one shorter two week rotation in emergency and critical care of small animals), one four week rotation in equine primary care practice, one four week rotation in farm animal practice, and one four week rotation in VPPH. The Intramural EPT component of Year 5 is discussed earlier in Standard 3.1.

Professional Skills Teaching

As part of the preparation for Year 5 CCT, the Veterinary Education Establishment (VEE) is committed to ensuring that our students graduate with essential professional skills in line with the Day One Competences. Professional skills are taught as a distinct module in Year 1 (VMS1002: The Veterinary Professional) and as a unit of a Year 3 module (Fundamentals of Clinical Practice within VMS3011: Veterinary Medicine 2).

In Year 1, students are introduced to the concept of reflective practice for both their personal and professional development which emphasises the importance of teamwork and effective communication skills as applicable to clinical practice as well as their programme of learning. In Year 3, students focus on professional practice, further developing advanced communication skills and exploration of the business considerations and ethical and legal responsibilities of a veterinary surgeon in clinical practice. Professionalism is revisited and evaluated as one of the six domains of competence in Year 5.

All module codes and names can be found in BVMSci Programme modules 2023_2024.

Clinical Skills Teaching

In addition to the animal handling, clinical examination skills, and professionalism discussed earlier in this section, students are prepared for CCT with teaching in Clinical Skills. As part of both the Year 3 and Year 4 curriculum, there is substantial teaching of core clinical skills required for clinical practice. This teaching makes extensive use of three clinical skills areas; the Clinical Skills Laboratory (CSL) which focuses on small animal clinical skills such as diagnostic imaging skills, anaesthesia skills, surgical skills, etc., the Teaching Laboratory (TL) which has standard laboratory facilities (microscopy, plate and slide preparation, some smaller clinical 'wet' skills involving blood and urine), and the (Large Animal) Veterinary Clinical Skills Centre (VSC) which focuses on large animal clinical skills such as pregnancy diagnosis, jugular vein sample, and horse shoe removal etc. Each clinical skill has a description document and associated video that students have access to on the SurreyLearn virtual learning environment (VLE) and opportunities to practice outside of scheduled class time via Open Access available 10am – 4pm and also out-of-hours, currently Monday, Wednesday and Friday 6 – 9pm and Saturday 10am – 2pm. Students must complete a clinical skills logbook where each skill is peer observed and signed off for a minimum of

two separate occasions as having been completed.

Description of the Core Clinical Rotations and Emergency Services and the direct involvement of undergraduate students in it.

The University does not have a Veterinary Teaching Hospital (VTH) on site and all clinical practice teaching during the final year takes place within the partnership network of over 100 partner clinical practices, in 22 weeks of intramural CCT, and six weeks of intramural EPT. Partner practices must meet a range of set criteria to host students, these are outlined in the Due Diligence Process Document.

Although remote to the University, intramural CCT and EPT are supported academically by formally trained, contracted teaching staff and managed to ensure the work-place based clinical training is quality assured. Oversight of student progression, learning and assessment is the responsibility of the Lecturers in Veterinary Clinical Practice (LVCPs), who are experienced primary care clinicians, employed by the University, and who have undertaken or are undertaking a quality assured post-graduate certificate in Learning and Teaching in Higher Education managed and taught by the University's education department, Surrey Institute of Education (SIoE) and accredited by Advance HE (Higher Education). The team of LVCPs visit students in practice every two weeks, not only providing oversight of students' experience and learning gain, but also providing opportunities for structured clinical discussion and pastoral support.

Local placement supervision and facilitation when LVCPs are not visiting is provided by the Clinical Instruction Mentors (CIMs) who are partner practice clinicians and are responsible for the delivery of agreed learning objectives. All CIMs are practising members of the Royal College of Veterinary Surgeons, wholly employed by the partner practices, who are formally trained and assessed with a quality-assured University CIM training programme supported by SIoE. Each partner practice has at least two trained CIMs who ensure time is set aside for students to receive weekly feedback and to allow students to be fully engaged with cases and helping to perform or contribute to extended diagnostic investigations. The mentors are trained in how to engage students, give appropriate feedback and to provide formative assessment. Additionally, CIMs receive teaching and learning updates during the annual Partner Conference and through regular meetings with the LVCP team.

Intramural CCT and EPT is subject to the University's quality assurance procedures and standards as applied to rest of the programme. Feedback from students and CIMs on each rotation is scrutinised by the Director of Clinical Training and reported to the Board of Studies. Outcomes of summative assessments are also subject to Board of Studies' and Board of Examiners' scrutiny, including input from external examiners (via the chair of the Board of Examiners who is one of the Programme Leaders). A peer review of teaching system has been introduced and any discussions had with CIMs on LVCP visits are recorded. Details of which can be found later in Area 5.

Student group sizes vary depending on the rotation but are typically two students embedded within each clinical rotation therefore achieving a one-to-one ratio with CIMs. This affords maximum opportunity for involvement in clinical cases and one-to-one supervision, whilst students still benefit from the support of a peer. Further details are presented in the IMR Operational Document. The VPPH rotation consists of groups of twenty. Practices are required to allow students time to become fully involved in the work up of cases from the initial consultation to diagnostic testing, treatment planning and patient management. During their time in practice students are expected to spend time with the whole team, and are actively encouraged to engage with the nurses, receptionists, animal care assistants and other members of the practice staff to gain an understanding of their respective roles and responsibilities in the practice team.

Emergency Services and On-Call

Student engagement with out-of-hours veterinary services is mandatory within the ECC rotation. Attending emergency accession cases after hours is a highly rewarding and educational experience, providing some

core Day One skills training in emergency medicine and triage. A full list of placement providers and the respective out-of-hours provision can be found here.

Description of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin

The role of the veterinarian as a supervisor of quality assurance in the food processing chain is experienced through site visits and epidemiological data set evaluation. Students receive practical instruction in food hygiene policies, practice, and regulatory legislation as well as undertaking PBL-based investigations of food-poisoning outbreaks. Small group teaching sessions covering the slaughter and preparation of single animals are delivered within our own, custom-built facility, Veterinary School Pathology building (VSP).

Veterinary public health and food hygiene is introduced in Year 1 (VMS1001: Animals in Society 1) and has explicit recognition in Year 2 (VMS2008: Animals in Society 2) which includes food safety, HACCP, abattoir practice, food manufacturing and regulation. These themes are developed further in Year 4 (VMS4009: One Health) and in the Year 5 CCT intramural rotation in Veterinary Pathology and Public Health (VPPH) which includes slaughterhouse and food processing plant visits.

VPPH is based at the University, predominantly within the Vet School Pathology (VSP) building. The rotation consists of two weeks of Veterinary Public Health (VPH) and two weeks of pathology and clinical pathology. To support the delivery of the VPPH CCT rotation, the VEE also collaborates with external partners to enhance the diversity of the student experience. During the two weeks of Veterinary Pathology students attend post-mortem examinations throughout, with additional small group teaching on clinical pathology and gross pathology. During the two weeks of VPH students visit a high throughput red meat abattoir with annexed meat processing plant. The visit to an industrial-scale operation enables students to analyse the impact of food safety regulations at an industry level and consider the national and global implications of food production. Students also visit a family-owned low-throughput white meat plant, processing fewer than 10,000 birds per year. This experience allows students to acquire a perspective on, and direct experience of, a local full throughput production and appreciate different legislative requirements. In addition to meat processing facilities, the VEE has developed a partnership with an ice cream making enterprise and a cheese making facility as premises for production, processing, distribution/sale or consumption of food of animal origin. Students observe the manufacturing process and observe the application of Good Manufacture Practices (GMPs), HACCP and traceability in an authentic commercial environment. A list of external partners can be seen in Table 3.1.6 below, a more detailed overview of each of the partners that can be found here.

Table 3.1.6: External Partners for the Provision of Public Health teaching in Final Year

Name	Address	Type	No. hours per student	No. students per visit (average)
ABP Guildford	Moorfield Road, Slyfield Industrial Estate, Guildford Surrey, GU1 1RP	Red meat abattoir	2.5	5
		Red meat cutting plant	0.5	
Down Land Traditional Meats	Morley Farm, Henfield BN5 9BB	Red meat abattoir	2.5	9.6
		Red meat	0.5	

		cutting plant		
Etherley Farm	Leith Hill Ln, Ockley RH5 5PA	Poultry abattoir	2.5	9.6
		Poultry cutting plant	0.5	
Grays Dairy	Goldstone Farm, Polesden Road, Bookham, Leatherhead, Surrey, KT23 4QR	Ice Cream factory	2	19.7
Norbury Park FarmCheese Company Ltd.	Sherbourne Farm, Shere Road, Albury GU5 9BW	Cheese factory	2	19.7
Heathrow Animal Reception Centre	Beacon Rd, Longford, Hounslow TW6 3JF	Imports animal control	2	19.7

Description of the Selection Procedures of the Core Rotation Electives by the students and the degree of freedom in their choice

For the four week intramural EPT rotation in either small animal, equine, of production animal primary care, and the species-associated two week referral EPT rotation, students indicate their preferred species to the Veterinary Placements Team (VPT) who will facilitate these preferences wherever possible. The VPT contact providers and ask them to complete a Schedule 7 form and a Schedule 7 Referral and ECC form detailing the number of placements they are able to offer and how many students they are able to accommodate during each rotation. The VPT will then facilitate students' first choices where possible but if a specific elective is oversubscribed students will be allocated to their second choices. This is done on an individual basis, according to availability of second choices, to ensure that students are guaranteed at least their second choice.

Description of the procedures (e.g., logbooks) used to ascertain the achievement of each core practical/clinical activity (pre-clinical, clinical, ambulatory clinics, EPT) by all students.

There are several different procedures in place throughout the course to ensure each of the Day One Competences are achieved and logged, and these are detailed below.

Extramural EPT Skills Logs

Students are required to complete a compulsory minimum of 38 weeks of extramural EPT. These consist of 12 weeks animal husbandry based EPT (AHEPT) and 26 weeks of clinical EPT (CEPT). Whilst undertaking extramural EPT students must keep a skills log of personal achievements. There are two separate skills log documents, one for Animal Husbandry Skills Log (AHEPT) and the other for Clinical Skills Log (CEPT). These skills logs guide students in developing pre-placement learning objectives prior to any placement in order for students to centre their learning dependent on their specific needs and goals. The skills are divided into general and species-specific and are identified as Key or Desirable and students are expected to mark if they have observed, assisted or performed the skills during placement. The skills are aligned with the Day One Competences. Students also demonstrate reflective practice from each EPT placement through a written post-placement reflection which is recorded on the online Student Experience Log (SEL).

Clinical Skills Logs

In Years 3 and 4, students are required to keep peer reviewed clinical skills logs, Vet Med 1 Skills Log Year 3, Vet Med 2 Skills Log Year 3 and Vet Med 3 Skills Log Year 4, which track their progress in attaining the required clinical skills ability for each of the clinical modules VMS 3010, VMS 3011 and VMS 4008. A list of the required skills is given to the students at the beginning of each semester and these skills are taught in practical classes as well as being available to practice in open access skills labs.

Successful competence in these skills is then assessed by the Objective Structured Clinical Examinations (OSCE) examinations at the end of Years 3 and 4 and are discussed fully in Area 8.

Core Clinical Training Logs

During Year 5 students record and reflect upon their clinical experience through use of a structured case and clinical skills log which is recorded electronically using an online system, Liftupp. By maintaining an individual skills log throughout CCT and intramural EPT, students are able to track and profile their experience in the technical and non-technical competences, self-auditing both the breadth of that experience and the level of engagement they have had. The online skills log is a pre-defined list of skills, pertinent to each rotation discipline, which has been populated in consultation with University academics CIMs. Every skill on the list has been categorised as to whether it is key or desirable for the students to have completed, and the expectation for the level of engagement in that skill is set as either observed, assisted, or performed as with the extramural EPT skills logs to maintain consistency of experience for students.

Students must also complete the case log for each rotation by the end of each rotation. By encouraging students to map their skills attainment across the final year CCT and intramural EPT, a culture of reflection and strategic objective setting can be fostered. The skills log will primarily serve as a driver for learning and a tool for guiding student engagement. It will also aid the students in setting four – five learning objectives for each rotation.

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.

How the Establishment ensures the programme meets the objectives

The BVMSci programme provided by the VEE is competency-based and designed to meet the objectives mentioned in educational aims under Standard 3.1 above, including the learning outcomes. The qualification resulting from the programme is clearly specified and communicated as to both frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) and Framework for Qualifications of the European Higher Education Area (EQF). Year 1: FHEQ level 4/EQF level 5, Year 2: FHEQ level 5/EQF level 5, Year 3: FHEQ level 6/EQF level 6, Year 4: FHEQ level 7a/EQF level 7, Year 5: FHEQ level 7b/EQF level 7.

The programme's curriculum is a top-down competency-based design that uses Day One Competences to inform the formulation of the Programme Learning Outcomes that subsequently inform the formulation of Module Learning Outcomes and individual teaching activity Learning Objectives. Learning outcomes are also defined in terms of knowledge, skills, responsibility and autonomy. The delivery of the curriculum is led by the Head of Veterinary Education (HoE) with operational support and coordination from two Programme Leaders (PLs) (one PL for preclinical Years 1 and 2, and one PL for clinical Years 3 – 5). The PLs are further supported by Year Leads, Species Leads, and Module Leads to ensure consistent application of our educational philosophy and assessment strategy. The Director of Clinical Training is responsible for the delivery of final year CCT and intramural EPT rotations and is supported by the team of LVCPs) who are responsible for clinical coaching, assessment and quality assurance during final year rotations. The

Director of Veterinary Partnerships and Animal Resources is responsible for the resource management of the partnership network and the on-site and off-site animal resources required for the programme. Both Directors operationally report to the HoE.

Alignment of learning outcomes at all levels from ESEVT Day One Competences down to programme and individual units of study, are assured by the Board of Studies chaired by one of the PLs. All changes made to the programme are made prior to the start of the academic semester in line with University policy. In compliance with University Code of Practice for Academic Governance: Senate Governance the programme Board of Studies oversees, monitors and modifies the curriculum following recommendations made by the Curriculum Committee (see Educational Aims under Standard 3.1 above) and the SSLC. Actions approved by the Board of Studies which require Faculty or University-level support are passed first to the Faculty Education Committee for discussion. This body may then approve suggested modifications or forward them for consideration by the Quality and Standards Sub-Committee and, if necessary, the University Education Committee. Students are represented at each level (VEE, Faculty, and University) by annually elected representatives in each year.

Quality enhancement is assured through the University's formal Annual Programme Review process. This process, led by the chair of the Board of Studies, considers management information reports (e.g., progression rates, MEQ scores), and feedback from staff, students, clinical partners and external examiners and develops an action plan to ensure the continuous enhancement of programme quality.

Module Learning Outcomes are mapped across the programme to the ESEVT Day One Competences, BVMSci Curriculum Map EAEVE D1C and module learning outcomes. This has enabled the evaluation of subject and skill teaching and assessment, and highlighted areas for improvement in terms of vertical and horizontal integration, as well as enabling the mapping of taught content to external benchmarks.

How the Establishment promotes a teaching environment conducive to learning and encourages and prepares students for self-learning and lifelong learning.

Further to the role of the Curriculum Committee in ensuring programme objectives are met, the teaching environment in terms of the methods of learning and teaching and the resources available to maintaining an environment conducive to learning also falls within the remit of the Curriculum Committee. Each Module Lead is supported by a Year Lead who sits on the Curriculum Committee and is responsible for coordinating and delivering the curriculum at that level. Module Leads produce and maintain a module handbook that outlines a module's expected content, aims, learning outcomes, assessment strategy, and signposts students to helpful resources to encourage self-learning. New module leads are supported by Year Leads and all are provided with a Module and Year Lead Handbook that outlines the expectations of the role and information that is required to be communicated to students.

Learning Opportunities Within the Programme

The programme utilises a combination of lectures, seminars (including flipped classroom guided discussions of lectures that may be delivered by online recordings), laboratory-based practicals, clinical and non-clinical animal work, and self-directed learning. The distribution of these teaching modalities varies depending on the content and aims of the module.

Year One (FHEQ Level 4/EQF level 5)

The first year of the programme is 'Discovering the Normal'. The first semester provides students with a foundational knowledge of animal handling including biosecurity, and an understanding of the role of animals in society for companionship and food production in the module VMS1001 (Animals in Society 1) using a combination of lectures, animal handling practicals both on and off site, and introduces students to performing an audit of an agricultural business. VMS1002 (The Veterinary Professional) provides students with core professional skills including lifelong learning and reflection covering principles of independent adult learning, tackling roadblocks in learning and the importance of development of reflective

practice for the learner's personal and professional development. Students gain an early appreciation of evidence-based practice with teaching in information gathering and academic writing covering the ability to research a clinical question, critically evaluate information resources obtained and explain how the information found can be used ethically. Students learn about the concept of veterinary professionalism focusing on the role of veterinary governing bodies and applicable codes of practice and professional responsibilities. They are taught about feedback, and how to constructively use feedback to develop their future learning. They engage with opportunities to communicate with sessions on public speaking, communication styles, communication skills (open and closed questioning, non-verbal communication and active listening) as well as introducing the structure of the consultation and development of the history taking skills blue-printed on their animal husbandry knowledge. They cover ethical theories and frameworks and how these apply to veterinary practice. Finally, they work on emotional resilience, self-care and wellbeing covering how to recognise and deal with causes of stress in their personal and student life and the importance of creating coping strategies. Teaching modalities in VMS1002 are predominantly group-based and require them to solve problems and present their solutions to peers. The students are also required to write formative reflections during the semester to encourage reflective practice and how feedback feeds forward into a written reflection that forms part of a summative assessment.

VMS1003 (Cells and Genes in Context) provides students with a basic and fundamental grounding in chemistry/biochemistry, cell biology, and genetics, as well as basic laboratory skills that will be applicable further in the programme. Students also engage in research communication by producing a research poster in groups that is summatively assessed. The remaining Year 1 modules, VMS1004 (Structure and Function of the Integumentary and Alimentary Systems) in semester 1 and VMS1005 (Cardiovascular, Respiratory, and Musculoskeletal Systems), VMS1006 (Haemopoietic and Neurological Systems), VMS1007 (Reproductive and Urological Systems), and VMS1008 (Organs of Special Sense and Endocrine Systems) in semester 2, cover the basic comparative anatomy, physiology, histology, and embryology of body systems using lectures, flipped classroom seminars, and dissection/prosection-based practicals. In VMS1004 and VMS1005, students are introduced to the concept of student-centred learning by being placed in groups of up to 10 students and given open-ended problems or scenarios and are expected to work as a team to produce their own learning outcomes based on that module. Each student then does their own independent research before returning to the group to discuss and refine their acquired knowledge. This type of Problem-based learning (PBL) helps promote not only lifelong learning skills (develop information literacy, critical thinkingskills and independent learning) but also develops their communication skills and ability to work as a team. This is assessed with a summative group presentation with a rubric for content, presentation delivery, information seeking, and group working.

Year Two (FHEQ Level 5/ EQF level 5)

Year 2 of the programme focuses on 'Discovering the Abnormal'. Students are introduced to the concepts of pathology and infectious disease in an introductory general pathology module, VMS2009 (General Pathology and Concepts of Infectious Disease) in semester 1, with Foundations of Disease modules that mirror the Structure and Function modules mapped to the same body systems in a Spiral Curriculum structure. VMS2008 (Animals in Society 2: Concepts in Epidemiology and Public Health) introduces students to concepts that relate to the role of the veterinary profession beyond the clinical care of the individual animal to responsibilities across populations of animals and to wider society. Students are encouraged to consider disciplines including veterinary epidemiology, public health, animal health economics and social science. Students acquire both basic theoretical and practical knowledge of veterinary epidemiology and public health, as well as awareness of animal economics, decision-making and behaviour change. VMS2010 (Animals in Society 3) revisits learning from VMS1001 and builds upon students' handling of core domestic species to a more clinical context with clinical examination of those species, as well as handling requirements of species outside the core including pigs, birds, fish, reptiles, and small mammals.

Students continue their PBL by being given two cases, in VMS2005 (Pathology of Haemopoietic System and Clinical Pathology) in semester 1 and VMS2006 (Pathology of the Urological and Reproductive Systems) in semester 2. The PBL cases focus on the pathology of the cases and have reduced facilitation to encourage greater self-motivation and management from students.

Year Three (FHEQ Level 6/ EQF level 6)

In Year 3 students study the diagnosis, prognosis and treatment of disease across the body systems. By presenting conditions across the species, the commonality of disease process and similarities of therapies are illustrated. This year introduces students to the fundamentals of practice namely imaging, pharmacology, surgery and anaesthesia and further communications and professional skills training.

An introduction to medical record writing occurs in VMS3010 (Veterinary Medicine 1). Professional skills are further developed and tailored to the veterinary profession in semester 2 in VMS3011 (Veterinary Medicine 2) in the unit: Practice Management, Ethics, Law, Communications and Career Choices. In this module, financial considerations of practice management and legislation pertaining to the veterinary profession and practice are addressed as well as the importance of patient safety and the ability to discuss ethical issues objectively. Communication skills are further developed by providing 'challenging conversation' scenarios and assessed with actors both formatively and summatively. Business skills are assessed formatively through delivery of a business presentation. The students are also given an introduction into veterinary pharmacy practice. In this session, the students are made aware of legislation pertaining to the regulation of veterinary medicines, the legislation that permits vets to have controlled drugs in their custody; the supporting guidance from the regulatory body on the interpretation of the Veterinary Medicine Regulations and the organisations dealing with the authorisation of veterinary medicines in the UK and the industry bodies which promote the responsible and safe use of veterinary medicines. Responsible prescribing practice in all species and the need to record, store and dispose of medicines safely is discussed. The ethics of veterinary practice and economic considerations are also integrated throughout the clinical practice units.

Students are taught about research skills and practices and how they support an evidence-based approach to veterinary practice and engage with clinical research in the first semester by undertaking a literature review and study design based upon a research question provided at the start of semester 1. In semester 2, students then undertake a research project to investigate the same research question to gain experience in data handling, interpretation, and presentation of findings in a research paper.

Year Four (FHEQ Level 7a/ EQF level 7)

In VMS4007 (Zoological Medicine), students are exposed to external lecturers working in diverse fields such as apiculture, conservation, zoos and a wildlife foundation. In the Companion Animal unit of VMS4008 (Veterinary Medicine 3), students are provided with an opportunity to work within the charity sector as they are required to run 'student-led' health check clinics at the Blue Cross Merton hospital and People's Dispensary for Sick Animals (PDSA) Cowplain hospital. On these days students will have the opportunity to manage their own consultations. These sessions are supervised by contracted, trained members of staff at the establishment and/or University teaching staff as part of the normal hospital working day giving students experience of working as part of a practice team.

In VMS4001 (Fundamentals of Veterinary Practice 3: Anaesthesia, Surgery and Patient Care), 'the Patient Care day' allows students the opportunity to integrate previous knowledge and discuss management of cases in a charity hospital setting with emphasis on team dynamics and team and client communication. The exposure to vets working in conservation and vets working in the charity sector gives the student an opportunity to consider what skills and qualities are required to work within these areas.

Developing effective communication skills alongside strategies to motivate lasting behavioural change as

part of proactive approaches to Herd Health Management are central themes within the Production Animal Practice component of VMS4008. Role play and simulations on farm herd health discussions are used to explore effective communication strategies and to identify and reflect upon potential obstacles to change, after students have analysed farm performance. Effective veterinary leadership is discussed as well as the importance of working within multi-disciplinary teams explored (e.g., with farm staff and other advisors, such as nutritionists). Professional written communication and the ability to pitch advice at the right level for the target audience is assessed. Simulated communication training in VMS4008 is also included with the equine clinical module, where students will develop communication skills with equine owners and paraprofessionals, using clinical scenario exercises with direct and targeted feedback on both verbal and written communication. The role of the veterinarian within the equine profession is the core theme of this module, with legislation, certification and professionalism integrated throughout.

Year Five (FHEQ Level 7b/ EQF level 7)

The final year intramural CCT rotations (VMS5001) ensures consolidation of the knowledge, skills and attributes developed during the course in a diverse range of workplace-based placements. There are overarching learning objectives to be achieved across all rotations and students will build their portfolio throughout. In addition, specific learning outcomes will need to be achieved for each rotation. This module aims to promote consolidation of the theoretical knowledge, communication skills and technical skills gained in previous years by immersion and participation in a range of practice, research and industry settings and to allow for active participation in all aspects of case management to achieve the ESEVT Day One Competences.

There are four contact weeks incorporated into the structure of final year, where students will be based, as a cohort, at the VEE. In these return weeks, there will be opportunities for students to attend sessions to further their understanding of practice management, financial planning, the pitfalls of practice, professional and public liability and the need to engage with the UK regulatory body's Veterinary Graduate Development Programme (VetGDP) post-graduation to facilitate appraisals and to ensure career development. The 120-credit module allows for extensive formative feedback and assessment as students build their skills across the various placements. The students receive Global Professional Assessment grading across six domains (knowledge, clinical reasoning, technical skills, professionalism, patient care and communication) at the end of each week of the rotation. Weeks one and two are formative grades and weeks three and four are summative grades that are then calculated into a summative average across the year. This system allows continuous feedback to the students on how to improve their skills. This will be enabled by use of competency-based multi-source feedback which will allow the student to demonstrate the development of communication skills, their professionalism, and their capacity to be an effective team member throughout final year. During their final year the students will maintain a case log and skills log which allows them to reflect on and monitor their progress and engage in reviewing not only their performance but the progress and performance of their peers as well.

Involvement of Students

The VEE has worked to engage students in their degree programme, and to take ownership of their experience in order to make it conducive to learning. Student representatives have an active role in working with the programme team through the Staff Student Liaison Committee (SSLC) which meets a minimum of once a semester. Within the SSLC the year representatives are consulted on any major programme changes and get to routinely feed back to the team what is and isn't working across the VEE, both within the curriculum and without. Student representatives are invited to the Curriculum Committee once every semester to engage in discussions related to curriculum. They also attend the Board of Studies (BoS) meetings twice a year and have dedicated time slot to raise concerns and provide feedback on ongoing learning within each semester. Outside of organised meetings with representatives, students may individually raise, discuss and resolve both academic and more general experience issues via the online platform MySurrey Voice (Unitu) which staff monitor weekly. Students have additionally set up their own

Veterinary Student Society (VetSoc), which is now the largest student society in the University. With the support of staff there is a University-wide Peer Mentoring scheme that was started in the VEE. Students actively engage in research with staff during their 3rd year research projects.

Mechanisms for students to convey their needs and requirements and to influence VEE decisions

There are a number of formal feedback mechanisms in place to meet this requirement:

- **MEQ process:** Students provide feedback on each module. Scores and comments are reviewed by the Module Lead, the Curriculum Committee, and the Board of Studies. Key Performance Indicators (KPIs) for overall satisfaction, assessment and feedback, and organisation and management are benchmarked to University targets and used to inform action plans where a module has fallen short of these KPIs. Plans are approved and monitored by the Curriculum Committee.
- **Student representatives:** Organised through the Students' Union, students have the opportunity to be elected as a student representative for their course and year.
- **Staff-Student Liaison Committee (SSLC):** Chaired by a PL, student representatives have the opportunity to raise concerns relating to their programme and/or related matters. Within the VEE, SSLC acts as the forum to inform and consult with students. Meetings occur at least once per semester.
- **Curriculum Committee:** Chaired by a PL, student representatives are invited once a semester to engage in providing feedback on curriculum changes.
- **Boards of Studies:** Chaired by a PL, attended by all academic staff of the VEE, representatives from Library and Learning support, Admission Tutors and student representatives from Years 1 to 5, this committee covers responses to the issues raised at the SSLC and considers module changes arising from MEQs and other feedback such as progression, withdrawals and ongoing semester issues.
- **Surrey Student Survey:** Independent student survey inviting feedback on all aspects of University life.
- **National Student Survey:** Students are provided with opportunities to complete the survey during the return weeks and are encouraged to participate by emphasising the impact on future VEE and University strategies to improve the student experience.

Additional feedback mechanisms include:

- **Personal Tutor meetings:** Students meet their tutors at least twice in semester 1 and once in semester 2 for discussion and feedback. Tutors can report feedback to appropriate individuals or committees.
- **Pastoral care forum:** a meeting held each semester by the Senior Personal Tutors, course reps and Student Veterinary Society welfare reps to raise any wellbeing concerns.
- **Head of VEE/VEE update meetings:** held once a semester to update students on aspects of the VEE's development and opportunity for students to ask questions and provide feedback.
- **Head of VEE/VEE and Veterinary Society President meetings:** These occur three times per year and are an opportunity for feedback on Veterinary Society issues.
- **SurreyLearn:** For each module there is a discussion tab where students can post feedback which they can choose to post anonymously if they wish.
- **Student suggestions, comments and complaints about Accreditation:** A postal box is provided in the atrium of the VEE's Main Building where students can provide feedback; this is reviewed periodically by the Senior Management Team.
- **CCT student feedback:** At the end of each CCT rotation, students complete an online Feedback Form which is reviewed by the Veterinary Partnerships and Animal Resources Manager, with oversight from the Head of Veterinary Partnerships and Animal Resources, the Director of Clinical Education, the LVCPs and the Vet Placements Team. Any specific points to note will be discussed by the CCT Operations Group and/or Curriculum Committee dependent on the nature of the

feedback and fed back to the practices where appropriate.

- **Student feedback to Academic Hive:** A questionnaire has been added to student helpdesk and team email footers to give students additional opportunities to comment on the quality of service and make suggestions.
- **MySurrey Voice (Unitu):** MySurrey Voice is a student voice platform. It's an online space where students, Course Reps and staff can collectively raise, discuss and resolve both academic and more general experience issues.

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.

Educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcomes

The outcomes-based programme curriculum is the cohesive framework that drives our teaching and assessment strategy (described in Standards 3.1 and 3.2) that ensures that all content, teaching, learning and assessment activities are aligned to achieving those outcomes. ESEVT Day One Competences are the high-level framework that are underpinned by programme learning outcomes. Module learning outcomes are, in turn, informed from programme outcomes, and individual learning objectives for each teaching activity subsequently derived from those module outcomes. All teaching activity learning objectives are listed in the Programme Learning Objectives document. It is these learning objectives that drive the resources and pedagogy to achieve the higher-level learning outcomes. The outcomes assessments are then chosen according to their validity, reliability, educational impact, cost-effectiveness and acceptability and are discussed in further detail in Area 8.

Knowledge is taught in an integrated manner aligned to how the information will be used in clinical reasoning and patient care. This is reflected in the programme's vertical themes. Simple to complex. Single discipline to multidisciplinary. Normal to abnormal. Clinical and professional skills development. Component skills to whole case management. Dependent (teacher centred) to independent learner (student centred). Scientific methods to EBVM and experiential apprenticeships. Embedded throughout the curriculum, at all levels, is the 'Surrey Advantage' (described in Standard 3.1) that complements the Day One Competences. Quality Assurance processes that ensure the framework is adhered to and that learning outcomes are achieved has been described in Standards 3.1 and 3.2 above.

Description of how the Establishment ensures that the learning outcomes fit with the ESEVT Day One Competences

Alignment of learning outcomes between individual units of study, programme, is assured by the Board of Studies chaired by a PL, and operationally managed by the Curriculum Committee. Curriculum mapping is undertaken within the VEE to inform this work; alignment of ESEVT Day One Competences with module learning outcomes and programme outcomes is provided in BVMSci Curriculum Map EAEVE D1C and assessment types and BVMSci Curriculum Map EAEVE D1C and module learning outcomes.

Description of how (Procedures) and by who (Description of the Committee Structure) the learning outcomes are decided, communicated to staff, students and stakeholders, assessed and revised

The VEE's governance structures have been touched upon in Standards 3.1 and 3.2 in terms of managing

the curriculum, ensuring how overlaps and omissions are identified and corrected, and ensuring that programme outcomes and learning activities adhere to the cohesive curriculum framework, but will be described in more detail.

The BoS, chaired by a PL and comprising all teaching staff and at least one student representative from each year group, is responsible for the academic governance of the BVMSci programme. Board of Studies meets once per semester at which reports from the Faculty Associate Dean for Education, Head of VEE, Head of Education, Admissions, SSLC, and Year Leads are all tabled for staff and student representatives to read in advance and comment upon either during the meeting or in communication with the chair if unable to attend. Matters arising from external examiners' reports from the Board of Examiners (BoE), comprising examiners of the BVMSci programme and external examiners, meets three times yearly to consider and ratify the results of assessments, are also tabled for transparency but are responded to and actioned by the chair of the BoE. All outcomes are reported through the annual programme review which is considered by the Quality and Standards Sub-Committee which reports to the University Education Committee. Operationally, HoE and PLs review and monitor the Continuous Enhancement Plan that is a working action plan document that contributes to the Annual Programme Review and the Periodic Review process.

In terms of learning outcome decisions, the Curriculum Committee (described in Standards 3.1 and 3.2 as being responsible for ensuring outcomes are adhered to) is also where learning outcomes may be designed and included within the programme. The committee is chaired by a PL and includes the HoE, Year Leads, Clinical Skills Lead, and Chair of the Employability Working Group (EWG). Student representatives are also invited to attend at strategic meetings once per semester. The Curriculum Committee reports in to the BoS, but operationally communicates with staff through post-meeting summary bullet points to all staff, communications to Module Leads through Year Leads, and once per semester Learning and Teaching newsletters. Staff may present ideas via Year Leads or may be invited to propose innovations to the committee for consideration in the context of the programme cohesive framework and how suggested changes enhance delivery against Day One Competences.

The Curriculum Committee is additionally supported by multiple working groups which include IMR Education Advisory Group and the IMR Operations Group, which oversee and manage the CCT and intramural EPT of Year 5, Clinical Skills Laboratory Group, the Student Prizes and Awards Committee and the Animal Resources Group.

The IMR Education Advisory Group is chaired by the Director of Clinical Education and includes HoE, PL, Species Leaders in Equine, Production and Small Animal practice, Teaching staff member representing Veterinary Public Health , Teaching staff member representing Veterinary Pathology, Teaching staff member representing Veterinary Professional Skills, Veterinary Clinical Practice Representative, School of Health Sciences Representative, Member of Department of Higher Education and 3 Clinical Instruction Mentors (CIM) Representatives.

The IMR Operations Group is chaired by Head of Veterinary Partnerships and Animal Resources and includes HoE, PL, Director of Clinical Training, Veterinary Partnerships and Animal Resources Manager, Veterinary Placements Team representative, Veterinary Public Health and Pathology teaching staff representatives and species related Clinical Instruction Mentor Representatives: Small animal, Production, Equine. The Clinical Skills Laboratory Group is chaired by Veterinary Clinical Skills Leader and includes Research and Teaching Laboratories Manager, VSC Manager, CSL Senior Technician, Senior Laboratory Technician, Senior Anatomy Technician, Small Animal Species Lead, Equine Species Lead, Production Animal Species Lead, Lecturer in Animal Husbandry and Year Leads for 3, 4 and 5.

The Student Prizes and Awards Committee is chaired by a PL and includes all Year leads, Director of

Clinical Training and Development Manager Faculty of Health and Medical Sciences from Advancement Office.

The Animal Resources Working Group is chaired by Head of Veterinary Partnerships and Animal Resources and includes Veterinary Partnerships and Animal Resources Manager, Faculty Operations Manager (responsible for the line management and leadership support for all Technical areas within the Faculty), VSC Manager and VSC Large Animal Technician, Clinical Skills Lab Senior Technician, PL, Species Leaders in Equine, Production and Small Animal practice, Lecturer in Animal Husbandry, Veterinary Clinical Skills Leader, Spay and Neuter Clinic Representative, Anatomy Representative, Non-Animals Scientific Procedures Act committee (NASPA) and Animal Welfare and Ethical Review Body (AWERB) representative. Matters arising from Curriculum Committee that are likely to have a material change to learning outcomes are discussed and debated with student representatives at SSLC prior to tabling at BoS. Student opinions are valued and weighted appropriately in-line with Day One Competences and programme learning outcomes.

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 and periodic reviews of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned.
- identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.

In compliance with the University code of Practice for Academic Governance: Senate Governance the BVMSci Board of Studies (chaired by one of the Programme Leaders) oversees, monitors and modifies the curriculum. Actions approved by the Board of Studies which require Faculty or University-level support are passed first to the Faculty Education Committee for discussion. This body may then approve suggested modifications or forward them for consideration by the Quality and Standards Sub-Committee and, if necessary, the University Education Committee. Students are represented at each level (VEE, Faculty, and University) by annually elected representatives (Figure 3.4.1). Quality enhancement is assured through the University's formal Annual Programme review process: continuous enhancement review. This process, led by the chair of the Board of Studies, considers management information reports (e.g., progression rates, MEQ scores), and feedback from staff, students, clinical partners and external examiners and develops an action plan to ensure the continuous enhancement of programme quality. The most recent annual programme review can be found here. VEE-specific Committees within the University teaching governance framework is detailed in Figure 3.4.1. In addition to the formal committee structure, the VEE has found it useful to convene a number of ad hoc working groups and a further committee to explore and debate pedagogical best-practice prior to making recommendations to Board of Studies (Figure 3.4.2).

Summary of Mechanisms for Staff and Student Influence over Strategy and Decision Making

Staff input into VEE strategy and decision making occurs through (i) Annual staff survey (ii) Board of Studies (iii) Faculty Education Committee (iv) VEE meetings (v) Departmental feedback (vi) Senior Management Team accessibility (email account, suggestions box). Student input into VEE development occurs through (i) Staff-Student Liaison Committee (ii) Module evaluation questionnaires (iii) Board of

Studies (iv) Termly meetings between Head of VEE and President of Vet Society (v) My Surrey Voice (Unitu).

External Stakeholders
The VEE consults with its external stakeholders through the Intramural Rotation (IMR) Operations Group (see membership in 3.3 above). The clinical partner network is represented on the VEE's Veterinary Admissions Review Group, and on Board of Studies. Partners are frequent attendees at admissions interviews, research events and networking events. The Annual Partner Conference is used as a platform for consultation and feedback on the curriculum and its delivery. For example, the models used for clinical skills teaching were validated by the clinicians who attended the conference last year. Feedback regarding student performance is collected from all EPT providers. Feedback from students from all placements is systematically collected. The annual RCVS of employers and new graduates survey provides school specific data with regard to Day One professional knowledge, skill and attributes. Veterinarians from the partner practice network are members of the IMR Advisory Education Committee, the Curriculum Committee and the IMR Operational Committee.

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.

Organisation of the EPT and how it complements (but not replaces) the Core Clinical Training (CCT)
As for other UK vet VEEs, Extramural Studies (EMS) constitutes an extramural EPT which is compulsory but organised outside the establishment. The VEE's Academic Coordinators for extramural EPT (locally called EMS coordinators) have oversight of all extramural EPT provision, with primary responsibility for animal husbandry and clinical EPT. The Academic Coordinator for Years 1 – 2 manages the animal husbandry EPT during Years 1 – 2 and the Academic Coordinator for Years 3 – 5 manages Clinical EPT including preparatory clinical EPT. The FHMS Clinical Placements Team supports the Academic Coordinators. Personal academic tutors are responsible for providing guidance and support their tutees' plans to progress and develop the relevant skills through their EPT placements using the skills log (discussed in Standard 3.1) as a guide to work with students to set objectives that complement their formal core learning within the programme. Objectives should be set with the student's academic level in mind, e.g., a student entering Year 3 and undertaking preparatory clinical EPT would focus their objectives primarily on observational practice to contextualise the clinical learning to come, whereas a Year 4 student might be expected to be performing clinical skills. Processes and requirements are explained to students through talks during induction week, meetings with their personal tutors, drop-in sessions with the EPT Academic Coordinators and comprehensive information on the student VLE. The EMS Handbook provides the requirements and guidelines which is available on the VLE, SurreyLearn. The UK's national PSRB sets mandatory minimum requirements with regard to extramural EPT which the VEE adheres to as demonstrated in Table 3.1.7. In addition, the VEE also sets recommendations that students are encouraged to follow to get a complete grounding in core species clinical practice and animal businesses.

Table 3.5.1. Curriculum days of Elective Practical Training (EPT) for each student – VEE recommendations

Fields of Practice	Mandatory	Minimum Duration (Recommended duration by VEE)	Year of Programme
Production animal farm experience (pre-clinical)	1 week	4 weeks (2 weeks lambing + 2 weeks other production animal)	1 or 2
Companion animal preclinical experience	1 week	2 weeks	1 or 2
Equine preclinical experience	1 week	2 weeks	1 or 2
Clinical – companion animal	N/A	4 weeks (2 weeks Preparatory Clinical EPT + 2 weeks Clinical EPT)	End of Year 2 or in Year 3 (Preparatory Clinical EPT only) Year 3, 4 or 5(Clinical EPT)
Clinical – production animal	N/A	4 weeks (2 Preparatory Clinical EMS + 2 Clinical EMS)	End of Year 2 or in Year 3 (Preparatory Clinical EPT only) Year 3, 4 or 5(Clinical EPT)
Clinical – other	N/A	4 weeks equine (2 Preparatory Clinical EMS + 2 Clinical EMS)	End of Year 2 or in Year 3 (Preparatory Clinical EPT only) Year 3, 4 or 5(Clinical EPT)
Food hygiene, abattoir	N/A	1 week – Veterinary Pathology and Public Health	Year 3, 4 or 5
Other (specify)	N/A	Max of 6 weeks Clinical EMS allowed for Research Project EMS (but not a requirement)	Year 3, 4 or 5
	N/A	Max of 2 weeks Clinical EMS allowed for conference attendance (but not a requirement)	Year 3, 4 or 5

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 standardized 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.

How the EPT Providers are linked to the VEE, assess the students, and provide feedback to the Establishment

Placement providers, sourced by students, are advised to sign a Placement Agreement Form which clearly defines roles and responsibilities of an EPT provider and ensures that appropriate liability insurance is place. With the permission of the placement provider, their details are added to a database that is available to all students. All students are required to engage with resources provided by the Veterinary Placements Team (VPT), and following understanding of these, sign declarations for risk and insurance. Students are invited to feedback on EPT providers using the EMS Placement Assessment Form available to students on the VLE. This feedback is used by the VPT to monitor suitability of the provider in terms of health and safety, as well as learning opportunities for students. There is a self-reflection section on the student log where we ask

that all students write about their experiences. Students and providers are also encouraged to email the team directly. Student performance on extramural EPT is provided on a Post Placement Supervisor EMS Assessment Form that students take to their EPT provider. Forms must be hand-signed and then uploaded to an extramural EPT database monitored by the VPT. Supervisors who have concerns about a student may submit the form separately and can also provide feedback to the VPT and Academic Coordinators on any aspect of the extramural EPT programme via the email address provided on the form that VPT and Academic Coordinators monitor, review and respond to. Immediate concerns of safety and wellbeing can be addressed in a timely manner, otherwise the Academic Coordinators report to the Curriculum Committee biannually.

Names of teaching staff responsible for the supervision of EPT activities

The VEE's EPT Academic Coordinators are Dr Esther Lingard, MRCVS (Pre-clinical EPT, years 1 – 2) and Dr Kirsty McGinley, MRCVS (Clinical EPT, years 3 – 5).

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.

Implications of students in preparation, recording, and assessment of their EPT

In order to prepare students in advance of EPT and to ensure their health and safety, specific teaching sessions in animal handling with barrier assessments are held to ensure students are safe and competent to handle core species (dogs, cats, horses, sheep, and cattle) before being permitted to arrange any extramural EPT placements. These sessions occur in the VMS1001 module in Year 1 prior to the Christmas break. Risk awareness and biosecurity is highlighted in a yearly session by the Academic Coordinators and the Health and Safety Manager of the Faculty. Additional core learning that assists students in their preparation for optimising achievement on EPT are the integrated applied anatomy and topography practicals for VMS1004, VMS1005, VMS1006, VMS1007, and VMS1008, where physiological and anatomical knowledge are clinically contextualised. VMS1007 also contains a lambing practical prior to their first Easter break in preparation for students undertaking a lambing EPT placement. Recording of EPT placements is done through an online database called the Student Experience Log (SEL). SEL is monitored by the VPT where students must first have a placement agreement in place and uploaded before being allowed to attend the placement. In order for placement to be signed-off as completed, the student must have a signed supervisor form uploaded (monitored by the VPT) and have written a reflection on the placement (compliance checked by the VPT but reviewed and discussed with personal academic tutors in scheduled meetings). Reflective practice and how to write reflections is taught in VMS1002 in the semester 1 prior to any EPT being undertaken. Students must also keep a skills log which is described in greater detail in Standard 3.1 which is reviewed and discussed with personal tutors alongside the written reflections.

Description of the complaints process in place concerning EPT

Supervisor feedback forms from placement are provided to the VPT and academic tutors. Placement providers may also give feedback to the placements team on the EPT process and administration via an email contact. Any reports received from providers are reported to the Curriculum Committee by the EPT coordinators. Students are encouraged to report harassment of any nature either directly to a member of the VPT, to their personal tutor or via the University's Report+Support process which allows for students to anonymously report if they wish. If the feedback is such that they feel the provider is not suitable then they are removed from the EMS database so students are less likely to 'find' the provider and the VPT have an internal 'flag' against the provider to note that they discourage students from attending so they can flag this if they notice students have booked/logged a placement here in their SEL. At the meeting, the

VPT/EMS co-ordinator asks the student if they would be happy for the VPT to contact the provider to explain why they are being removed from the system. VPT anonymise any feedback and will write an email to the lead contact at the provider to explain that due to the nature of some feedback our students have provided and their experience, they have decided to remove the provider (perhaps temporarily) from the student EMS database. Depending on the type of feedback, it has been appropriate for a vet academic to give more information about the nature of feedback and perhaps what measures could be addressed in order to be 're-added' to the EMS database. Instances of this nature have been rare as usually negative feedback is quite case specific and is the result of a personality clash with a student/provider but this is monitored and judged closely and the feedback, actions and outcomes are logged within a secure, password protected spreadsheet held by VPT.

Comments on Area 3

The curriculum was reviewed after seven years, 2014 – 2021 detailed within this report which resulted in 32 changes to the curriculum with summary improvements below.

Suggestions for Improvements on Area 3

The curriculum was mapped for module teaching activity learning objectives to the module learning outcomes, academic staff performed a gaps analysis and the vet GDP new graduate and employer survey 2021 was also taken into consideration for the review process. These review results were sent out to all module leads to check against the module learning outcomes and content for coverage of the perceived reported gaps and remediation if deficiencies were detected. A register of completion and a note of the changes made by each module lead was compiled. Some of the changes that are being implemented and are ongoing are: changes to toxicology; prescribing teaching; design and teaching of small animal and large animal isolation facilities on site; a review of companion animal ophthalmological teaching; inclusion of a two week CCT rotation in Emergency and Critical Care Rotation for the 2023-2024 final year cohort; the redesign of teaching to increase a student's ability to interpret imaging and an increase in curriculum support throughout the programme for this skill in particular for anatomical teaching. In addition, digital skills added and to be enhanced include: basic key skills such as word processing, use of spreadsheets and PowerPoint, which were considered essential skills for the programme and Year 1 students to be given a screening questionnaire. Students who self-indicate they are deficient in some or all these skills will be directed to appropriate online and/or University library learning resources. The module VMS4004 was redesigned and renamed VMS 4009. Outcomes from this review identified opportunities to improve the programme.

Creation of a One Health module VMS 4009

This module contains a unit of teaching on equality, diversity and inclusivity for veterinary students. These include Northern Council for Further Education (NCFE) learning objectives for the NCFE Level 2 Award in Equality and Diversity (601/3144/5) and NCFE Level 2 Certificate in Equality and Diversity with students to be involved in the co-development of the unit. This module also contains a unit of teaching on sustainability for veterinary students with students involved in the co-development of the unit. Outcomes from student co-development, external partners such as vet sustain and their engagement in the development of this module continue to identify opportunities to improve the programme.

University of Surrey Framework Curriculum Review

Each programme within the University undergoes a three-year review in addition to the in-depth seven-year review cycle discussed above. The current cycle of University programme reviews termed the Curriculum Design Review (CDR) is centred on a framework of five core pillars: Global and Cultural Capabilities; Digital Capabilities; Employability; Resourcefulness and Resilience; and Sustainability. The BVMSci Programme has undergone this review during the academic year 2022-23 with the self-assessment narrative report produced in October 2023. During this process, the Curriculum Committee reviewed the BVMSci Programme and identified where in the programme these pillars are covered, ensuring that each

pillar is specifically touched upon at each academic level. As part of the process, students were involved in supervised partnership projects with staff investigating a topic under each pillar. For example, projects looking at digital means of recording employability skills on EMS/EPT, student understanding of sustainability in veterinary practice, and students' confidence using digital platforms throughout the BVMSci programme. Outcomes from these projects in conjunction with the review undertaken by staff identified opportunities to improve the programme. Under the pillars of sustainability, and global and cultural capabilities, we developed the VMS4009 One Health module which is discussed specifically above. For the pillar of digital capabilities, in addition to the embedding of digital capability already within the programme, we have identified an area to introduce a portfolio asset to the first year module VMS1002: The Veterinary Professional. Students joining the programme in their first year come from many different backgrounds and experience different levels, including in their digital capabilities. Student feedback was sought on what they believed were the best ways to identify and fill any digital capability gaps. The solution to roll out in the next academic year is a self-assessment tool where a grid of skills is provided to students to review and reflect upon whether they are competent at a particular task in a digital programme e.g., inputting simple formulae into an excel spreadsheet for data handling, and then either tick off the skill, or add it as a target to a development log. The grid of skills contains signposting to resources provided by the University where students can then self-direct their learning to fill the gap they have identified. Engagement with the log is a portfolio asset.

Use of Artificial Intelligence in Learning and Assessment

With the rapid growth of generative-AI, there is opportunity to incorporate AI effectively into learning and assessment within the BVMSci Programme. The Surrey Institute of Education (SIoE) is developing a University-wide policy on the use of AI, adopting an approach of embracing the technology with education of students on how it can be used effectively, ethically and critically. While we are very much in the early stages of discussion, there are opportunities such as AI-generated digital chatbots to simulate clients that students can use to practice history-taking and client instruction, or critical appraisal of generative-AI outputs to clinical questions that clients may ask as examples.

Elective Practical Training Improvements

Positive initiatives to widen the participation in the veterinary profession have brought new challenges. Applicants from a wider variety of backgrounds and increasing social mobility have meant that gaining veterinary experience across all species and types of practice is becoming more difficult. With prescriptive requirements for pre-application experience and for extramural study (EMS/EPT) while on the programme, students are under increasing pressure to agree to placements that can be of limited educational value. Our local regulatory body is therefore shifting EMS/EPT requirements to a student-focused approach. For example, where previously set minimums have stipulated four weeks in companion animal, four weeks in equine, and four weeks in production animal, the requirements have been simplified to just the total number of weeks. The aim of this being to reduce the stress on students living in urban areas with very limited access to the fewer opportunities for production animal practice and taking expensive placements far from home. Veterinary Education Establishments in the UK are free to set their own policies regarding EMS/EPT so long as national regulatory body minimums are met, we have taken the approach to relax the VEE requirements from mandatory to recommendations. Our mandatory minimums applied to students are those set by the regulatory body. Retaining recommendations for students sets the tone that we believe that a breadth of experience across all veterinary sectors is a valuable experience and should be strongly encouraged, however, we recognise the challenges some students face and seek to assist them in gaining the most educational value from the placements they have rather than mandating set weeks in each area.

Area 4

Facilities and Equipment

Area 4 – Facilities and Equipment

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.

Location and organisation of facilities

The University of Surrey is located in Guildford, Southeast England. The VEE is situated on the Manor Park Campus, about 0.8 miles away from the main campus. The campuses are well-connected by bus services, footpaths, and cycle routes. Various facilities such as the Surrey Sports Park, Surrey Research Park, Surrey Clinical Research Centre, School of Health Sciences, School of Medicine, and student accommodations are located here. The VEE features modern buildings designed by renowned architects, including lecture halls, laboratories, a (Large Animal) Veterinary Clinical Skills Centre (VSC), and a high containment Veterinary Pathology Centre (VSP). Throughout all buildings there are accessible routes which are available via a dedicated app. Accessible facilities include toilets, showers and gender neutral toilets, lifts to all floors, accessible seating in teaching and lecture theatres and accessible kitchen facilities.

Vet **S**chool **M**ain Building **(VSM)**

This is the home of the VEE, providing spaces for teaching, study, administration and research. Designed around a large central atrium, each floor of the building has a specific function:

i) **Ground floor:** teaching spaces and service/social areas.
ii) **First floor:** student study area, meeting/collaboration rooms and teaching spaces.
iii) **Second floor**: staff office, meeting rooms and research laboratories.

Ground Floor

Atrium: This large social space is a meeting and mixing area for staff, students, partners and visitors. Catering facilities are located in the atrium and it is used as a breakout area for conferences and meetings. The open access nature of the area, at the heart of the VEE, means that students, staff, partners and visitors come into contact with each other.

Lecture theatres: One large (250 seat) and one smaller (180 seat) lecture theatre provide a comfortable learning environment, with multiple projection, lecture capture technology and 3D projection capability.

Small group teaching rooms: The ground floor houses 12 small group teaching spaces, some are discrete rooms, others are open 'collaboration spaces.' Each space has furniture for 12 people, computer and projection equipment. When not used for formal teaching sessions these spaces are used as private study areas by students.

Clinical skills laboratory: This £5m HEFCE-funded facility provides teaching space for 75 students. Mobile tables, surgical-style lighting and a range of models and teaching aids allow students to learn practical skills including surgical skills. Equipment in this laboratory includes surgical-style scrub sinks and large TV repeater screens to show instructional movies.

Fledglings Veterinary Practice: This suite of rooms is designed in the style of a small animal veterinary clinic complete with two fully equipped consulting rooms equipped with video recording cameras for communication skills training. Kennels for dogs and cats, a pharmacy, reception desk and client management software further add to the teaching opportunities.

Small Animal Isolation Unit: A dedicated unit for the isolation of small animals and a biosecurity teaching

resource for undergraduate students.

First floor
Student study areas: Five small group teaching rooms and a large room that can be divided into two smaller ones are provided along with an open-plan workspace with desks for 72 students plus desktop computers. Desk space is also provided for post-doctoral researchers.

Teaching laboratory: This facility accommodates up to 75 students, each bench-top workstation having access to power, a sink and gas supply. Projection equipment and drop-down screens are strategically positioned allowing support material (protocols, videos) to be shown. Adjacent areas include offices for technicians, glassware wash facilities, autoclave, waste management and storage facilities.

PGR/ECR office: The open plan office space accommodated 42 workstations for Early Career Researchers and Post Graduate Researchers.

Second floor
Staff office: The open-plan office area accommodates 54 staff workstations. Two separate offices with multiple 'hot desk' workstations have been created to host the growing team of Lecturers in Veterinary Clinical Practice (LVCPs). Six bookable rooms are available for meetings, with two large meeting rooms having video-conferencing capability in addition to standard audio-visual equipment.

Research laboratories: A suite of seven access-controlled laboratories are provided to support VEE research in addition to six rooms housing support facilities and offices. Temperature-controlled rooms are provided at –20oC, 4oC and 37oC. Co-located are wash-up and storage rooms.

Maintenance and upgrade strategy
The Estates, Facilities and Commercial Services (EFCS) department oversees building maintenance at the University. They adhere to industry best practices, including planned maintenance, using the widely recognized SFG20 standard to determine the frequency and content of planned works. This approach ensures compliance with regulations and current best practices. Initially, the Maintenance Plan for the VEE focused on preventive maintenance, since 2018/2019, long-term maintenance requirements for all school buildings have been incorporated into the University Estates' plans and budgets. The University allocated a significant budget (approximately £750k per year, adjusted for inflation) for ongoing building maintenance, in line with the original business case for the VEE.

Health & Safety and Biosecurity
All three buildings are compliant with UK health and safety legislation. Specifically, all scientific areas and teaching laboratories within the VSM meet containment level 2 status as detailed under The Control of Substances Hazardous to Health Regulations 2002 (COSHH). Infrastructure is in place to handle both chemical and biological agents under these regulations. All laboratory areas within VSM have been assessed as suitable under The Genetically Modified Organism (Contained Use) Regulations 2014. Research laboratories are compliant with the Antiterrorism, Crime and Security Act, 2001. In all buildings, equipment installed is subject to regulatory inspections and maintenance as detailed under The Lifting Operations and Lifting Equipment Regulations (LOLER) 1998, The Control of Substances Hazardous to Health Regulations 2002 (COSHH) and the Pressure Systems Safety Regulations (PSSR) 2000.

Off-site facilities
The University partners with several off-site teaching providers, to allow students in Years 1 – 4 to gain extensive animal husbandry and production experience in a variety of authentic settings. Travelling times and locations of these providers are detailed here. Clinical teaching during final year (Elective Practical Training Rotations (EPT)/Core Clinical Training (CCT)) takes place within our network of over 100 partner practices. Practices are carefully selected and trained to ensure University standards for the delivery of

excellent quality teaching are met. This network of practices provides students the opportunity to develop ESEVT Day One Competences through authentic, workplace-based learning. The geographical locations of our partner practices is widespread, with the provision of excellent learning opportunities a priority for us when recruiting new partners.

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

Table 4.2.1: Premises for Lecturing

Number of Places in each of the 2 Lecture Halls	**Lecture theatre 1**	**Lecture theatre 2**
Places	250	180
Total Number of Places in Lecture Halls	430	

Table 4.2.2: Premises for Group Work

20 Rooms available that can be used for group work (supervised work):							
Room	01VSM00	02VSM00	03VSM00	04VSM00	05VSM00	06VSM00	07VSM00
Places	12	12	12	12	12	12	12
Room	08VSM00	09VSM00	10VSM00	11VSM00	12VSM00	14VSM01	15VSM01
Places	12	12	12	12	12	12	12
Room	16VSM01	19VSM01	21VSM01	22aVSM01	0 22bVSM01	01VSC00	
Places	12	12	12	12	12	70	
Total Number of Places in Rooms for Group/Supervised Work						**304**	

Table 4.2.3: Premises for Practical Work and Clinical Skills

Number of Laboratories and Student Spaces for Practical Work by Students						
Room	13VSM00	20VSM00	22VSM00	23VSM00	34aVSM01	34bVSM01
Places	75	0	4	4	37	38
Room	02VSC00	15VSC00	26VSP00	05VSP01		
Places	75	10	75	15		
Total Number of Places in Rooms for Group Work/Supervised Work						**333**

Catering, recreational and personal storage facilities for staff and students

Vet **S**chool **M**ain Building **(VSM)** The ground floor houses 12 small group teaching spaces, some are discrete rooms, others are open 'collaboration spaces'. Each space has furniture for 12 people, computer and projection equipment. When not used for formal teaching sessions these spaces are used as private study areas by students. A further five small group teaching rooms and a large room that can be divided into two smaller ones are provided on the first floor along with an open-plan workspace with desks for 72 students plus desktop computers. Desk space is also provided for post-doctoral researchers. The atrium is

used as a breakout area for conferences and meetings. The open access nature of the area, at the heart of the VEE, means that students, staff, partners and visitors come into contact with each other.

Catering is available in the VEE's atrium café (08:30 – 15:00), Manor Park Social (08:00 – 23:00), and in The Bench Bar and Pitchside Coffee nearby (5 minutes' walk) in Surrey Sports Park. Students also have access to the facilities in the Kate Granger Building (8 minutes' walk) including Café Priestly Road (CPR).

Locker rooms and sanitary facilities, changing facilities and shower rooms are available for staff and students on the ground floor of VSM where every student has their own secure locker. Toilets and handwash facilities are available on all three floors of VSM. Additional changing, toilet, hand washing and shower facilities are available in VSP and VSC.

Accommodation, students on intramural CCT and EPT rotations (Year 5) are provided with an accommodation allowance (£55 per person per night) to source their own commercial accommodation. Some practices provide accommodation on-site or nearby if students are required to be on call. Full details can be found in the IMR Accommodation Policy and the IMR Travel Expenses Policy.

Leisure facilities are available to staff and students in Surrey Sports Park. Facilities include a 50m swimming pool, squash courts, gym, climbing wall, fitness classes and outdoor sports' pitches and all-weather surfaces. Staff and students benefit from discounted membership.

Staff offices and research laboratories

Staff offices can be found on the second floor of VSM. The open-plan office area accommodates 54 staff workstations. Two separate offices with multiple 'hot desk' workstations have been created to host the growing team of Lecturers in Veterinary Clinical Practice. Six bookable rooms are available for meetings, two rooms having video-conferencing capability in addition to standard audio-visual equipment. A suite of seven access-controlled laboratories are provided in VSM to support VEE research in addition to six rooms housing support facilities and offices. Temperature-controlled rooms are provided at –20oC, 4oC and 37oC. Co-located are wash-up and storage rooms.

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.

Premises for animals

The University of Surrey houses a small number of animals on site in the Clinical Skills Laboratory, (cattle (3), sheep (6-8) and horses (6)). The availability of cattle and sheep on-site have an important role in allowing students the opportunity for remediation and additional handling following their practical classes that take place off site, should they need additional support. Horses kept on-site are used for the equine teaching that occurs in Years 1-4. Live dog handling classes also take place on site, using a pool of volunteer dogs, owned by University of Surrey Staff. Before use, these dogs must pass a Canine Behaviour Assessment to ensure that they are of a suitable temperament for teaching and are comfortable and settled in our environment, ensuring their welfare is not compromised by the experience. Whilst used for teaching at the University, dogs are housed on a day-board basis in purpose-built kennel accommodation. The Clinical Skills Laboratory also houses a cattery, although this is currently not used regularly as live cats are not

housed on-site.

Table 4.3.1: Premises for Animals On Site

On-Campus Animal Accommodation	
Room numbers	**Capacity**
24VSM00 (kennels)	20 dogs
25VSM00 (cattery)	20 cats
07 VSC 00 – 12 VSC 00 (17m^2)	6 horses
05 VSC 00 (33m^2)	Up to 23 sheep (in reality, this space houses 6-8 sheep)
06 VSC 00 (43m^2)	Up to 10 cattle (in reality, this space houses 2-3 cattle)

The majority of production animal husbandry teaching occurs at partner sites, in order to provide students with an authentic learning environment. These sites are summarised in Area 5 and the variety of sites visited has the benefit of allowing students to gain experience of different animal management systems.

Premises for research animals

No animals are housed on-site for research at the VEE.

Premises for hospitalised patients

As there is not a VTH at the University, students get the opportunity to participate in the care of hospitalised patients at the partner sites used for intramural CCT and EPT rotations in final year, as well as during a 'patient care day' in Year 4. The table below demonstrates the large capacity of places for hospitalisation across the partner network within our partner practices.

Table 4.3.2: Places available for clinics and hospitalisation (within partner practices)

Number of hospitalisation places for cattle	>18
Number of hospitalisation places for horses	>139
Number of hospitalisation places for small ruminants	>16
Number of hospitalisation places for pigs	0
Number of hospitalisation places for dogs	>630
Number of hospitalisation places for cats	>432
Number of hospitalisation places for other species	>160

Equipment used for Clinical Services

Spending time at six different veterinary practices during intramural CCT and EPT rotations allows students exposure to a range of clinical settings, each offering different levels of care and serving different client needs, ensuring that students understand and are involved with the full range of diagnostic and treatment options. For example, our small animal partnership network ranges from high-end referral practice to charity shelter medicine, each practice providing a different range of services. Our mix of practices ensures that students experience a balance of acute and chronic cases, consultations, surgery and medicine. Several of our small animal partner practices also house physiotherapy equipment such as water treadmills as well as dedicated animal physiotherapists. Within our small animal partner practices, all practices have radiography and ultrasound facilities as standard. In addition, three of our referral hospitals have MRI scanners and all of our referral hospitals have CT scanners. Within our equine network of partner practices, all practices have radiology, and ultrasound as standard. In addition, four of our partners have MRI scanners and gamma scintigraphy, and one has a CT scanner. Within our farm network all practices have ultrasound scanners with an additional remote screen to allow students to observe the examination.

Diagnostic laboratories and necropsy

Diagnostic pathology and histology: The VEE's diagnostic pathology service operates from the Veterinary Pathology Centre (VSP), including the CL2 post-mortem room which was designed specifically for student teaching. Downdraft tables are provided along with an overhead camera facility and a viewing gallery for

up to 20 students. A dedicated histology teaching suite houses eight standard microscopes, a double-head microscope and a 10-head microscope. A slide scanner is available to enable digital pathology. Clinical pathology also forms part of the Veterinary Pathology and Public Health rotation in final year.

The Veterinary Pathology Centre provides world-class veterinary pathology facilities, as well as a large, wet-lab teaching classroom. Pathology facilities include post-mortem examination areas, chillers and freezers for large carcasses, biological sample handling/processing, histology processing, digital pathology and microscopy teaching. This is the most sophisticated of the VEE's three buildings incorporating high levels of biosecurity. It is designed to ACDP2/3 and SAPO3 standard, so animals with infectious and/or zoonotic disease can safely be dealt with. Business continuity is assured by high levels of containment between adjacent parts of the building. Accession of samples for diagnostic services is through a customised laboratory information management system (LIMS). The facility also houses a wet lab teaching area, a 75-seater classroom equipped with stainless steel, mobile tables, stools and surgery-style lighting is provided. Cold-store and -20°C freezer space is provided for specimen storage; staff and student changing facilities, shower, and storage for PPE is also provided.

Slaughterhouse facilities

The Veterinary Pathology Centre building houses humane slaughter facilities, including a livestock holding area, lairage, crushes for cattle and sheep and carcass processing areas. The lairage is designed to hold a small number of animals without compromising their welfare, allowing a one-way flow from unloading to the point of slaughter, with minimum abrupt corners. Both the holding area and lairage provide an opportunity for students to carry out ante-mortem inspection. The cattle and sheep crushes installed in the VSP building are suitable for restraining animals for stunning and slaughter. Captive bolts (cattle and sheep) and electrical stunning equipment (sheep and pigs) are available for demonstration. Trolleys and hanging areas for carcasses and offal are available for teaching students the principles of the post-mortem inspection. This teaching at VSP occurs in the second year of the BVMSci course.

Along with time spent within VSP, the Veterinary Pathology and Public Health (VPPH) CCT rotation the VEE involves collaboration with external abattoirs. Students visit a high-throughput red meat abattoir with an annexed meat processing plant. This visit to an industrial-scale operation is geared towards supporting students analyse the impact of food safety regulations at an industry level and consider the national and global implications of food production. Students also visit a family-owned low-throughput white meat plant, processing less than 10k birds per year. This experience allows students to acquire a perspective on and direct experience of a local full throughput facility and appreciate different legislative requirements. In order to support student experiential learning before visiting a slaughterhouse, the University of Surrey, in collaboration with the University of Glasgow and the Royal Veterinary College, has also developed an interactive and immersive abattoir virtual reality simulation. Using the software, students learn about the workings of an abattoir and its role in food safety before a physical visit, allowing them to obtain the maximum benefit from their in-person visit. This also provides greater resilience within the Public Health domain, should for any reason physical facilities be unable to accept students (e.g., during the Covid-19 pandemic).

Foodstuff processing facilities

The VEE has developed partnerships with an ice cream making enterprise and a cheese making facility as part of the VPPH CCT rotation to attain learning outcomes associated with foodstuff processing. Each student visits each facility once during CCT to observe the manufacturing process and the application of Good Manufacture Practices (GMPs), HACCP, traceability etc. in an authentic commercial environment.

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 Establishment must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g., research-based and evidence-based clinical training supervised by

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 Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.
- The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

The VEE does not have a VTH, but instead intramural CCT and EPT rotations take place within our network of over 100 IMR Practice Partners. The network of partner practices contains a mix of small animal, production animal and equine practices, each of which provide species-specific rotations.

Small animal practices – The network contains 48 first-opinion small animal practices, a mixture of independent and corporate enterprises and charity and referral clinics. Whilst on small animal rotations, students spend four weeks working up medicine cases, participating in inpatient care and undertaking surgery and consultations under the supervision of their Clinical Instruction Mentors (CIMs) and the practice team. During the referral small animal rotation, students get the opportunity to participate in specialist consultations and rotate through a number of disciplines including orthopaedics, neurology, anaesthesia, dermatology and ophthalmology. Students will also spend two weeks at a dedicated Emergency and Critical Care provider where they will experience a caseload typical of emergency medicine and surgery. More details of the small animal rotations can be found in the IMR Operational Document.

Ambulatory clinics – students attend a four week placement at one of 19 equine practices and one of 17 farm practices within the partner network for their ambulatory rotations. For both rotations, students generally work weekdays but are strongly encouraged to participate in the out of hours rota where logistics allow. All large animal (equine and farm) practices within the partner network provide an on-call service. Whilst on ambulatory placements, students engage with the practice reception and veterinary team to select calls that will assist them in fulfilling their learning objectives, as well as to maximise the opportunity to practice Professional Activities and mini-CEX. Whilst on the ambulatory rotations, students tend to travel in the vet's vehicle, giving valuable opportunities for case discussion.

This network of practices is managed by the Head of Veterinary Partnerships and Animal Resources and the Veterinary Partnerships and Animal Resources Manager. The University holds Educational Partnership Agreements with all partners, so the responsibilities of both parties are clearly defined and delivered in line with the University's teaching needs. In addition, all practices used for intramural CCT and EPT rotations are RCVS Practice Standards Scheme (PSS) accredited except for PDSA clinics which are quality assured through the organisation's own RCVS-recognised scheme. In addition to meeting the needs of the RCVS Practice Standards Scheme, each practice is audited by the Partnerships team to ensure it meets the required standard for CCT/EPT, both in terms of facilities it provides and provision of adequate student support. A comprehensive Practice Audit Form administered both before students attend the practice, then annually thereafter measures compliance with relevant legislative, University and RCVS standards. The process for remediation of deficiencies, as per the off-site teaching facilities for Years 1 – 4 is captured in the Flow Chart of Quality Assurance. Deficiencies relating to critical health and safety, biosecurity or other key factors may result in the immediate withdrawal of students should it place them at risk. In all instances, should deficiencies not be resolved in the agreed time period, students will not be placed at the practice.

Management, Roles and Responsibilities: Final year teaching is carefully managed by the University and the management structure is shown below:

Head of Veterinary Education (HOE) – The Head of Veterinary Education (HOE) has overall responsibility for the strategic pedagogical development and delivery of the BVMSci curriculum, of which CCT forms the final year. The HOE works closely with the Director of Clinical Training and Programme Director to ensure quality assurance of CCT. The Clinical Programme Leader chairs the Board of Examiners, the Board through which all student summative assessments are ratified and progressed. The HOE reports directly to the Head of VEE, and both the Faculty and University Learning and Teaching Committees.

Clinical Programme Leader – The Clinical Programme Leader has overall responsibility for the operational delivery of the clinical aspects of the BVMSci programme, working closely with the HOE and providing input in to the delivery of CCT through, the IMR Operations Group and the IMR educational advisory support group and chairs the Curriculum Committee and the Board of Studies.

Head of Veterinary Partnerships and Animal Resources (HVPAR) – In the context of CCT, the Head of Veterinary Partnerships and Animal Resources (HVPAR) is responsible for contracting and maintaining the clinical practice network required to deliver intramural CCT and EPT rotations within a distributed model of clinical education. The role oversees quality assurance through due diligence and practice audits to ensure that the network offers relevant and sufficient caseload, appropriate expertise and that all statutory and regulatory requirements are fulfilled. The HVPAR is tasked with ensuring sufficient resilience is maintained within the network for all reasonably foreseeable eventualities that may affect the educational resource represented by the network of CCT practices and chairs the IMR Operations Group. The HVPAR is also responsible for maintaining partnerships with other animal resource providers necessary for delivery of practical and clinical skill training throughout the other four years of the BVMSci curriculum.

Manager of Veterinary Partnerships and Animal Resources (MVPAR) – The MVPAR role supports the HVPAR and the Vet Placements team, with a key role in communications, allocation of student placements, implementation of quality control processes for the partner network and collating placement feedback from students via post-placement feedback forms and module evaluation questionnaires.

Director of Clinical Training (DCT) – The Director of Clinical Training (DCT) is responsible for planning, delivery, and quality assurance of teaching, learning and assessment across the final year of teaching in the BVMSci course. The DCT has direct managerial responsibility for the Lecturers in Veterinary Clinical Practice and oversees all training programmes for new CIMs and LVCPs. The DCT works closely with the Head of Education, Programme Director, and the Head of Veterinary Partnerships, and is Chair of the IMR education advisory group.

Lecturers in Veterinary Clinical Practice – The Lecturers in Veterinary Clinical Practice (LVCPs) are University academics, and members of the RCVS, who have a dedicated role as academic tutors for students undertaking CCT which includes supporting student learning, development, assessment and progression. The LVCPs act as the primary University liaison for the CIMs within each CCT practice provider. This liaison is achieved primarily through regular practice visits (half-way through and at the end of each CCT placement) to meet the CIMs and the students individually. During the visits, they receive feedback from the CIMs on student performance, discuss strategies to assist student development, and assist with one-to-one feedback to students. They are responsible, in collaboration with the CIMs, in objective setting and reviewing progress of clinical and non-technical day one skills, attributes and competences.

The LVCPs oversee the successful development of the students' portfolio and individually evaluate all the rotation-specific assets that do not require CIM evaluation, supported by the Director of Clinical Training and the IMR education advisory group (see Assessment, below). They act to remediate particular assets,

where required, and monitor student engagement with the various assets that require completion by the end of each placement. The LVCPs engage in ongoing partner practice training, both specific to the CIM roles, and also to support other practice staff in engaging and teaching undergraduate veterinary students. The LVCP group also contribute to the quality assurance of CCT delivery by, collating CIM feedback after each CCT placement, and participating in the mid-module and annual reviews. Importantly, the LVCPs are integral in maintaining pastoral care of the students whilst on CCT. The LVCPs are personal tutors for Year 4 and Year 5 students and are the first point of contact for student wellbeing, should either the students on placement or the CIMs have concerns (see pastoral care section).

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.

Our clinical partner network reflects the types of practice and ownership structures found in the UK, providing students an authentic clinical learning environment, as well as the opportunity to experience a range of workplaces and exposing them to a variety of potential future employers. This is invaluable to allow students to establish the type of practice that would suit them post-graduation, allowing them to make informed choices when seeking employment. The distributed model allows students to spend time with several different teams, helping them to gain invaluable insight into the profession, also allowing them access to a wide range of highly skilled vets and nurses. Whilst in practice students are encouraged to spend time with different members of the whole team, helping them to gain an appreciation for their respective roles. Spending time at a variety of different practices also allows students exposure to a range of clinical settings, each offering different levels of care and serving different client needs, ensuring that students understand and are involved with the full range of treatment options. For example, our small animal partnership network ranges from high-end referral practice to charity shelter medicine. Our mix of practices also ensure that students experience a good balance of acute and chronic cases, consultations, surgery and medicine. As a minimum, all small animal practices have facilities for diagnostic imaging, anaesthesia, clinical pathology, surgery and pharmacy.

The large proportion of time spent in first opinion practice allows students ample opportunity to further develop ESEVT Day One Competences, attributes and skills through students' integration and application through work-place based learning and assessment. Exposure to a wealth of first opinion cases ensures that students are well equipped to make the transition to competent and compassionate vets. Furthermore, tailored Learning Objectives set during each rotation mean that learning is student-centred and allows for specific areas of focus, according to individual needs. The distributed teaching model, with small numbers of students (usually two) assigned to each practice, allows for a student-centric, learner-orientated framework to be implemented. All students are afforded a large amount of individual 1:1 time with mentors, other vets in practice, and the LVCPs through each rotation. This approach ensures students not only gain the necessary clinical experience to equip them with day one competences, but they also receive regular, specific feedback on their development.

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.

Within the CCT partner network, each small animal and equine practice must demonstrate they have

facilities available for isolation, with associated biosecurity Standard Operating Procedures or policies. All production animal practices must also demonstrate the use of biosecurity Standard Operating Procedures (SOPs) and policies. The annual audit of partner practices, completed by the partnerships team, ensures that all partner practices are compliant with these biosecurity requirements. Available spaces for isolation of patients across the partner network can be found below. In order to allow students to engage with these facilities, they write a critical appraisal of an isolation facility as part of their CCT portfolio to build on teaching delivered earlier in the BVMSci curriculum.

Table 4.6.1: Number of animals that can be accommodated in isolation facilities in partner practices

Number of animals that can be accommodated in isolation facilities in partner practices:	
Small animals	>124
Farm animals and horses	>21

The University of Surrey does not have a Veterinary Teaching Hospital; however, the establishment does have isolation facilities for the teaching animals housed on-site within the (Large Animal) Veterinary Skills Centre (VSC) and Clinical Skills Laboratory (CSL). Should the livestock housed on-site at the VSC require isolation, there is a dedicated isolation unit for livestock and with a separate entrance/exit for livestock and waste disposal. The facility has a clean entry area for changing and decontamination area upon exiting, along with a designated storage area for veterinary and husbandry equipment. SOPs are in place and staff are trained to manage an infectious outbreak in VSC should it occur. In the event of an outbreak the drainage system is blocked off, and any waste/effluent is treated as clinical waste for the purposes of disposal as appropriate.

Should dogs housed during the day for teaching sessions within CSL require isolation, there is a dedicated isolation unit. The facility has the option of a separate ventilation system should this be required. The isolation unit has demarcated clean, dirty and decontamination areas. SOPs are in place and staff are trained to manage an infectious outbreak in VSC should it occur. The VEE has a Biosecurity Manual that provides information regarding SOPs and policies that are in place across all facilities The biosecurity and biosafety manual includes auditing of off-site providers and quality assurance of biosecurity provision in the CCT clinical partner network of veterinary practices through Royal College of Veterinary Surgeons Practice Standards Scheme accreditation and University auditing process of partner practices.

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 the supervision of teaching staff.

Students undertake a clinical production animal practice module in Year 4, and this knowledge is applied and built on during CCT. This module covers topics such as Reproductive Health, Udder Health, Youngstock, Infectious Disease and mobility in cattle as well as the opportunity to perform a farm audit. During the module, students also become familiar with herd production and health recording systems such as Interherd. During their final year, students undertake one of their seven rotations in production animal practice placed at one of 19 partner farm animal practices around the UK. Here, under supervision of their Clinical Instruction Mentor (CIM) and the rest of the veterinary team, they attend a range of routine, herd health and emergency calls, serving a range of clients from smallholders to large commercial enterprises.

Whilst on farm placement, students are usually placed in pairs but attend calls individually, travelling with the vet in the practice vehicle. This time between calls 1:1 with a veterinarian offers an invaluable opportunity for case preparation before arrival, then a debrief and reflection following the consultation, as well as the opportunity to ask questions and participate in clinical discussion. Equipment varies between practices, but all students have access to ultrasound and a remote screen provided by the University to allow them to be involved in any reproductive imaging.

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

During Years 1-4, students are transported by bus or minibus to off-site teaching facilities. Buses are contracted as needed by the VEE Administration team using a number of locally available companies, who perform their own risk assessments to ensure risk from travel is minimised. Whilst on CCT, students use their own vehicles to travel to placements, then tend to travel with vets in the practice vehicle whilst out on calls. Where live animal transport is needed, for example to transport the six ponies to their holiday pasture, an approved equine transporter is used with a low-loading ramp. The appropriate risk assessments are in place. The cattle and sheep housed at the VSC during term time are on loan from one of our partners' farms and are transported to the University either usingan approved livestock haulier or via the farm's own transport. Animals are checked by the VSC technician team on arrival at the VSC, and where possible, journeys are kept to less than one hour. The University has transport to transport cadavers and organs consisting of one Ford transit van (short wheelbase) with a reinforced fiberglass internal shell in the rear load space to allow for full cleaning and disinfection. Cadavers donated by practices are cold stored locally then collected in batches. The journey time is kept to a minimum where possible to reduce deterioration of the carcasses.

4.9 Operational policies and procedures (including e.g., 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 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 a regular monitoring of the feedback from students, staff and clients.

Quality Assurance of off-site teaching facilities

Quality Assurance of off-site teaching facilities is provided through annual clinical or non-clinical site audits, ensuring that these facilities are safe, biosecure and that compliance with UK animal welfare and care standards is maintained. For our own due diligence, risk assessments provided by each off-site provider are reviewed by our own health and safety team, prior to commencement of teaching. Remediation of deficiencies revealed during audit is captured in an Action Tracker and a time frame for redress agreed. Deficiencies relating to critical health and safety, biosecurity or other key factors may result in immediate withdrawal of students should it place them at risk. In all instances, should deficiencies not be resolved in the agreed time period, students will not visit the facilities. The welfare of animals sits at the centre of our teaching and is overseen by the University NASPA (Non-Animals (Scientific Procedures) Act) committee. The Terms of Reference provide more Information. NASPA has a focus on refining needs and protocols for use of live animals in teaching protocols, encouraging use of the University's broad range of clinical skills models across species as alternatives. In addition, all live animal teaching is delivered either by veterinary surgeons or experienced animal managers, meaning all student interactions with live animals are closely supervised by suitably qualified staff. Teaching would be immediately terminated, and remedial care provided in the unlikely event that animals should display signs of discomfort or distress at any time.

Health & Safety and Biosecurity

The VEE's Health and Safety Committee has the authority to modify, suspend, revoke and terminate activities within the VEE that are deemed to pose an unacceptable risk to health, safety or the environment. It is responsible for ensuring compliance with health and safety key performance indicators (KPIs). The VEE Committee is accountable to the Faculty Health and Safety Committee. The Chair of the VEE Health and Safety Committee will report to the Faculty Health and Safety Committee by providing a copy of the minutes following each VEE meeting. All areas of the VEE are compliant with UK health and safety

legislation. Specifically, all scientific areas and teaching laboratories within the VSM meet containment level 2 status as detailed under The Control of Substances Hazardous to Health Regulations 2002 (COSHH). Infrastructure is in place to handle both chemical and biological agents under these regulations. All laboratory areas within VSM have been assessed as suitable under The Genetically Modified Organism (Contained Use) Regulations 2014. Research laboratories are compliant with the Antiterrorism, Crime and Security Act, 2001. In all buildings, equipment installed is subject to regulatory inspections and maintenance as detailed under The Lifting Operations and Lifting Equipment Regulations (LOLER) 1998, The Control of Substances Hazardous to Health Regulations 2002 (COSHH) and the Pressure Systems Safety Regulations (PSSR) 2000.

Waste management

Dry waste from VSM laboratories follows waste streams designated for either general waste or offensive waste. Biological liquid waste is autoclaved prior to disposal in the foul sewer system. Animal faeces from VSM clinical skills unit follow the offensive waste system. Clinical waste from VSP (from anatomy dissections and postmortem examinations) follow UN3291 Clinical Waste and Offensive Waste routes as appropriate. Waste categorised as CL3 (clinical postmortem exams)is autoclaved at 134oC for 30 mins prior to disposal. Carcass material too large for the autoclave is double bagged and disinfected with a DEFRA-approved disinfectant prior to following a Category 1 waste route. Animal bedding from VSC currently leaves campus as non-hazardous waste. All waste leaving VEE premises is collected and disposed of by a contractor licensed by the Environment Agency.

Comments on Area 4

The VEE's facilities have been designed to facilitate implementation of our educational philosophy. For example: laboratories, animal facilities and group working spaces encourage student engagement and active learning; our clinical skills units and VSP provide authentic learning environments for a range of ESEVT Day One Competences; co-location of lecture theatres, laboratories and animal facilities encourages integration of theoretical and practical learning. Extensive use is made of off-campus facilities for both pre-clinical and clinical teaching, offering authentic educational opportunities. Quality assurance of these facilities is guaranteed through contracts, due diligence process, audits and attainment of RCVS Practice Standards Scheme accreditation or equivalent industry standards.

Suggestions for improvement on Area 4

Recruitment of a high-throughput white meat abattoir remains an ongoing challenge. Concerns over privacy and biosecurity have made local businesses reluctant to partner with the VEE. The development of the immersive and interactive abattoir simulation to support student experiential learning will help students gain an understanding of the scale of these operations. Whilst our CCT partner network now exceeds the required capacity with adequate resilience, the continual growth of the CCT partner network will remain a priority, to support sustainable growth of the VEE and to ensure resilience is maintained.

Area 5

Animal Resources and Teaching Material of Animal Origin

Area 5 – Animal Resources and Teaching Material of Animal Origin

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.

Practical, clinical and hands-on experience make up 53.6% of the total contact hours within the BVMSci programme, with development of practical skills beginning in semester 1, Year 1. This high proportion of practical time is a key feature of the VEE's Educational Strategy and ensures focus on achieving ESEVT Day One Competences, ensuring students are well equipped to make the transition from veterinary students to confident veterinarians on graduation. The University has several dedicated on-site and off-site facilities which provide access to animals and material of animal origin for the development of clinical skills and the acquisition of ESEVT Day One Competences throughout the programme. These are described in Area 4.

Core clinical training (CCT)

Small group clinical teaching commences in Year 4 and is led by University staff with advanced clinical experience, some with RCVS Specialist status. Key components of companion animal clinical teaching take place at the 'Spay and Neuter clinic', where the students gain surgical, anaesthesia and patient care experience, and at a charity 'wellbeing clinic' where students perform preventative healthcare consultations in companion animals. Equine clinical teaching takes place at the Large Animal Veterinary Clinical Skills Centre on site and production animal teaching takes place at several different sites, including Sparsholt College where students focus on Reproductive Health, Udder Health, Youngstock, Infectious Disease and mobility in cattle.

As mentioned above, all clinical teaching during final year takes place within our network of partner practices, in a series of intramural CCT and Elective Practical Training (EPT) rotations. This network is carefully managed, and quality controlled by the Head of Veterinary Partnerships and Animal Resources and the Veterinary Partnerships and Animal Resources Manager. Delivery of CCT is managed by the Director of Clinical Training and supported by a team of 14.4 (FTE) Lecturers in Veterinary Clinical Practice (LVCPs), and the Veterinary Placements administration team (VPT).

Supervision and standardisation of clinical placements

Partner practices are carefully chosen by the Head of Veterinary Partnerships and Animal Resources to ensure they meet a series of set criteria, outlined in the Due Diligence Process and are fully committed to delivering high quality teaching. Each partner practice is required to sign a contract Educational Partnership Agreement (EPA) provided by the University, which clearly sets out the obligations of both parties. Further details of the quality assurance across partner practices are provided in section 4.

Intramural CCT and EPT rotations are extensively managed to allow oversight of students to the level expected in a VTH. Oversight of student progression, learning and assessment is the responsibility of the LVCPs, who are experienced primary care clinicians, employed by the University, who have undertaken a bespoke training programme, developed in conjunction with the Department of Higher Education and incorporating the Graduate Certificate in Teaching and Learning. LVCPs visit students individually in practice every two weeks, not only providing oversight of their experience and pastoral care but also providing opportunities for structured clinical discussion. Between these visits, LVCPs also have remote interactions with students, providing feedback on portfolio assets and support as required. Provision and facilitation of learning opportunities is provided locally in the host practice by Clinical Instruction Mentors (CIMs) who are partner clinicians trained by the University and are responsible for the delivery of agreed student-centred learning objectives. All CIMs are practising members of the Royal College of Veterinary

Surgeons, wholly employed by the partner practices, who have undergone an extensive mentor training programme. To become a CIM, clinicians must have a minimum two years' experience and completed the RCVS PDP, or a minimum of five years' experience. The CIM training programme consists of both online self-tutoring/ reflective assignments and several hours of interactive webinars or face-to-face sessions with a LVCP, further details of which can be found in the IMR Operational Document. In summary, the mentors are trained in how to engage students, give appropriate feedback and to provide formative assessment. This training must be completed before students can be hosted and a signed log must be certified by the University. Additionally, CIMs receive teaching and learning updates during the annual Partner Conference and through regular meetings with the LVCP team who can deliver further training. Further quality assurance is achieved through peer observations between CIMs and LVCPs during student and CIM feedback sessions, as a method of quality assuring and improving the standard of teaching and assessment. CIMs also have the opportunity to provide feedback on the operation and logistics of intramural rotations during the LVCP practice visits. All feedback is reviewed and collated at the end of each intramural rotation and logged by the Veterinary Partnerships Manager, with action points recorded and deadlines assigned based on priority.

Contractually each partner practice has at least two trained CIMs who ensure time is set aside for students to receive weekly feedback and to allow students to be fully engaged with cases and help to perform or contribute to extended diagnostic investigations. The CIMs and LVCPs have numerous points of contact to allow them to discuss student needs and progression, with a minimum of a pre-placement discussion, mid-placement discussion and end of placement review.

The primary roles and responsibilities of the CIM include:

1. Maintain overall responsibility for **providing structure and guidance to the student experience on placement**, ensuring students are provided with a formal induction to the practice on their first day, and given sufficient learning opportunities to meet the required objectives as discussed with students and the LVCP prior to placement.
2. To **coordinate and provide weekly global ratings of student performance across six predefined domains** and communicate regularly with the LVCP and student to review progress.
3. Provide opportunities for student development, feedback and reflection, utilising the Mini-Clinical Evaluation Exercise (Mini-CEX) and Entrustable Professional Activities (EPAs).

Clinical Instruction Mentors have multiple opportunities for interaction with the University and are represented on several key committees and working groups within the VEE. The final year model is subject to University quality assurance procedures and standards. Feedback from students and CIMs on each rotation is scrutinised by the Veterinary Partnerships and Animal Resources Manager, with oversight from the Head of Veterinary Partnerships and Director of Clinical Training, and is reviewed by the IMR Educational Advisory Group, the Curriculum Committee, and reported to Board of Studies. Outcomes of summative assessments are also subject to Board of Studies scrutiny, including four external examiners. The large amount of time that LVCPs spend in practices, interacting with both CIMs and students, provides another level of quality of assurance as this means any issues are identified extremely early. A diagrammatic representation of quality assurance of intramural CCT and EPT rotations can be found here.

Structure of Final Year clinical teaching

The network of partner practices contains a mix of small animal, production animal and equine practices, each of which provides species-specific rotations. In final year students undertake seven, four-week rotations, and visit a different practice for each rotation, giving them experience of working in different geographical locations, with different teams and in different working environments. Across the seven final year rotations, five CCT rotations focus on primary care (small animal x two, equine, production animal

and one EPT rotation chosen between these three species), one rotation is dedicated to two weeks of small animal Emergency and Critical Care (ECC) and two weeks of EPT in referral practice in the species selected, and another is dedicated to Veterinary Pathology and Public Health (VPPH).

Tables 5.1.1a to 5.1.9 provide the data of the quantity and variety of live animals, both first opinion and referral cases seen by students during their first four years of training and during intramural rotations/core clinical training. Data on the quantity and variety of cadavers and material of animal original is also included. Across the two most recent years of final year pathology teaching, the average numbers of PME cases per species has been maintained, and in most instances has increased per species. As previously described the University does not have a teaching hospital (VTH) on site, so as such, patients seen intramurally are seen within our heavily regulated partner practice network, which delivers our intramural CCT and EPT rotations through supervision by University staff (LVCPs) and University-trained mentors (CIMs). The partner network has additional capacity for each type of placement and this resilience ensures continuity of placements. Recruitment continues as necessary to aim for resilience of 15% in each area.

Welfare of animals used in teaching

The welfare of animals used for teaching and research is paramount and this is heavily regulated by the University's statutory Animal Welfare and Ethical Review Body (AWERB) and NASPA Sub-Committee.

On-site cattle, sheep and horses: Small numbers of cattle, sheep and horses are housed within the purpose-built facilities in the Large Animal Veterinary Clinical Skills Centre (VSC). These animals are carefully selected for their temperament, conformation and suitability for the teaching environment and handling procedures. These animals are maintained to standards which meet or exceed Home Office (ASPA) specifications for each species and DEFRA Codes of Practice: Cattle, Sheep, Horses and Equine Industry Welfare Guidelines Compendium. In house procedures for routine husbandry, nutritional provision, preventative health management and veterinary care are detailed in Standard Operating Procedures which are overseen by our own veterinary surgeons and supported by agreements for out of hours' provision by local veterinary practices. In consultation with species experts and our staff, guidelines have been established which dictate the frequency and duration of individual animal's participations within specific teaching sessions. Small group teaching sessions are tailored to animal availabilities. All teaching is delivered by veterinary surgeons or experienced animal managers, and all student interactions with live animals are closely supervised by suitably qualified staff. As a precaution and to maintain high standards, our guidelines ensure that teaching would be immediately terminated, and remedial care provided in the unlikely event that animals might display signs of discomfort or distress at any time. Actual durations of animal usage are recorded daily and logged in our PMS, Animana, then compared to our guidelines and reported twice annually into the VEE's Animal Resources Working Group.

On-site dogs: Animals used for teaching purposes are pets owned by our staff, students within the University or members of the public. Further information on the sourcing of dogs can be found in Area 4. These animals are brought into our purpose-built kennels as 'day visitors'. During their stay, animals are under the care of our Clinical Skills teaching staff, all of whom are qualified veterinary professionals. Animal care arrangements and the participation of pets in teaching sessions are detailed in our Standard Operating Procedures which are regularly reviewed to ensure good practice.

Teaching with cadaveric material: Although we aim to maximise the teaching of practical skills through the use of mannequins and procedural simulators, it is essential that our students are able to work with real animal tissues to develop their understanding of tissue handling and differences in anatomy between and within species. Plasticated cadaver materials are used to maximise the teaching value of cadaver material and prosections. To maximise our student's experience of normal tissues, anatomy classes make use of cadavers. These classes primarily focus on the use of sheep and dogs, with foxes used for dentistry.

Sheep are commercially bred and obtained from a local supplier. Animals are transported a short distance to our dedicated facilities and humanely euthanised by appropriately qualified staff. Preserving solutions are used to maintain the integrity and maximise the longevity of each carcass, thereby minimizing the number of animals used in one teaching semester. The larger body size enables several students to work on a single cadaver.

Dogs: We are extremely sensitive to the fact that the use of deceased dogs in teaching can be highly emotive; however, in order to produce confident and capable veterinary surgeons, access to this material is absolutely essential. We take every conceivable measure, detailed further under the 'procurement of materials for anatomy and pathology' section, to ensure that our cadavers are responsibly and ethically sourced. All canine cadavers acquired for teaching have been euthanised by suitably qualified staff at the places of origin for purposes completely unrelated to their use in teaching, following informed consent. Animals donated for teaching uses range from those euthanised by charities as unsuitable for rehoming or on humane grounds, to private donations from individual owners who would like the loss of their pet to have some positive outcome in helping to educate the next generation of veterinary surgeons. The irreplaceable educational value represented by this resource is highly valued by staff and students alike, and all animal donations received by the VEE are treated in a dignified and respectful manner.

Off-site teaching facilities

At off-site teaching facilities all teaching is either delivered by veterinary surgeons or experienced animal managers, and all student interactions with live animals are closely supervised by suitably qualified staff. Again, teaching would immediately be terminated and remedial care provided in the unlikely event that animals should display signs of discomfort or distress at any time. Teaching activity risk assessments are completed for each facility and annual audits (off-site teaching facilities audit) have been introduced for all external teaching facilities to ensure quality assurance of the sites and that appropriate standards of animal welfare are met. In due course NASPA will be responsible for reviewing all off-site teaching practicals. Visit agreements are in place with off-site teaching providers and the VEE has taken steps to ensure these are longer term contracts that shall continue unless terminated to provide ongoing resilience for teaching in Years 1 – 4. A template agreement for off-site teaching can be found here.

Animals presented for neutering in our Year 4 neutering clinics are under the care of the host charity. Students are rigorously prepared by our academics through a 'dry-run' clinic prior to participation in the neutering clinic, and once at the clinic, close supervision of all procedures by RCVS registered clinicians is maintained from the time of animal admission to discharge. Strict Standard Operating Procedures are in place and regularly reviewed. University veterinarians have the full support of partner clinic staff and facilities to ensure that all animals receive optimal care throughout. The decision regarding the need for animals for specific practicals within the curriculum is first made by the Curriculum Committee who decide upon the curriculum content. This decision then requires approval by the Board of Studies, after which point, the Operations Committee is notified to ensure that the appropriate staff and facilities are made available for the proposed procedure. This committee route allows multiple opportunities for staff input and feedback. Following this, all procedures are subject to ethical review by the University.

The University of Surrey is committed to high standards of animal welfare; there are two committees who oversee the use of animals at the VEE, which sit under the umbrella of the Research Integrity and Governance Office (RIGO).

Animal Welfare and Ethical Review Body (AWERB)

If a researcher believes that the use of animals for their research is the only way to answer an important scientific question, they must apply for internal ethical approval with the AWERB. The function of this body is to advise and promote the full implementation of the principles of the 3Rs: Replacement, Reduction and Refinement at all stages of animal care and use, especially in safeguarding the welfare of animals and

reviewing harms and benefits of the research. In addition, the AWERB also advises the Establishment Licence Holder on whether or not to submit research projects to the Secretary of State.

Non-Animals (Scientific Procedures) act 1986 Sub-Committee (NASPA)

The NASPA Sub-Committee advises on and carries out the ethical review of activities involving animals, which fall outside the Animals (Scientific Procedures) Act 1986 as amended in 2012 A(SP)A.

The Structure of NASPA and Terms of Reference can be found here. The teaching activities that involve using live animals in Years 1 – 4, need NASPA sign off before going ahead. The following information must be provided to NASPA for an activity to take place:

1. Protocol for each procedure (including SOP).
2. Justification for procedure and use of live animals - linking to the ESEVT Day One Competency.
3. Time budgets for each procedure.

Proposals will then be reviewed by NASPA members who may be from within and/or external to the VEE. Each application will be assessed and reviewed according to the potential harm-benefit implications for the animals and any human participants. Proposals with little or no likely adverse welfare or harm-benefit implications may be reviewed by correspondence; activity which in the opinion of the reviewers has more substantial potential impact on participants and/or the animals will be reviewed at meetings. Support for a favourable ethical opinion will only be given when there is agreement from all the reviewers concerned. Communication of the outcome is by email and the full process is found here. The Animal Resources Working Group chaired by the Head of Veterinary Partnerships and Animal Resources has been recently established to have oversight of live animal and cadaveric use. The Terms of Reference for this group can be found here. The group has oversight of the animal resources required to support teaching and maintain accreditation and monitors quality control of off-site establishments as well as welfare.

Procurement of materials for anatomy and pathology

Anatomy

Companion animal cadavers are sourced from individual pet owner donations from partner practices and donations from the Blue Cross. All companion animal cadavers acquired for teaching have been euthanised by suitably qualified staff at the places of origin for purposes completely unrelated to their use in teaching. The owners of such animals sign a comprehensive Pet Donation Consent Form detailing their understanding that their animal may be used for education, research, training and anatomical examination. Cadavers are initially stored by the donating practice and then collected by a member of the University of Surrey technical services team. The pet donation scheme has ethical approval from the University. Sheep are also used for anatomy teaching and these are commercially bred and obtained from a local supplier. Animals are transported a short distance to our dedicated humane slaughter facilities at VSP and humanely euthanised by appropriately qualified staff. This on-site euthanasia forms an important part of a Veterinary public health and abattoir practical and has ethical approval from NASPA. The Vet School Pathology building (VSP) building has humane slaughter facilities including a livestock holding area, lairage, crushes for cattle and sheep and carcass processing areas.

Additional anatomical specimens (viscera, organs, heads, and limbs) are purchased from a local abattoir and fallen stock suppliers. Cadavers and specimens are stored frozen in a large -20oC freezer or chilled in fridges at 4oC.

Pathology

Second Year Teaching: Students in Year 2 of the BVMSci programme each perform a teaching Post-Mortem Examination (PME) on a chicken and a rabbit. They also work in small groups to perform a post-mortem examination on a sheep, pig or calf. Cadavers are sourced specifically for this purpose and are not part of the diagnostic caseload of the Veterinary Pathology Centre.

Final Year Teaching: The University holds a contract with the Department for Environment, Food and Rural Affairs (DEFRA) and offers a distributed post-mortem service for farmed livestock across the South East of England. Individual case reports are produced and data from this service is also collated for national disease surveillance. The VSP also receives private submissions for post-mortem examination, out with the DEFRA surveillance scheme.

During the first two weeks of the Veterinary Pathology Rotation (VPPH) rotation students are involved in these post-mortems, either individually or in small groups. In the unlikely event of low case submissions during a rotation then cadavers are bought in. For each post-mortem examination performed during the VPPH rotation the students are expected to complete a post-mortem report based on guidelines provided at the beginning of the rotation. The minimum numbers of cases seen by each student is two small animal post-mortem examinations (PME), one pig PME, one bovine PME, one equine PME, one small ruminant PME and two chicken PME. The students will also have involvement in an average of five additional cases per rotation: students attend alternate afternoons in the postmortem room so are exposed to, on average, 1/14th of the available material from diagnostic cases, as per the data presented in table 5.1.6.

Monthly private PME reports and surveillance reports are created by the Veterinary Pathology Centre Coordinator and shared with the Technical Services Manager, Section Lead for Pathology/Pathology CCT coordinator and Head of Veterinary Partnerships and Animal Resources. The introduction of these reports, categorised by species, allows for accurate and opportune monitoring of the number and diversity of cases available for observation or examination by veterinary undergraduate students and monthly updates ensure regular oversight of PME throughput is maintained. The Animal Resources Working Group is responsible for reviewing these numbers at the end of each semester and continues to work to increase the number of cadavers of core species available to students. The Animal Resources Working Group aims to increase the total number of companion animal cadavers available by donation from local veterinary practices through increased awareness of the cadaver donation scheme. Students maintain a post-mortem case log throughout the entire VPPH module to provide accurate and authentic profiling of case exposure, the data for which is displayed in Table 5.1.1c. The post-mortem log is a simple electronic record of each post-mortem in which the student has had primary responsibility for. Each PM is to be captured at the following three levels; Species > Reason for presenting > Body System Affected. During the VPPH rotation, students are required to complete a post-mortem written report and an abattoir (red meat) written report.

Clinical waste from the Veterinary Pathology Centre (from anatomy dissections and post-mortem examinations) follows UN3291 Clinical Waste and Offensive Waste routes as appropriate. Waste categorised as CL3 (clinical post-mortem examinations) is autoclaved at 134oC for 30 mins prior to disposal. Carcass material too large for the autoclave is double bagged and disinfected with a DEFRA-approved disinfectant prior to following a Category 1 waste route. All waste leaving VEE premises is collected and disposed of by a contractor licensed by the Environment Agency.

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 following the same standardsas those applied in the VEE.

The majority of animal husbandry is experienced at a network of pre-clinical partner sites summarised in the list of off-site teaching facilities. The variety of sites allows an authentic learning environment and the benefit of allowing students to gain experience of various different management systems. Sites are audited annually by the University to ensure they meet the welfare and legislative standards expected. Practical classes at off-site providers are taught by University academics, or if appropriate, suitably qualified staff from the partner site may teach classes such as sheep, cattle or exotics' handling. The VEE has taken steps

to ensure that where possible, specifically for Year 4 clinical teaching at the Spay and Neuter Clinic, Patient Care Day and Wellbeing Clinic, that staff within these establishments that are involved in teaching have successfully completed the Clinical Instruction Mentor training programme, which is used within intramural CCT and EPT practices, as a method of quality assured teacher training, effectively preparing staff for their roles as educators. Neutering clinics are always supervised by at least two members of academic staff who hold a PG Certificate in Learning and Teaching from the University.

Students attend working farms every year throughout their studies to apply their theoretical knowledge on farm management systems and animal disease. Examples include Year 1, where students perform a farm audit at a dairy farm, as well as a session on equine nutrition. In Year 4 they spend time at two farms consolidating knowledge on cattle youngstock management, mobility etc. and looking in more detail at a farm audit. In final year, students spend the four weeks of their production animal rotation out on farm attending calls. Table 5.1.7 details the number of visits to off-site teaching facilities during the first four years. In addition to the animal husbandry teaching delivered within the curriculum, all students complete a minimum of 12 weeks of Animal Husbandry Elective Practical Training (AHEPT) within the first two years of the course. In preparation for these weeks specific teaching sessions (which sit within the Animals in Society 1 module) are timetabled in the first semester to ensure students are equipped with the relevant skills and knowledge to make the most of their placements.

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.

Nursing and patient care

Students receive teaching on patient care throughout Year 3 in the Veterinary Medicine 1 and 2 modules as it relates to body systems. This is further consolidated in Year 4 through the Fundamentals of Veterinary Practice 3 module, which covers surgery, anaesthesia and patient care. Time spent at the neuter clinic and patient care day as part of this module helps consolidate this theoretical learning as it is applied in a working veterinary practice (PDSA and Mayhew charity clinics) and students participate in all aspects of working as part of an interprofessional team. During CCT, students are encouraged to spend time with the whole practice team including nursing staff and patient care assistants. Global feedback is received, and this feeds into one of the six elements of the performance assessment, patient care. This is important, not only to improve their approach to nursing care, but also to improve appreciation and awareness of the importance of working as a team and to gain an understanding of their respective roles and responsibilities.

Opportunities for hands-on clinical experience

During the 2nd, 3rd and 4th year clinical practical sessions, all students are introduced to and practice clinical skills on both a range of live animal species and the models found in our clinical skills laboratories. Clinical examination for example, is introduced in Year 2 and the skill built on further through Years 3 – 4 with assessments occurring during Year 3. Third and fourth year students complete a Skills Log validated by their peers to ensure they have performed the skills within our two clinical skills laboratories twice. In Year 4, every student spends two days at the neuter clinic, working alongside University of Surrey academics to gain hands on experience of routine surgeries, anaesthesia and patient care procedures. In Year 4, students also participate in a 'Wellbeing Clinic' at either Blue Cross or PDSA. Here students carry out health checks on owned animals and provide advice on vaccinations, neutering and other aspects of preventative healthcare, also giving experience of consulting and client communication.

Once in final year, when students are spending time within the CCT partner network, there is a wide range of opportunities for students to further develop their clinical competences. Students keep a case log throughout CCT, logging each case they have direct involvement in. The Case Log Summary, breaks these cases down according to species and presenting complaint. This highlights the advantages of the distributed

model, both in terms of the breadth of cases seen, and their predominantly first-opinion nature. By encouraging students to map their attainment across the CCT module, a culture of reflection and strategic objective setting can be fostered. The case log will primarily serve as a driver for learning and a tool for guiding student engagement. Practices are encouraged to allow students time to become fully involved in the work up of cases from the initial consultation to diagnostic testing, treatment planning and patient management. The final year module is designed to further develop and assess ESEVT Day One Competences, attributes and clinical skills through their integration and application in work-based placements. During Year 5, students also record and reflect upon their clinical experience through use of a clinical skills log which is recorded electronically within the CCT portfolio. The skills log allows students to track and profile their experience in technical and non-technical competences, self-auditing both the breadth of experience and the level of engagement they have had. The skills log is a pre-defined list of skills, pertinent to each rotation discipline, which has been populated in consultation with University academics and partner clinicians. Every skill has been categorised as to whether it is key or desirable for the students to have completed, and the expectation for the level of engagement in that skill is set as either observed, assisted or performed. The skills log for 2022/2023 can be found here. The LVCPs are responsible for the monitoring of case and skills logs. During the Year 5 VPPH rotation, students participate in post-mortem examinations (PME), through private PMEs and DEFRA surveillance submissions. This gives them both practical and report writing experience. The VPPH rotation can host up to 20 students at any one time, where a blended approach of large group seminar teaching and small group practical pathology classes is implemented. Students are split into small group sizes for all external visits within the public health rotation weeks.

During the BVMSci course, all students must complete 26 weeks of clinical Elective Practical Training (EPT) during which they keep a log of personal skills achievements which are aligned with the ESEVT Day One Competences. The log guides students learning during the placement and assists in their post-placement reflection. Skills are divided into general and species-specific skills and identified as Key or Desirable for completion. Students are expected to mark if they have observed, assisted or performed the skill during placement. Examples of skill logs can be found here for Elective Practical Training AHEPT Skills and Elective Practical Training Skills (CEPTs). AHEPT is uploaded in the first week of BVMSci 3 and CEPTs in welcome week of CCT (BVMSci) to enable data analysis.

Group sizes for clinical training

The typical group size for CCT placements is two students per practice. This affords maximum opportunity for individual involvement in clinical cases and one-to-one supervision, whilst students still benefit from the support of a peer. Large, multidisciplinary hospitals used for the referral rotation have groups of up to eight students though they each have an individual rota of sub-placements within the practice. Given that some year groups have uneven numbers of students, and some students may need to remediate, the VEE reserves the right to place some students individually. In these circumstances, the VEE will ensure that additional levels of support both within the VEE and at the partner practice are in place. Further details are presented in the IMR Operational Document.

Opportunities for students to deepen their understanding of cases and their management

During CCT, a key component of the fortnightly LVCP visits is to provide a forum for structured clinical discussion, in addition to real-time case discussion with practice mentors. Students are asked to reflect on aspects of their case logs and discuss clinical experiences in their peer group.

Throughout the CCT module, students develop a comprehensive portfolio, which documents the student's clinical experience, guides student learning, demonstrates a student's ability to appraise and audit, and provides a forum for student review and reflection on their attainment of ESEVT Day One Competences. When on CCT, students are given the equivalent of an afternoon per week, to spend time working on their portfolio, as well as improving their understanding of the cases they are seeing. Within their portfolio, students complete multiple case reports, which encourage relevant literature review and an evidence-based

veterinary medicine approach. Other portfolio assets include a clinical audit, a business practice profile and referral letter. Full details can be seen in the IMR Operational Document. Each partner practice has at least two trained CIMs who facilitate weekly feedback sessions and to allow students to be fully engaged with cases, both in terms of contributing to clinical procedures and to case discussions. CIMs are trained in how to engage students, give appropriate feedback and provide formative assessment.

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.

The University holds a license for the Practice Management Software (PMS) 'Animana', and this is used in clinical skills teaching to allow students to familiarise themselves with the basic functionality of a PMS system. Following formal teaching in clinical record writing, students are expected to record clinical notes utilising practice software in Year 4 whilst at the Neuter Clinic and during the Wellbeing Clinic. Practices within the CCT partner network are contractually obliged to ensure that students can access the clinical records concerning the cases they are involved with and visiting several different practices ensures that students are familiar with a range of PMS. Student access to PMS is audited annually in each practice. Animana is also used to keep clinical and day-to-day records of the animals housed on site (horses, cattle, sheep and dogs attending on a day-board basis) including the time budgets for use in teaching, to allow these to be compared against those recommended to optimise welfare. Within the commercial pathology centre (VSP), a customised Laboratory Information Management System (LIMS) is used to record cases.

Comments on Area 5

Through the VEE's partnership network and on-site facilities, we are able to use a broad range of animal resources for teaching. The nature of these opportunities, in working businesses and farms, makes them authentic, engaging learning environments, adding significant strength to the BVMSci degree. The volume and diversity of animal resources available to support student teaching is a major contributor to the high levels of competence and confidence of University of Surrey veterinary graduates.

Despite the challenges that presented throughout the Covid-19 pandemic, the VEE was able to adapt and continued to deliver a high-quality learning experience for students. The distributed model of clinical education has demonstrated its flexibility and resilience and has continued to offer our students access to a wide range of animal resources to enhance their education. The continual growth of the intramural CCT and EPT partner network, including off-site teaching providers, will remain a priority to support growth and resilience. The network is now meeting required capacity, allowing more extensive resilience to now be built into the network.

Suggestions for improvement on Area 5

Ongoing partner engagement and retention will continue to be a key focus for us going forwards. Following the recent development of a comprehensive CPD programme, the VEE aims to maintain continued engagement through regular events, the annual Partner Conference and peer to peer CIM and LVCP reviews. The VEE endeavours to ensure relationships are upheld to keep partners engaged, enthusiastic and willing to continue to host students. Recruitment of a high-throughput white meat abattoir has been an ongoing challenge. The VEE will continue to explore opportunities in the post-Covid-19 era. The Animal Resources Working Group will continue to review the throughput of cadavers available for anatomy teaching and post mortem examinations at the end of each semester and continues to work to increase the number of cadavers of core species available to students. The Animal Resources Working Group aims to increase the total number of companion animal cadavers available by donation from local veterinary practices through increased awareness of the cadaver donation scheme.

Area 6

Learning Resources

Area 6 – Learning Resources

6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. 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.

The Library and Learning Service (LLS) supports University strategies for Education and Research through the provision of distinctive collections and content, innovative and inspirational spaces and sector-leading and accessible services that enable students and researchers to engage confidently and creatively with the learning and research opportunities available to them. Underpinned by our commitment to inclusive approaches to academic and personal development, we ensure that all can fulfil their potential. All students can access a Student Induction Hub in our virtual learning environment during their first week and throughout their studies. This contains information and guidance to help students make the most of their time and study at the University.

The Library's Academic Skills and Development team is based on Level 1 of the Library building. The team includes a Faculty-dedicated Learning Development Librarian and Learning Development Advisers, who provide a programme of academic and information skills development to support students in their use of information resources, such as subject specific databases, and reference management software. The Maths and Statistics Advice Service also supports students from the School through embedded workshops. Students benefit from drop-in sessions and bookable appointments offered by the teams via telephone, online via Teams, and in person. Written, video and interactive guidance in academic skills and the use of information resources are available via MySurrey, the My Learning Development at Surrey, SurreyLearn module, and bookable in-person workshops.

The Library also provides a comprehensive programme of embedded and standalone events and resources to introduce new students to Library services and support. The Academic Skills and Development team focus on establishing partnerships with learners, encouraging their active participation in learning development and offering opportunities to enhance personal and professional attributes. Alongside the Faculty Librarian, the team works with Faculty staff to develop innovative and interactive curriculum-embedded teaching and workshops, specific to programme and module requirements. Teaching is evidence-based, and collaboration with the VEE ensures that the relevance of coverage is clear, and learning is scaffolded. Further initiatives include the Peer Assisted Learning Scheme (PALS) and Journal Club to support students in developing key academic practices with peer collaboration and support. The team support hybrid learning through their VLE module dedicated to learning development, and delivering online appointments, workshops and forums.

The Researcher Development Programme, from the Doctoral College, provides a programme of support and development activities for postgraduate research students and the Faculty Librarian offers research staff and postgraduate students one-to-one appointments tailored to individual research needs. The University's Disability and Neurodiversity Service provides a confidential information and advice service, individual learning support and group workshops. Special examination arrangements and liaison with the VEE is provided by advisers. Training and advice for specialist software, available via Open Access PCs or in the Assistive Technology Centre, can be arranged with learning support tutors. The Disability and Neurodiversity Service helps organise relevant adjustments and services for students related to their individual needs. In the Library all students are able to access our 'click and collect' or 'click and post' Library service to have books held aside or posted to their home or work free of charge. The Faculty of Health and Medical Sciences (FHMS) has a designated qualified Faculty Librarian responsible for developing appropriate collections and services and for liaising with academic and research staff. The Faculty Librarian, and Faculty-dedicated Learning

Development Librarian and Learning Development Adviser work closely with the VEE. Reading lists are available from the Leganto reading lists system online via SurreyLearn pages and the Faculty Librarian liaises with academic staff regarding recommended books, journals and other Library resources.

Initial book purchasing takes account of student numbers and of likely demand, and the Library will purchase eBook access wherever possible, in order to maximise availability, in addition to shelf copies. The Library responds positively to demand for increased access to texts from students and staff, through regular evidence-based review of reservations, and automatic upgrades based on turn-away statistics for e-resources. Where there is heavy demand, a reference copy is additionally made available. In addition, copyright licensed, digital core chapters or papers can be embedded, full text, within the online module reading lists in order to increase access to material both on and off campus. Teaching and research staff can also request texts for the Library and recommend journal subscriptions which are then evaluated for inclusion in collections by the Library Resources Decision Committee. Additional material can be provided via our Inter-Library Loans service, with requests fully integrated into Library systems for secure online delivery. Effective communication with the VEE is ensured by librarian participation in Boards of Study; Staff-Student Liaison Committees; Faculty Education, and Research Committees. The Faculty Librarian team also contribute to staff development on the use of reading lists in module design and diversifying resources used in teaching through collaboration with the Surrey Institute of Education. Responding to identified needs, the Faculty Librarian, Learning Development Librarian and Learning Development Adviser work together to promote resources and are active in the development and delivery of embedded and ad-hoc training for staff and students in using Library resources. The Faculty Librarian also provides a termly newsletter and ad-hoc email updates throughout the academic year to keep staff informed about upcoming opportunities, students and developments in the Library's collections and services.

Pedagogical evaluation of new technology for teaching is carried out in collaboration with the academic staff within the VEE, IT Services, and the Digital Learning team as part of the Surrey Institute of Education. Learning analytics are used to track the uptake of new technology e.g., the number of students accessing flipped resources via SurreyLearn prior to classes. Student feedback on resources is gathered directly, or through surveys. This feedback is reviewed at the Staff Student Liaison Committee and conclusions reported to the Board of Studies. Technology is evaluated on the basis of whether it is delivering the desired outcome e.g., PollEverywhere, found to be very useful as an almost 100% response rate to questions is achieved very rapidly. Students who do not meet the required IELTS level on application have access to pre-sessional English language courses. All fully-enrolled students have access to the English Language Support Programme which offers one-to-one tutorials, a dissertation chapter checking service, and a range of free short courses covering: academic listening, avoiding plagiarism, academic vocabulary, assignment writing, critical thinking, grammar for academic writing, speaking and presenting skills, pronunciation and technical writing. Study materials for these short courses are made digitally accessible through the VLE, SurreyLearn.

6.2 Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and 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 secure connection e.g., Virtual Private Network (VPN).

Situated at the heart of campus on Stag Hill, the Library building is open 365 days a year, 24 hours a day to all members of the University (with early closure at midnight during summer to ensure sustainable operations). The Library building, 19,710.28m2 over five floors, provides space for study and research including silent study areas, group areas and 11 bookable group study rooms for collaborative working. The Library is Wi-Fi-enabled, with 1,600 study spaces; 350 open access networked PCs; and 100 loanable laptops, providing access to online library resources and the University network.

The Library and Learning Service employed 56 staff, equating to 50.5 FTE as of July 2023. The annual budget expenditure for the 2022/2023 academic year was £7,077,489. Staff dedicated to supporting the Faculty of Health and Medical Sciences (including the VEE) are located in the Faculty Librarian Team – Faculty Librarian and the Academic Skills and Development Team – Learning Development Librarian and Learning Development Adviser. Qualifications of staff supporting FHMS as of July 2023: Faculty Librarian: BA, MSc, FHEA (Fellow, Higher Education Academy); Learning Development Librarian: BA, MA, MCLIP, AFHEA (Associate Fellow, Higher Education Academy); Learning Development Adviser: BSc (Hons), MSc; FHEA (Fellow, Higher Education Academy).

The Library's collection of books is over 31,500 in hard copy, and over 790,000 e-books. Core reading list titles for veterinary students are available as multiple copies including electronic formats facilitating access anywhere with internet connection. Reference copies of core texts are kept in the Library, available 24 hours/day during semester, and students and staff can reserve copies of texts on loan via SurreySearch. The Library has a large collection of e-resources; titles are searchable through SurreySearch and students can access relevant books directly via online reading lists embedded within the virtual learning environment (SurreyLearn). The University supports a Personal Digital Texts scheme from BibliU, providing students with free, personal digital copies of a selection of essential textbooks, as selected by academic colleagues in the programme team in addition to eBooks within the collection. The Library discovery platform, SurreySearch, is available on and off campus and links through to full text of online books and journals and Library locations of print copies. A variety of services are provided, detailed on the Library Web pages for staff and for students including: Inter-library loans; automatic renewals; online reservations; self-service borrowing and returns; photocopying/printing/scanning including printing from own device; wireless networking; and laptop loans. The Library works with the VEE to provide a range of electronic resources, and comprehensive support for off-site users to ensure that students on external placements have access to information resources.

A list of the current e-journals is available via the Library website. The Library also subscribes to a wide range of electronic databases, many including full-text access. All are available on and off campus. The VEE has its own subject page on the library website signposting resources and services relevant to the programme, including core databases such as CAB Abstracts; VetMedResource; Medline, and Vetstream Vetlexicon amongst others. The University also provides free access to EndNote and support for other reference management software for staff and students.

The University of Surrey maintains a strategic commitment to a single campus Library serving all Schools and Departments rather than supporting 'departmental' Libraries. The Library building is based on the Stag Hill campus, a 20-minute walk from the VEE, with resources also available online. In response to student demand a small resources room has been established by the VEE in the VEE's main building (VSM) to provide a limited number of hard copy books and current journals. Investment has been small as the VEE's strategy is to prioritise investment in electronic resources that are secure, current, and easily accessible from both on-site and off-site locations, as provided by central Library services. The VEE has created resource lists for each practice type and purchased hard copies of core texts to be held at practices. Additionally, the VEE and Library have worked together to ensure access to Library e-books for texts on EPT/CCT reading lists and provided easy-access routes though dedicated SurreyLearn modules for students and staff in core clinical training The Library has also purchased online access to Vetstream Vetlexicon for all students as an additional information resource.

IT facilities and support

Students and staff have access to centralised IT support services for advice and problem-solving in person at the walk-in helpdesk in the Library, via email, live chat service and telephone. IT support teams cover key areas of (i) Desktop Service supporting primary devices staff and student use daily (ii) Teaching and Academic Services, supporting bespoke research labs teaching spaces and all Audio-Visual support (iii) Research Technologies, focusing on specialist research requirements. Students have access to a large number of PCs within the VEE and across campus with 62 machines in the first-floor open access study area for undergraduate and postgraduate students at the VEE, 350 PCs within the Library building, with additional 144 loanable

laptops, and a further 200 PCs in computer labs across campus. All teaching spaces have state of the art audio-visual services and support from 8:30 till 17:00 during teaching times. If a student experiences IT issues while on CCT/EPT placement and they are unable to use a computer or laptop at the practice provider, the University has provision to support a temporary loan of a laptop to this student until they have their own (machine) again. This is to limit the delay in students completing required assessments and case work as part of their CCT/EPT placements.

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

E-learning Platform

SurreyLearn, the University's Virtual Learning Environment (VLE), is a system for creating, hosting and editing online learning resources. It contains a flexible suite of tools for creating content for courses and users. This platform is used in all modules to provide easy access to up-to-date and relevant learning materials, module and programme information and guidance, and activities such as discussion fora, quizzes and online assignments. Other Learning Tools Interoperability (LTI) compliant systems (e.g., lecture capture software Panopto and Turnitin) are also integrated within the VLE. The University has a content capture policy, and the VEE has developed a VEE-specific approach for the use of Panopto lecture capture. Academic staff are able to work with the Faculty Digital Learning Consultants and the University's Institute of Education to design and develop online learning materials. Staff have access via any SurreyLearn page to the TEL Hub, a central source of online documentation and guides to creating content in SurreyLearn and other digital learning tools. The VEE also has a specific SurreyLearn site for staff, Learning and Teaching Matters, a dedicated VEE site for academic staff to share best practice and supplement University support with a VEE focus.

The VEE is using a number of innovative technologies for teaching and learning including: Visualisers; PollEverywhere (a system for audience participation using smartphones or other devices); Philips Pathology Education Tutor; BoB National (on-demand television and radio for use in education), Leganto (online reading lists system linking reading lists to the VLE including the option of full-text online, and providing additional functionality and improved analytics allowing for improved understanding and engagement with teaching materials); the Panopto lecture capture system for recording lectures, teaching activities, and for streaming media; Xerte (an open-source, online tool for creating interactive learning resources); and LabTutor (a system for delivering physiology lessons in conjunction with laboratory teaching).

Students and staff benefit from 24 hour, off-campus secure Web access to the University network, enabling access from any internet enabled device. This links them to all electronic resources including the VLE. Online library resources include: online reading lists; e-journals; e-books; databases, and online learning support services. Library resources are available to students off-site via secure authentication using their University username and password, this has been updated as of September 2020 to ease access on and off campus. Provision of a stable internet connection for students to use at practice placements is embedded in EPAs and subject to periodic audit. Support for online resources is provided by the Library, Digital Learning team, 24-hour IT support via telephone, virtual chat services in the Library and IT and office hours support via email and face-to-face. The Library purchases required materials with an e-first policy to ensure e-book access where possible to reading list items and provide equity of access for students on campus and on placement. Please refer to Table 1 Veterinary Books and Periodicals, detailing all journals and books both hard copy and e-copies held over the last seven years.

Brief description of the organisation and supervision of the Clinical Skills Lab

The VEE supports the teaching of practical skills through use of mannequins, models and training aids. Surgical skills trainers and models to develop small animal clinical skills (e.g., ophthalmic examination, clinical anatomy models, and cardiovascular monitoring devices) are located in the Clinical Skills Laboratory in VSM. The Large Animal Clinical Skills Centre (VSC) houses a range of models to assist training in clinical skills relevant to ruminants, horses, pigs and poultry.

The Teaching Laboratory in VSM includes a 'mock surgery' (with reception area, consulting rooms, pharmacy and kennelling for both dogs and cats) and a clinical skills laboratory. These facilities provide an authentic learning environment for the development of early-stage professional skills e.g., communication skills, animal handling. This environment is used for the development of clinical reasoning, diagnosis and treatment through case simulations. Access to clinical skills instructions are freely available through SurreyLearn along with a multitude of instructional videos. Clinical skills may be practised during Open Access, and students are able to book themselves available seats through an automated booking system to visit the relevant sites in VSM and VSC. Open Access is available daily during the teaching semester and also out-of-hours.

The pedagogical environment is focused on meeting programme learning outcomes. An example of this is a 'dry run' neutering clinic day; the Clinical Skills Laboratory is transformed into a veterinary clinic and students are guided through a day of neutering simulation. The teaching consists of small group working, discussion, practical skills and critical thinking using a range of both low and high-fidelity models. The aim of the practical is to prepare the students for a day of live animal neutering the following week.

Comments on Area 6

Several of the changes put in place to mitigate the impact of the Covid-19 pandemic on the student experience have now been adopted as best practice by the University. To ensure a flexible and adaptive experience for students accessing the support and collections provided by Library and Learning Services, the Library continues to operate an e-first purchasing policy for textbooks and learning materials, and appointments and workshops with the Learning Development team and Faculty Librarian continue to be made available online to support students both on and off campus. The My Learning Development module on SurreyLearn remains a permanent point of support for students in developing their academic skills and supporting independent learning, with new interactive resources being added regularly to support information retrieval, academic writing and competencies in maths and statistics. Virtual enquiry services continue to be made available online through live chat, email and telephone, and the adoption of the OneSurrey query management tool by professional services at the University has enhanced the experience of contacting the Library by ensuring a central contact point through library@surrey.ac.uk and a seamless experience for the student from initial contact through to query resolution. Click and collect and click and post services for print materials in the Library collection remain available to all students and free of charge.

In 2022 the Library and Learning Services went through reaccreditation for Customer Service Excellence and retained this award, jointly with the Academic Hives and Student Support services. This accreditation demonstrates a commitment to a high level of student experience and continual service improvement.

Suggestions for improvement on Area 6

While the Library maintains an e-first purchasing policy for resources, disparities in format availability between academic publishers occasionally means some titles are unavailable in digital format. Where this occurs, specific sections required for learning and teaching are digitised within copyright limits. Further review of print-only titles recommended on reading lists would help identify materials in our veterinary medicine collections which may now be available in e-book format either directly or through third-party e-textbook platforms due to any recent increase in formats provided by publishers.

Area 7

Student Admission, Progression and Welfare

Area 7 – Student Admission, Progression and Welfare

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

Full details regarding the student life cycle, admissions and course content are clearly advertised on the VEE's undergraduate webpage. The VEE's Admissions Policy and module overviews are also available online. The Quality Framework is published online and includes copies of all relevant University regulations, procedures and Codes of Practice and the VEE's partner network is published online.

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.

The VEE's strategy for BVMSci student numbers has been to incrementally grow in a sustainable manner. Growth in cohort sizes has taken into consideration infrastructure capacity and staff-student ratios. The VEE buildings were designed to accommodate the required growth. A first cohort of 48 students was admitted allowing them to be taught in temporary facilities on the Stag Hill campus (before the new buildings were available), and to enable a smaller cohort to embark upon the first year of IMR rotations in Year 5. The continual growth of the CCT/EPT partner network, including off-site teaching providers, will remain a priority, particularly as the final year cohort number continues to increase annually. The network is now meeting required capacity, allowing more extensive resilience to now be built into the network.

Staffing and operational expenditure is allocated during the planning round using the University Resource Allocation Model (RAM) to ensure that the required number of staff (teaching and support) are in place to support the student:staff ratio (SSR). The RAM is updated each year in the planning round and is dynamic to accommodate the recruitment of students. Operational budgets to accommodate the required equipment expenditure and animal resources are also allocated through the RAM to the VEE with Faculty holding contingency for unexpected requirements.

Table 7.2.1. Number of new veterinary students admitted by the Establishment

Year Of	2022/2023	2021/2022	2020/2021	Mean
First year	175	200	143	172.7

Table 7.2.2. Number of veterinary undergraduate students registered at the Establishment

Year Of	2022/23	2021/2022	2020/2021	Mean
First year	175	200	143	172.7
Second year	179	139	148	155.3
Third year	137	152	142	143,7
Fourth year	124	134	140	132.7
Fifth year	124	142	113	126.3

Table 7.2.3. Number of veterinary students graduating annually

Type of students* AY AY-1 AY-2	2022/23	2021/2022	2020/2021	Mean
Standard/Full fee students	147	149	113	136

** We do not differentiate between Standard and full fee.*

Table 7.2.4. Average duration of veterinary studies

Duration *% of the students who graduated on AY** (2017 cohort)	
+ 0**	112
+ 1 year	18
+ 2 years	4
+ 3 years or more	0

Table 7.2.5. Number of postgraduate students registered at the Establishment

Programmes AY*AY-1 AY-2 Mean	**2022/23**	**2021/22**	**2020/21**	**Mean**
Interns	0	0	0	0
Residents *	3	1	1	1.66
PhD students	41	40	35	39
Others (specify)	0	0	0	0

7.3 The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account of 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.

Selection criteria and process for admission

Candidates are assessed on academic ability, experience and personal attributes/competency (the latter based on the ESEVT Day One Competences). The three stages of shortlisting are detailed here.

Enhancement of Diversity

The University is committed to widening participation and enhancing diversity across its student population as well as achieving excellence in admissions:

- Access and Participation Plans.
- In2Surrey scheme – offers made at one grade below the usual requirement for qualifying students (from educationally disadvantaged backgrounds) plus additional support.
- Annual residential summer school for 20 - 35 year 12 pupils from underrepresented backgrounds.

The University adheres to principles of fairness and transference through our Admissions Policy (see section 4.1.2), and Equality, Diversity and Inclusion Plan 2020-2025.

Composition and training of the selection committee

Training for those involved with selection (specifically interviews) is delivered via pre-recorded video content and face-to-face briefings prior to the start of every recruitment cycle. This training covers the format of the interviews, introduces interviewers to the scenario instructions, use of probing questions and covers bias. Electronic training resources and bespoke training sessions are also available for staff unable to attend the main session. Even staff that have been interviewed before are asked to complete the training each time as a refresher.

Appeal process

The University's Admissions Complaint Procedure provides detailed information on how admission formal and informal complaints and appeals are managed by the University. This procedure is advertised to all

applicants on the University's application webpages and is outlined in the University's Admissions Policy.

Advertisement of the criteria and transparency of the procedures

Guidance for applicants is provided via our website, prospectus, and online admissions guidance and in bespoke communications via our online admissions portal (Surrey Self-Service). The VEE's veterinary programme is also featured in the VEE Council's admissions guide for prospective applicants.

Description of how the Establishment adapts the number of admitted students to the available educational resources and the biosecurity and welfare requirements

The University has recently undertaken a 'Size and Shape' exercise to review optimal structures across all Schools and Programmes within the University, taking into account a number of metrics including available/planned facilities and equipment, demand for the programme, research opportunity, Capital budgets etc. This has enabled the University to have a formulaic approach to planning. The planned cohort size for annual undergraduate student intake to the VEE is normally 150 students with associated operational and capital financial budgets and staffing. If, in exceptional circumstances, the student intake exceeds the target, additional staffing and other resources are adjusted accordingly.

Description of the prospective number of new students admitted by the Establishment for the next 3 academic years

Year of	2023/24	2024/25	2025/26
Projected Number of Students Admitted	150	150	150

** subject to confirmation and clearing*

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.

The University's policy of equal opportunity ensures compliance with the Equality Act (2010); that all applicants are considered on the same academic grounds. Students with a wide range of disabilities or health conditions can achieve the required standards of knowledge and skills to enable them to practise, each case is individually assessed with close reference to the RCVS 'Guidance on the Admission of Students with Disabilities'. All offers are conditional upon occupational health clearance (facilitated by the Cordell Health Group). In addition to pre-course screening, the Occupational Health team assesses students ahead of enrolment so that any required adjustments can be identified and facilitated. The VEE Disability Coordinator is involved in initial conversations and considerations to signpost and explore available options and support.

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.

Requirements for progression

Information on progression and awards can be found in the University Regulations for Taught Programmes and Student Handbook both of which students are informed of during Welcome Week. Students study a total of 120 credits per year over two semesters. All modules carry a pass mark of 50%, module classifications are detailed on the programme specification. Definitions for module classifications can be found in paragraph 10 of section A1 of the University Regulations. Under certain criteria (level aggregate of at least 50%, module mark of no less than 40%) up to 30 credits in Year 1 and up to 15 credits in subsequent years may be compensated, core modules cannot be compensated. Details of progression requirements and exit

qualifications for students are available here.

Identification and Remediation of Poor Performance

Personal tutors are responsible for calling a meeting with a tutee when there is a cause for concern. If the cause for concern is a failed assessment, the Exams and Assessments team automatically notifies the student's personal tutor who will arrange a meeting to discuss the student's progress. The tutor will encourage the student to contact the leader(s) of the failed module(s), direct the student to the appropriate learning resources and will investigate whether additional learning support is needed. Follow-up meetings will be arranged. Where it becomes clear from assessment results that a student is struggling, the personal tutor will discuss with the student whether additional support is necessary. This is described fully in the University Code of Practice for Personal Tutoring.

The Clinical Placements Team monitor the student's EMS placement completion and report this to the Boards of Examiners in order to officially record completion and to flag where progress is falling behind expectation and the impact of this on student's programme progress. The VEE's Professionalism Group confidentially reviews reports of questionable or unprofessional student behaviours and promptly instigates appropriate actions. Matters of low-level misconduct are brought to the student's attention (either by email or mandatory meeting) and they are asked to reflect and to avoid repeat occurrence. For matters of serious misconduct, or repeated low-level misconduct, the group can refer matters for further consideration under the University's Fitness to Practise and disciplinary regulations. Concerns can be reported by members of staff, students may also report concerns via a member of staff. The group is working to develop a greater focus on identifying positive examples of professionalism to demonstrate to other students. Any conduct or health concerns occurring outside of the academic or placement setting are automatically referred to the Professionalism Group by the central Office of Student Complaints, Appeals and Regulations, when raised in relation to students subject to Fitness to Practise regulations. A range of reporting options are available to staff, students and the public. These include anonymous options via Report + Support to report issues such as bullying, sexual misconduct, concerns around mental health, drugs or alcohol.

Academic performance is tracked formally by the Board of Examiners which meets at least three times a year. Concerns may also be raised by students directly with staff. Each student is assigned a personal tutor who acts as a key contact for any matters relating to academic progress, personal development and welfare, and underpins the process of induction and orientation into the University community. Additionally, the VEE has a Senior Personal Tutor to advise on complex issues or act as a proxy should a student's tutor be unavailable. The University offers a range of services to support students that require additional academic, personal and professional support. The Academic Skills and Development department, based in the library, operates a drop in service, tutorials and seminars in addition to a wealth of e-resources on academic skills. Students can access their personalised data to help them reflect, progress and succeed through MySurrey Engagement and are supported by the Student Success Group who are focused on enhancing Inclusive Education.

Student attrition

Table 7.5.1: Attrition by academic termination

BVMSci Programme Terminations in an Academic Year												
Year/ BoE	2020/1				2021/2				2022/3			
	SEM R1	SEM R2	LSA	Total 2020/1	SEM R1	SEM R2	LSA	Total 2021/2	SEM R1	SEM R2	LSA	Total 2022/3
1	0	0	1	1	0	1	3	4	0	2	3	5
2	0	0	1	1	0	0	2	2	0	1	3	4
3	0	0	1	1	0	1	1	2	1	4	7	12
4	0	0	0	0	0	0	0	0	0	1	1	2
5	0	0	0	0	0	0	0	0	0	0	0	0
Total	**0**	**0**	**3**	**3**	**0**	**2**	**6**	**8**	**1**	**8**	**14**	**23**

The number of terminations in the third year in 2022/2023 are noted. There was a high number of students from the previous cohort who took temporary withdrawal or were programme suspended. The transitions to closed book examinations and students electing to postpone their retakes is noted.

Table 7.5.1.2: Non academic attrition

Year	2020-2021	2021-2022	2022-2023
1	4	6	3
2	1	1	1
3	1	2	1
4	0	3	0
5	0	0	0
Total	**6**	**12**	**5**

Table 7.5.1.3: Non academic reason for leaving

2020/2021			2021/2022		2022/2023	
Year	**Reason**		**Reason**		**Reason**	
1	Failed too much	2	Bereavement	1	Bereavement	1
	Transfer external	1	Course/mental health	1	Stress of programme	1
	Transfer internal	1	Transfer internal	1	Transfer internal	1
			Course too demanding	1		
			Mental health	1		
			Health Issues	1		
2	Failed too much	1	Regulation breach	1	Programme too demanding	1
3	Failed too much	1	Failed too much	1		
			Illness	1	Programme too demanding	1
4			Unsure about course	2		
			Mental health	1		

Attrition rates are relatively low and the reasons for leaving the programme are quite varied. Mental health issues and stress of the programme are noted.

Procedures for deciding and reviewing admission criteria

The number of students admitted to the programme is determined with careful reference to both University and VEE-level strategic/financial plans. Factors such as staff/student ratios, lab space and the number of placement opportunities are all considered. Selection criteria and the admissions process are subject to a detailed annual review as well as scrutiny by the Board of Studies. High demand for the BVMSci programme allows the VEE to be selective in its admission of students. The mechanisms for selection are weighted heavily on evidence of core values informed by the ESEVT Day One Competences and assessed by a pool of veterinary professionals, partners and staff. High academic standards are also expected; this is reflected by the tariff scores of successful applicants which are the highest in the University:

Intake	Vet Med. Tariff	University Average Tariff
2014/15	490	424
2015/16	487	432
2016/17	459	418
2017/18	177*	158*
2018/19	179	150
2019/20	170	138
2020/21	173	135
2021/22	171	146
2022/23	176	139

**Tariff system methodology changed from 2017 e.g., in original scheme an A at A Level was worth 120 points, now it's worth 48, qualifying awards and their relative values have also changed.*

Selection criteria and the admissions process are subject to a detailed annual review as well as scrutiny by the Veterinary Admissions Review Group (VARG) which comprises members of the Admissions team, academics from the VEE and external veterinary partners. Reference is made to applicant feedback from post-event questionnaires, applicant performance data and feedback from the staff and partners involved in the recruitment cycle. Following review in 2020 by a focus group consisting of staff, final year students and alumni the situational judgement test questionnaire was updated and refreshed with new questions. Admissions staff undertook online CPD on MMI, referenced literature and liaised with a subject expert to form a focus group and trial new MMI scenarios. This has ensured the process remains robust and has high validity.

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.

Misconduct and Fitness to Practise

The VEE's Professionalism Group initially consider all allegations of unprofessional behaviour and student misconduct and decide whether formal referral is required. The University has well-established formal fitness to practise, appeals, complaint and disciplinary procedures. All are publicly available on the University's website:

- Regulations for Academic Integrity
- Regulations for Academic Appeals
- Regulations for Fitness to Practise
- Procedure for Complaints
- Student Disciplinary Regulations
- Regulations for support to Study

The process for exclusion is explicitly outlined in the relevant regulations. The regulations listed above include details of the students' formal right of appeal against University decisions. Student appeals against University decisions are managed through the Academic Appeals process which is available via the University website (Regulations for Academic Appeals) and referred to in the Student Handbook. The Student Union has dedicated officers to support and offer impartial advice to students on disciplinary matters and appeals. The University has a dedicated Office of Student Complaints, Appeals and Regulation (OSCAR). Students are required to read the RCVS and the University Guidance on Fitness to Practise and submit an agreement to confirm they have understood both. Fitness to Practise is also covered in Welcome Week and is referred to in the Veterinary Professional module.

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 and/or human rights legislation. There must be effective mechanisms for resolution of student grievances (e.g., interpersonal conflict or harassment).

Student Services

The University provides an excellent range of services to support students with their physical, emotional and welfare needs as outlined in the Overview Of Student Services which includes those offered by the MySurrey Hive (previously Student Services Centre) on Stag Hill campus. The Student Handbook available to all students electronically, provides detailed information to students about services, policies and procedures and information about their course. Key contacts for veterinary students are listed for all services. This document is made available to students on the SurreyLearn site at the start of each academic year. Student Support plays a key role in the VEE with a dedicated VEE Student Services Team providing cohesive support to the students'

programme activities. The Faculty has a dedicated Clinical Placements Team to ensure resilience across all placement areas and sharing of best practice. The team are co-located with the Faculty Academic Hive teams to ensure a joined up, 'one-stop' support service for students. The Vet Student Services Team send a welcome email to all new students prior to their start to support their initial entry onto the programme. A similar communication is also sent to the returning students sharing key updates and information in preparation for their return. There is a University induction week for Year 1 students which includes University-wide introductory sessions as well as those tailored to the requirements of our Veterinary Medicine students. Students receive talks from internal and external representatives, the Students Union, the Student Services Team and academic staff to make them aware of key regulations, processes and key contacts. The VEE also uses this week as an opportunity to introduce the students to their personal tutors and the Senior Tutors.

A bespoke intramural Core Clinical Training (CCT) and Elective Practical Training (EPT) introduction week is held for Year 5 students prior to the start of their first placement to guide students through the process, establish expectations and offer a series of sessions designed to support their transition into the profession. The Student Services Team has implemented a Service Level Agreement with the Faculty Assessments Team to enhance support for examinations and assessments, especially during the assessment periods which includes an allocated Assessments drop-in service for staff. MySurrey is an online platform which has been developed to provide students with easy, one stop access to all key University services, information and systems.

Support for students who are ill, disabled or with impaired performance

Students can access appropriate support services directly or after 'signposting' by their personal tutors or the student peer support network. For students with health problems a range of healthcare services are provided on campus including an NHS medical practice.

The University's Centre for Health and Wellbeing provides support when personal and health issues are impacting on a student's ability to study and cope at University. The Centre has a team of highly skilled, professionally registered counsellors who offer free, confidential, one-to-one counselling to students. The University offers Health Assured as a service to students which provides a 24/7 Counselling Helpline. The Disability and Neurodiversity Service is a confidential service to assist students with a range of difficulties including: autism, mental health difficulties, medical conditions, and specific learning difficulties e.g., dyslexia, dyspraxia.

Extensive advice about on-site and off-site accommodation is available online and at the Accommodation Services Centre on Stag Hill. University campus accommodation is offered to first year students and allocated according to criteria specified in the Allocation Policy. The University's Equality, Diversity and Inclusion team ensure all students have access to the appropriate resources and opportunities. They support initiatives such as the Race Equality Charter and the Athena Swan charter (to which the VEE is currently submitting an application and action plan for a recognition award). In addition to this, the diversity of the student body is an outcome that is actively monitored by the VEE. Students receive information on the range of support available to them and these activities all operate in line with the University's Equality and Diversity Strategy.

Emergency support for students on placement

The Clinical Placements Team, who work alongside the VEE Student Services Team, are available via phone, in person or on email for students both in and out of semester. Students that have concerns whilst on placement are encouraged to contact either team, or their Personal Tutor, as soon as possible for guidance. If students experience urgent difficulties out-of-hours they can contact the University's Security Team who are trained to deal with emergency matters. Urgent incidents are escalated to rostered University Senior Managers to direct a response as required. Students report any incidents or accidents that occur while on placement to the Clinical Placements Team and these are recorded on the University Health and Safety system. For other issues of concern, such as wellbeing or professionalism, the EMS coordinator and Clinical Placements Team offer guidance and follow up with students, staff and placement providers as required. Further information on the Pastoral Care Support for students who are off-campus while on their CCT/EPT placements is available in the IMR Operational Document.

Student Peer Support Service

This scheme trains volunteer students to support their peers and is facilitated by the Centre for Wellbeing with input from the Senior Personal Tutors. Each Peer Supporter undertakes training provided by the Centre for Wellbeing to enable them to provide a non-judgmental listening and support service with appropriate signposting to other services. The scheme began at the VEE in 2016/2017 and following a successful pilot grew in subsequent academic years. Due to the success of the peer support service within the VEE, it has now been launched as a University-wide service and consists of Peer Supporters from all faculties. The peer support service forms part of a network of support mechanisms for Surrey veterinary students which includes enhanced personal tutoring and the student-led 'Vet Families' initiative which finds senior vet student buddies for new students.

Mechanisms for resolution of student grievances (e.g., interpersonal conflict or harassment)

Students can access dedicated support and advice either through MySurrey Hive (pastoral/general) or Faculty Hive (programme related). Also, they may wish to discuss with their personal tutor, prior to any formal proceedings. The Students' Union is responsible for offering advice and support to students wishing to initiate procedures using the University's internal process. The Student and Staff Partnership Manifesto sets out a broad range of principles, shared values and mechanisms that support our mission for joint action and positive behaviours. For details of academic appeals, misconduct, complaint and fitness to practise procedures, see Standard 7.6.

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

Mechanisms for students to convey their needs/requirements and influence VEE decisions

There are a number of formal feedback mechanisms in place to meet this requirement:

- **MEQ process:** Students provide feedback on each module. Scores and comments are reviewed by teaching staff, Programme Leader, Head of Veterinary Education and the Associate Dean for Learning and Teaching leading to an action plan for module development or remediation if necessary.
- **Student representatives:** Organised through the Students' Union, students have the opportunity to be elected as a student representative for their course and year.
- **Staff-Student Liaison Committee (SSLC):** Organised by the VEE's academic lead for staff-student liaison, student representatives have the opportunity to raise concerns relating to their programme and/or related matters. Within the VEE, SSLC acts as the forum to inform and consult with students. Meetings occur at least once per semester.
- **Board of Studies:** Chaired by the Programme Leader, and including student representatives, this committee covers responses to the issues raised at the Staff-Student Liaison Committee and considers module changes arising from MEQs and other feedback.
- **Surrey Student Survey:** Independent student survey inviting feedback on all aspects of University life.
- **National Student Survey:** This is a national survey, organised by the Office for Students, which seeks feedback from all final year undergraduate students. The VEE received overall satisfaction scores of 100%, 92%, 100%, 81.8% and 84.1% in 2019, 2020, 2021, 2022 and 2023 respectively. We have an action plan to address issues arising from NSS and to encourage student engagement with the survey to help inform VEE and University strategy.
- **MySurrey Voice (Unitu):** A student voice platform used to raise issues, ideas, concerns, or other matters for discussion with their peers, their Academic Representatives and to the department. It provides a real-time discussion board for students to contribute, discuss, and vote on matters they wish to be escalated to the department for attention.

Additional feedback mechanisms include:

- **Personal Tutor meetings:** Students meet their tutors at least twice per semester for discussion and feedback. Tutors can report feedback to appropriate individuals or committees.
- **Pastoral forum:** a meeting held by the Senior Personal Tutor, with a representative from the Academic Hive and Student Veterinary Society welfare reps to raise any wellbeing concerns.
- **Head of VEE update meetings:** held once a semester to update students on aspects of the VEE's development and opportunity for students to ask questions and provide feedback.
- **Head of VEE and Veterinary Society President meetings:** These occur three times per year and are an opportunity for feedback on Veterinary Society issues.
- **SurreyLearn:** For each module there is a discussion tab where students can post feedback which they can choose to post anonymously if they wish.
- **CCT student feedback:** At the end of each CCT placement, students complete an online Feedback Form (see IMR Operational Document) reviewed by the Director of Clinical Education and the Vet Placements Team. Any specific points to note will be discussed by the Curriculum Committee and relayed to the practices where appropriate.
- **Student feedback to Student Services:** A questionnaire has been added to the student help desk to give students additional opportunities to comment on the quality of service and make suggestions.

The University of Surrey Students' Union is a not-for-profit charity, independent from the University that represents all students at a local and national level. The Union is led by a team of five elected full-time, sabbatical officers and 21 part-time, elected student officers. All students are members of the Students' Union by default. The University of Surrey Veterinary Society is a society made up of veterinary and veterinary bioscience students. It is a student-led society that aims to: i) Enhance social opportunities for veterinary students ii) enhance academic opportunities for the veterinary students, iii) provide support and guidance to veterinary students, and iv) represent and communicate on behalf of the veterinary student body at VEE and University level.

Comments on Area 7

At the time of preparing this report, the VEE had admitted 10 cohorts of students and had progression data from six. The University admissions team is capturing student profiling data at the time of application, data on performance during the application process and will map this against progression and outcome data. Admissions staff have worked alongside the Faculty's Widening Participation team to set up a new student-led initiative Surrey 'Animal Aspirations'. This joint venture with RVC and other VEEs will significantly increase the reach of the WP team and target BAME applicants. The RCVS performs a Vet GDP post-graduate and employer survey annually a few months after students graduate. The RCVS also conduct large national surveys of three-to-five-year post-graduation veterinarians every four years, the next survey will be in 2024. The RCVS provides VEE with data regarding their graduates and the employers of the VEE's graduates. The survey data provides comprehensive details regarding graduate abilities with regards to professional and clinical competencies from the graduate and employer perspectives. The Director of Clinical Training is responsible for analysing the report and providing recommendations to the Curriculum Committee. VEE reports for 2021 and 2022 graduate surveys are available. The new Graduate Outcomes Survey, run by Higher Education Statistics Agency (HESA), occurs 18 months after students graduate. The VEE was pleased to note that in the 2020 AVS/BVA Student Survey 89% of Surrey students felt that their programme prepared them adequately for their careers, the highest approval rating of all eight UK VEEs. Graduate data from 2021 reported 100% of UGRs and PGRs were in employment or further study with an average salary of £33,094 for UGR and £55,163 for PGR research.

Suggestions for improvement on Area 7

The VEE is committed to increasing the diversity of its student intake. VEE outcomes include measures of diversity and we monitor performance against benchmarks and targets. We work with the Department of Widening Participation and Outreach to monitor and enhance diversity of our student intake.

Area 8

Student Assessment

Area 8 – Student Assessment

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

Description of the general student's assessment strategy of the Establishment

The VEE is guided by evidence-based best practice in education. These include taxonomic hierarchies Bloom's taxonomy (Bloom, 1956), Flink's Taxonomy (Flink, 2003) and Miller's Pyramid of knowledge and skills related to a particular task (Miller, 1990), active learning, congruence of assessment and learning, and the transition from teacher centred to student centred learning life-long learning.

The curriculum design has been strongly influenced by the paper of May and Silver-Fletcher (2015) which includes the following concepts: top down outcomes based curriculum design (programme, module, teaching activity); tightly controlled curriculum content; valid and reliable assessments (congruence with learning objectives); appropriate and timely feedback; active learning; teaching modalities and resources that facilitate: place, pace and mobility; life-long learning skills and evidenced-based veterinary medicine; the spiral progressive, integration and application of knowledge; vertical and sequential skills development (skills to competencies); teaching students how to learn and transitioning from classroom to workplace (clinical skills and professional skills development).

The top-down outcomes-based curriculum drives our teaching and assessment strategy. All modules have defined learning outcomes and all teaching activities within the module have defined learning objectives. The programme's Day One learning outcomes are underpinned by the module learning outcomes and which are in turn underpinned by the teaching activity learning objectives. These learning objectives drive the resources and pedagogy needed to achieve the learning outcomes.

The programme's curriculum mapping indicates what learning outcomes are taught within the programme and where, when and how the learning outcomes are taught. Curriculum mapping of our learning objectives and outcomes is used to monitor and review the congruence between assessments and the learning outcomes.

A wide range of teaching and assessment methods are used within the programme and modules. Consistency and uniformity in assessment type within a Year Level is encouraged, provided this is appropriate. A blended model of assessment types is used which has been complemented by our external examiners. Key references for our methods of assessment include the Association for Medical Education in Europe (AMEE) guides, a Guide to Assessment in Veterinary Medical Education (Baille, Warman and Rhind, 2022) and Veterinary Medical Education: A Practical Guide (Hodgson and Pelzer 2017).

The outcomes assessments are chosen according to their validity, reliability, educational impact, cost-effectiveness, and acceptability (van der Vleuten, 1996). A detailed account of the programme's strategic assessment framework can be found in the Programme Strategic Assessment Framework Document. An examination paper audit checklist (Examination Review Assurance Form) is used to ensure errors are minimised and an internal and external review process is used for all our examinations as detailed in the Assessment Quality Assurance Process.

All the module assessments are blue printed to module learning outcomes with an internal and external review process for the examination questions and model answers. The external review process is performed by our external examiners who are appointed by the University according to the codes and policies. These describe their roles and responsibilities and the criteria used for their appointment. There is an assessment

moderation process which ensures the award of marks is quality controlled. The annual module review is compiled by the Module Lead and requires that analytics are performed on all examination questions and appropriate changes made or actions implemented dependent upon the outcomes. This is monitored by the Programme's Curriculum Committee. Please see the Assessment Quality Assurance Process and the Assessment Moderation Process. Standard setting is now used for all examinations in the programme and is described here, Standard Setting of the BVMSci Examinations. Linear regression standard setting has been used for the programme Objective Structured Clinical Examination (OSCEs) but will be replaced by the Modified Angoff method from 2023-2024. This will increase the consistency and standardisation of the station pass mark in the main and retake examinations.

There is a Year Lead and Module Lead Handbook which indicates the assessment quality assurance process for the preparation of examination papers, the assessment moderation process for single markers and multiple markers, the mark adjustment (scaling) process, the assessment brief-template and the standard setting process for the examinations.

Description of the specific methodologies for assessing the acquisition of theoretical knowledge, pre-clinical practical skills, clinical practical skills, and soft skills (professional skills)

The Programme Strategic Assessment Framework Document describes the range of assessment types used within the programme and the assessments type used in each module within the programme. A detailed final year Intramural Core Clinical Training Rotation (CCT) document is available here.

Theoretical knowledge

Year 1 (FHEQ Level 4) of the curriculum is focused on the 'Normal' to gain an understanding of anatomy, physiology, basic cell science, biochemistry, animal husbandry and basic professional skills. Year 2 (FHEQ Level 2) is focused on the 'Abnormal' to gain an understanding of pathology, animal husbandry, epidemiology, and veterinary public health. In Years 1 and 2 there are problem-based learning (PBL) group-based exercises each using three sessions with formative peer assessment and group written summative assignments. Formative and summative individual in-class practical reports in the form of short answer questions using specimens are used in both years. Written summative examinations in first- and second-year modules consist of MCQ and short answer questions with some including visual images (identify, describe, name) Other assessments include: Individual presentations and a reflective portfolio (VSM 1002 The Veterinary Professional), group poster (VMS 1003 – Structure and Function 1 – Cells and Genes in Context), an animal husbandry audit written report (VMS 1001 – Animals in Society 1), a group presentation and group report and an individual animal husbandry presentation and formative in-class test (VSM 2010 Animal in Society 3).

In Year 3 (FHEQ Level 6) students study the diagnosis, prognosis, and treatment of disease across the body systems. This year also introduces students to the fundamentals of practice, namely imaging, pharmacology, surgery and anaesthesia, and further communications and professional skills training. The practice of evidence-based medicine and clinical research methods are taught in the first semester. There are two group work summative presentations (clinical audit and a knowledge summary). In semester 2 each student is actively engaged with a research project with the submission of a report in the format of a scientific paper which is summatively assessed. Practical skills assessments are described in the section below. Written summative examinations in these modules consist of MCQ-SBA questions and short answer questions. There are completion tasks and assessments in portfolios in the 45 credit modules, Veterinary Medicine 1 (VMS3010) and Veterinary Medicine 2 (VSM3011). In VSM3010 the portfolio assets consist of a clinical skills log, anaesthesia/surgery online learning, clinical record writing, an in-class test, and a clinical grand rounds. In VMS3011 they consist of clinical skills log, an in-class test, grand rounds assessment, communication practical and a careers fair reflection.

In Year 4 (FHEQ Level 7a), students study the role of the veterinarian in various types of animal industries,

e.g., production animal, companion animal, equine (VSM4008). The role of the veterinarian in maintaining wellness and good health is emphasised. Students also develop skills in surgery, anaesthesia, and patient care (VSM4001). Clinical reasoning and communication skills are also developed further with students presenting reflective case reports from their clinical extramural studies. The clinical skills assessments are further described in the clinical skills section. Written summative examinations in the fourth-year modules consist of MCQ-SBA questions and short answer questions. In the 60-credit module (VMS4008) there is an in-class MCQ-SBA test, a clinical farm audit report, an intensive production report, a companion animal steeplechase and individual case report presentations. Principle seminars, group written reports and group presentations are used in other modules in the fourth year. A 15-credit module has been redesigned as a One Health Module which includes: laboratory animal medicine, biosecurity, zoonoses, notifiable diseases, sustainability, equality, diversity and inclusion, human factors in disease control with immersive simulations using the on campus large animal isolation teaching facility and small animal isolation teaching facility. The assessments consist of a written examination and a group-based presentation assignment.

Year 5 studies (FHEQ Level 7b) take the form of intramural Core Clinical Training (CCT) and Elective Practical Training (EPT) rotations where students further develop their clinical and professional skills whilst hosted by our partner practices. The assessments are described in the clinical skills section below and in the IMR Assessment Document.

Pre-clinical practical skills

Practical skills development in Years 1 and 2 focuses on the assessment and documentation of the normal and abnormal. Formative assessments of anatomical dissection and post-mortem techniques occur within the practical classes.

Handling skills in the 'core species' in the Year 1, semester 1 Animals in Society 1 module (VMS1001) are 'must pass' barriers prior to students commencing Extramural Studies (EMS). During the VSM1001 module, students are provided with opportunities to demonstrate competences formatively prior to a summative assessment. Students are assessed on their handling skills for five core species (dog, cat, sheep, horse, cattle). During these assessments students need to demonstrate how to safely and correctly approach and handle the animals (e.g., placing a head collar on a horse, putting a cow in a crush, restraining and lifting a dog correctly). These are individual barrier assessments. A husbandry farm audit is also devised and performed by students. The resulting written report is summatively assessed. A second-year module in animal handling and husbandry, Animals in Society 3 (VMS3010), extends and consolidates these skills in the core species, and practical husbandry and handling skills are further developed for pigs, poultry, camelids, non-traditional companion animals and wildlife species. These skills are assessed within an individual reflective portfolio. These assessments are undertaken to ensure students are safe on their Animal Handling and Husbandry Extramural studies (AHEMS) placements in Years 1 and 2. All UK veterinary students must complete 12 weeks of animal husbandry extramural studies within the first two years of the programme. Each student is provided with an Animal Husbandry EMS Skills Portfolio. The document lists a range of key and desirable skills related to each type of placement to guide their learning and objective setting for each placement. The student is expected to record whether they have observed, assisted, or performed the skill. The student's progress is monitored by the student's personal tutor and the EMS coordinators. The student is required to complete a reflection for each of the placements which is discussed with their personal tutor. All pre-clinical students must perform a placement husbandry audit and present the findings orally to their peers in VMS2010. This is a summative assessment.

Clinical practical skills

The Programme Clinical Skills Development Document describes the teaching and assessment of clinical practical skills in the programme. There are guiding documents for Years 3, 4 and 5 and for extramural studies which contain lists of clinical skills aligned to the curriculum. These guide the student's objective setting and learning and provide a record of their achievements. These documents are described in more

detail below.

All UK veterinary students must complete 26 weeks of clinical Extramural Studies (EMS)/Elective practical training (EPT) during their vacations. Each student is provided with a Clinical EMS Skills Portfolio. This document lists a range of key and desirable skills related to each type of placement to guide their learning and objective setting for each placement. The student is expected to record whether they have observed, assisted, or performed the skill. The student's progress is monitored by the student's personal tutor and the EMS coordinators. The student is required to complete a reflection for each of the placements which is discussed with their personal tutor. All clinical students must prepare three case reports and present one of them orally to their peers in the fourth year of the programme. This is a summative assessment using a rubric with descriptors.

Students in Years 3 and 4 are also provided with a clinical-skills guiding document which lists the clinical skills stations in the Clinical Skills Laboratory which focuses on small animal skills and the Large Animal Veterinary Clinical Skills Centre laboratories that they are expected to learn and be able to perform competently. The three documents are available here Vet Med 1 Skills Log Year 3, Vet Med 2 Skills Log Year 3, and Vet Med 3 Skills Log Year 4. A portfolio requirement is that two attempts for each station have been validated by one of their peers. These clinical skills are further assessed using Objective Structured Clinical Examinations (OSCE) in Years 3 and 4.

Further development of the clinical skills which underpin surgery, anaesthesia and patient care occur in the fourth year Module VMS4001. Students rotate through a charity companion animal spay and neuter clinic. The VMS4001 portfolio assessments include direct observation of procedural skills (DOPS), entrustable professional activities (EPAs), and global assessments of the six domains of clinical practice during a hospital patient care day.

Following each CCT four-week rotation in the companion animal practice, production animal practice, equine practice and veterinary pathology and public health there is an online summative case based written examination. The format of the examination assesses five categories: clinical reasoning, diagnostic interpretation, case management, the ability to summarise a case, knowledge, and judgement. During the Final Year CCT rotations Mini Clinical Evaluation Exercises (Mini-CEX), and Entrustable Professional Activities (EPA) assessments are used. In addition, there are a range of other written assessed assets related to clinical skills development in the CCT portfolio including case report, an evidence-based veterinary medicine knowledge summary, critical appraisal of a practice isolation facility and a reflective essay on achieving the ESEVT Day One Competences. A comprehensive clinical cases log is maintained by the student. Students are also provided with a clinical skills electronic guiding document, Year 5 Key Skills Log, which lists and grades the clinical skills within a species as essential or desirable. A record is maintained whether the skill was observed, participated in, or performed by the student. The web-based portfolio is used both formatively and summatively during final year and is monitored by the LVCP team. During CCT placements students receive 360-degree feedback on clinical and professional skills from practice staff in their host practices. This forms part of the assessed portfolio. Formative and summative global assessments across the six domains of professional practice: knowledge, clinical reasoning, technical skills, communication skills, patient care and professional skills and behaviours are performed weekly by the clinical practice mentor within each rotation.

Development of clinical examination and consultation skills begins in the second year where students undergo an online formative assessment and practical demonstrations of a general clinical examination in three core species (cat/dog, cattle/sheep, horse). In the third year there are summative barrier general clinical examination assessments in cattle, horses and dogs. Clinical reasoning and further investigation skills are further developed within Veterinary Medicine 1 and Veterinary Medicine 2 modules. These are formatively assessed in group based grand round clinical presentations and summatively assessed during

written examinations. During the fifth year core clinical training rotations clinical examination including history taking is summatively assessed in all 3-core species in a practice setting using a Mini-CEX assessment format. In addition, during the fifth year online academic assessment during return weeks to the University assess component parts of clinical examination, clinical reasoning and client advice within small animals, production animal practice, equine and veterinary pathology, and public health. Marks are awarded for competency, knowledge, and quality of responses within history taking, clinical examination, clinical reasoning, case management, diagnostic interpretation, and client advice. Marks are aggregated within a species type and VPPH and students must attain threshold scores to pass. In addition, each component is aggregated across all species within the CCT portfolio and students must reach a threshold competency for each component across all the return week assessments to attain a pass in that portfolio asset.

Soft skills (Professional skills)

Years 1 – 4

Problem-based learning is used during the first and second years of the programme and their engagement and professional skills (ability to work as a team member, contribution, engagement, ability to communicate) are formatively and summatively assessed. Group work and a portfolio with reflective assets are used in the Year 1 module The Veterinary Professional. This module covers all aspects of professional skills including wellness, resilience, time management, teamwork, and communication. In addition, theoretical aspects of professional skills are summatively assessed in MCQ and short answer examination questions in the Veterinary Professional in Year 1 and in Veterinary Medicine 2 in Year 3. Communication skills are formatively and summative assessed in the first- and third-years using actors and marking rubrics. Topics include 'difficult conversations' e.g., the death of an animal and euthanasia and consultation communication. Communication and professionalism are further summatively assessed as a component of the rubrics used to assess presentations examples include the husbandry audit presentation in second year, the grand round presentations in third year and the principal seminars in fourth year. Professionalism and professional skills are also assessed during surgical, anaesthesia and patient care teaching at our external spay and neuter clinic during fourth year and during the patient care hospital visit.

Year 5

Global assessments are performed weekly by our practice based clinical mentors using a rubric with detailed descriptors throughout the 28 weeks of the final year intramural rotations. They are both formative and summative. One of the six categories assessed is professional skills. The global assessments categories are aggregated longitudinally, and students must attain a threshold rating to pass this asset in their portfolio.

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.

Ensuring the advertising and transparency of the assessment criteria/procedures

Information regarding the module assessments is maintained by the module leader and is available to students on the University of Surrey's Virtual Learning Environment SurreyLearn in the module descriptor. Module descriptors include module learning objectives, a description of assessment methods, assessment weighting and appropriate guidance. These can be viewed in the module catalogue which has a link from each module webpage. At the start of each semester students attend a face-to-face session with the Programme Lead to brief them on updates and changes to assessment tasks in the forthcoming semester. Student Handbooks for each module are provided on SurreyLearn which contain all the module assessment details. An assessment template (the assessment brief) has been introduced to make all descriptions of assessment tasks explicit and uniform throughout the programme. Marking rubrics with detailed grade

descriptors are provided to students where appropriate. Module leads explain the assessments within the module at the start of the first introductory lecture within the module.

The student assessment burden is managed through the Programme Curriculum Committee and the Programme Board of Studies. Staff workload during assessments is managed by the Programme Leaders in collaboration and consultation with the Heads of Departments through the Workload Planning Committee. Assessment calendars are compiled and scrutinised by the Year Leads with oversight by the Curriculum Committee to ensure student and staff assessment workloads are appropriate and suitably timetabled to avoid excessive clustering of assessments. The Assessment Workload Planning Process indicates the processes and governance used to ensure appropriate assessment loads for staff and students are achieved. The centralised University Assessments Office provides administrative support. Examination timetables are also governed by University policies which define the minimal time spacing between examinations. Programme Leaders participate in the scheduling of the assessments to optimise the sequencing of the examinations for students within external constraints.

Awarding grades, including explicit requirements for barrier assessments

University grade descriptors for different levels are used where appropriate. Assignment rubrics are used with descriptors and mark allocations. Model answers for examination questions with mark allocations are provided to the external examiners for review and approval. Examination papers provide students with the allocation of marks for each question or sub-component of a question. Explicit evidence-based methods of standard setting are used for all examinations. Three methods are used in this process to produce a final 'cut off' score for the examination/test. Three methods used are the modified Cohen method, the Hofstee method and linear regression. A 'cut off score' is generated for each method. A mean value of the 'cut off' scores of the three methods is used as the final 'cut off score'. The student marks are then scaled so that the 'cut off' point is 50% using the approved University transformation spreadsheets. For the OSCEs, standard setting is by the modified Angoff method. Animal handling procedural descriptors and videos are used to indicate howthe procedures should be performed to achieve a pass. Skills are also demonstrated by staff prior to barrier assessments, and students have the opportunity to practice with formative comments from staff prior to their assessed attempt. Internal review and external review processes are used to set the examination papers. The module descriptor indicates the core barrier assessments within a module and the requirements to pass all units of assessment.

Providing to students a feedback post-assessment and guidance for requested improvement

The VEE's assessment strategy involves the provision of timely formative feedback to students allowing this to feed forward into improved performance. Feedback for all in-class assignments is provided within three weeks of the due submission date as required by the University Code of Practice for Assessment and Feedback. All students can see their marked examination scripts in the presence of their personal tutors when weaknesses and strengths can be identified, and feedback can be provided. Individual formative feedback is provided in the first- and second-year practical classes and formative practical reports and in the final session of the problem-based learning sessions. Cohort feedback is provided for summative in class tests and formative online MCQs. In third- and fourth-year students receive whole-class and individual feedback on their summative OSCEs assessments. In-class test feedback is provided to the whole year in Years 3 and 4. In the spay and neuter clinic and the patient care day individual formative feedback is provided through a series of DOPS, Entrustable Professional Activity assessments and global professional skills assessments. Remediation sessions are provided following feedback when required.

Rubrics with descriptors are used to provide feedback for all assignments with additional comments. A format identifying three components that were performed well and three components that could be improved has been adopted for written assignments. In the final years CCT weekly global assessments of six key clinical domains namely: knowledge, clinical reasoning, technical skills, patient care and professionalism are used to demonstrate progression towards entry level competence. Continual

assessments and feedback supported by practice mentors and the CCT dedicated Lecturers in Clinical Practice (LVCPs) is a central feature of the intramural rotations in final year. The LVCPs provide formative support for all the assets in the final year student portfolios in addition to other rotation activities. Feedback Engagement and Tracking at Surrey (FEATS) is a student-designed portfolio tool aimed to help students to better understand and engage with feedback from their assignments. The VEE has worked to engage students in their degree programme, and to take ownership of their experience and feedback. Student representatives have an active role in working with the programme team through the Student-Staff Liaison Committee (SSLC) which meets once a semester. A new system called My Surrey Voice enables student concerns regarding assessments to be communicated to the academic staff. This is monitored continuously and responded to by a dedicated panel.

There are several mechanisms used for identifying and remediating failing students. The University Business Intelligence Dashboard provides information regarding the performance of all students at each level of the programme by semester. A risk grading system is used dependent upon the number of module-credits a student has failed. These are available to the personal tutors for information. All examination results are circulated to members of the programme's academic board (Board of Examiners) and students with poor performance can be identified. All the VEE's academics are members of the academic board.

Personal tutors are responsible for calling a meeting with a tutee when there is cause for concern. Their roles and responsibilities are described fully in the University Code of Practice for Personal Tutoring. All personal tutors have confidential access to the academic performance of each of their tutees online. If the cause for concern is a failed assessment, the student's personal tutor will arrange a meeting to discuss the student's progress and the Exams and Assessment team are available to support on the process. The tutor will direct the student to the appropriate learning resources and will investigate whether additional learning support is needed. Follow-up meetings will be arranged. Where it becomes clear from assessment results that a student is struggling, the personal tutor will discuss with the student whether additional support is necessary. Additional University support is available including the student support team, the disability and neurodiversity team, academic skills and development team and the maths and stats team based at the library. The latter operate a drop-in service, tutorials, and seminars in addition to a wealth of e-resources on academic skills.

There are two recent innovations that assist in the early identification of disengaged students. MySurrey Engagement is a software system that enables personal tutors to monitor the level of engagement with digital resources such as recorded lectures. Personal tutors monitor the engagement of each tutee at three different timepoints each semester and arrange meetings with students who have low engagement. Attendance at all timetabled classes and activities is also recorded electronically in a system called MySurrey attendance which can be monitored by Personal Tutors. The Veterinary Placements Team monitor the students' EMS placements in addition to the personal tutors to ensure the students are on track. Within the Student-Staff Liaison Committee, the year representatives are consulted on any major programme changes and get to routinely feed back to the team what is and isn't working across the VEE, both within the curriculum and without.

Description of the appeals process against assessment outcomes

The Office for Student Complaints Appeals and Regulation (OSCAR) is responsible for the administration of academic appeals. Students may submit an academic appeal on one or more grounds: i) procedural error, ii) extenuating circumstances, iii) bias. Appeals are submitted via an online portal which also directs the student to relevant regulations and available support. Staff within the Student Union are available to assist students during this process. The process for academic appeals has been benchmarked against the Office of the Independent Adjudicator's good practice framework for handling complaints and academic appeals. Students are required to read the RCVS and the University Guidance on Fitness to Practise and submit an agreement to confirm they have understood both. Fitness to Practise is also covered in Welcome Week and

is referred to in the Veterinary Professional module in Year 1.

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.

Description of how (procedures) and by who (description of the committee structure) the student's assessment strategy is decided, communicated to staff, students and stakeholders, implemented, assessed, and revised

The Board of Studies, comprising all teaching staff and a student representative from each year group, is responsible for the academic governance of the BVMSci programme. The external examiners' reports are discussed at the Board of Studies and actions considered and responded to. All outcomes are reported through the annual programme review which is considered by the Quality and Standards Sub-Committee which reports to the University Learning and Teaching Committee. The Board of Examiners, comprising examiners of the BVMSci programme and external examiners, meets three times yearly to consider and ratify the results of assessments for levels 4-7a. A further meeting is held to ratify the level 7b awards. The Curriculum Committee (attended by student representatives once per semester) is the VEE's forum for detailed planning of module delivery, curricular integration, innovation, assessments, strategic development and pedagogical debate. Recommendations from Curriculum Committee go forward to the Board of Studies. The VEE consults with its external stakeholders through the Intra-mural Rotation (IMR) Operations Group. The clinical partner network consisting of over 100 clinical practices is represented on the VEE's Curriculum Committee, IMR Education Advisory Committee and on the Board of Studies. Outcomes of summative assessments, are also subject to Board of Studies scrutiny, including external examiners. Curriculum design, strategic development and delivery is led by the Head of Veterinary Education with the Programme Strategic Assessment Framework document. Two Programme Leaders are responsible for coordination of the curriculum across years and work with year leads and module leads to ensure consistent application of our educational philosophy and assessment strategy. The Director of Clinical Training is responsible for the operational delivery of the final year intramural rotations and is supported by a team of dedicated Lecturers in Veterinary Clinical Practice (LVCPs) who are responsible for clinical coaching, assessment, and quality assurance during final year rotations. The Director of Veterinary Partnerships and Animal Resources is responsible for the quality assurance of the partnership network and the on-site and off-site animal resources required for the programme. Both Directors report to the Head of Veterinary Education. Oversight of student progression, learning and assessment is the responsibility of the Lecturers in Veterinary Clinical Practice (LVCPs). The LVCPs are University academic staff who have undertaken a bespoke training programme, developed in conjunction with the Department of Higher Education and incorporating the Post-graduate Certificate in Higher Education.

The module review template is a critical tool for monitoring module assessment performance, and for identifying improvements and innovation. The template includes an evaluation of the performance of examination questions including presenting a summary of question analytics and actions to be taken and observations by staff and external examiners. The external examiners' comments and the VEE's responses are recorded. There is a section on the student module valuation questionnaire (MEQ) outcomes and actions to be taken. Examples of free text comments are captured and a 'you said we responded' statement is expected. There is also a national students survey and module evaluation questionnaire action plan declaration section which includes declarations regarding; the marking criteria for all assessments have been embedded in the Assessment Briefing Templates on SurreyLearn; the assessments and marking criteria have been verbally described in detail prior to the commencement of the assessment; all in-class assessment feedback is returned within three weeks of the submission date; a deadline for providing feedback was included in the Briefing Template, and that feedback was provided during the module which was described at the start and at the end of the module.

The curriculum committee has two scheduled meetings a year dedicated to strategic planning to which student representatives from all years are invited.

Communication to staff occurs through VEE meetings, e-mails, the programme academic board, heads of departments biannual Learning and Teaching newsletters, the Learning and Teaching Matters SurreyLearn webpage with important information made available to staff and the Operations Committee. Bullet point summaries are sent to all academic staff for each meeting of the Curriculum Committee meeting. Communication to students occur through direct meeting with year cohorts, student year representatives, via the SSLC and e-mail. Bilateral communication between staff and students also occurs on the online platform MySurrey Voice where issues are raised by students and responded to by staff. There is an annual conference for our clinical partnership network members, and they have representatives on the IMR operations group, the IMR education advisory group and the curriculum committee.

Description of the link between learning outcomes and assessment design

The top-down outcomes-based curriculum drives our teaching and assessment strategy and assessment design. All modules have defined learning outcomes and all teaching activities within the module have defined learning objectives. The programme's Day One learning outcomes are underpinned by the module learning outcomes and which are in-turn underpinned by the teaching activity learning objectives. These learning objectives drive the resources and pedagogy needed to achieve the learning outcomes. Curriculum mapping of our learning objectives and outcomes is used to monitor and review the congruence between assessments and the learning outcomes. The programme assessment strategy framework is used to inform the assessments.

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.

Description of the system to certify student achievement of learning outcomes in the different subjects, years of study, etc.

The programme learning outcomes include the programme Day One Competences which are closely aligned to the ESEVT Day One Competences. The top-down design of the curriculum ensures that the ESVET Day One Competences are underpinned by appropriate module learning outcomes. Curriculum mapping, which links the programme module learning outcomes to the ESVET Day One Competences provides a list of the module learning outcomes which underpin the Day One Competences. These are periodically reviewed by the Curriculum Committee for alignment and scope. All modular assessments are blueprinted to the module learning outcomes. Progression between years requires that 105/120 credits within a level of study are passed ensuring the learning outcomes have been achieved. The underpinning learning outcomes for each ESEVT Day One competency within study levels and across the programme are provided here.

Achievement of the Day One Competences during the fifth year CCT are summatively assessed in using a portfolio, and four written case-based examinations. Included in the portfolio is a practice assessment of the following six categories of professional clinical practice: knowledge, clinical reasoning, technical skills, communication skills, patient care, and professional skills and behaviours. A case log, attendance log and skills log are also assets within the portfolio. Additional assets include Mini-CEX's in each core species, entrustable professional activities in surgery and anesthesia, case reports, and practice isolation facility reports. All final year students complete a self-assessment survey using a Likert Scale for each of the programme's Day One Competences after each 4-week CCT rotation. This is scrutinised by the LVCPs

and weaknesses identified. The D1Cs which are identified as weak by the student become a focus for remediation in the next rotation and become an objective for that rotation. The outcomes are then monitored by the LVCPs to ensure the required standard has been achieved. A final reflective essay on the DC1s by each student is a portfolio asset requirement.

Description of the strategy to encourage students to take an active part in the learning process

The University and the RCVS fitness to practice policies clearly define the expectations regarding student attendance and engagement with the programme of study and these documents are explained to all first-year students. Attendance registers are maintained for all teaching activities other than lectures and attendance metrics are defined and monitored. Criteria for attendance are provided and students are referred to their personal tutors and the VEE's Professionalism Group if there are persistent absences without due cause.

Students are encouraged to provide constructive criticism and suggestions for improvements or innovations. These are communicated through the Staff Student Liaison Committee (SSLC), which meets once a semester and has two student representatives from each year of the programme, through an online portal called MySurrey Voice (UniTu), and through the completion of the annual Module Evaluation Questionnaire. All changes to the curriculum syllabus and assessments are discussed and communicated to the student representatives at the SSLC with consultation with their respective cohorts. Input from students is encouraged in the two annual strategic planning meetings of the Curriculum Committee.

Assessments drive learning. Active learning through participation is encouraged through many of the practicals and group-based activities throughout the programme. Clinical skills learning is supported by two clinical skills laboratories. The students are guided by clinical skills logs to record their achievements through peer validation of their performance. Completion of these tasks is a portfolio requirement. Student portfolios are used in Years 1, 2 3, 4 and 5 to support and promote participation and active learning. Student achievement logs of key and desirable skills are also used to guide objective setting and targeted participation in animal husbandry and clinical extramural studies/EPT. A comprehensive final year assessment framework drives active learning in the intramural rotations. Objective setting is used to guide student learning in each of the intramural rotations. Please refer to the Year 5 Assessment Strategy Document. The participation and facilitation of the rotation learning is supported by the practice based clinical instructor mentors and the University veterinary clinical training fellows.

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 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.

Elective Practical Training

Extramural

During years 1 – 4 students must complete 38 weeks of elective practical training (EPT) which is extramural. This EPT consists of 12 weeks of animal husbandry EPT (AHEPT) and 26 weeks of Clinical EPT (CEPT). Skills logbooks are provided for both AHEPT and CEPT which are monitored by personal tutors. This occurs outside of the timetabled semesters.

Intramural
During the final year students undergo 28 weeks of scheduled intramural clinical training during scheduled semester time which includes six weeks of elective practical training (two weeks' referral practice and four weeks of equine or production animal or companion animal practice).

Core clinical training (CCT)
Twenty two weeks of intramural core clinical training which consists of four weeks of equine practice, four weeks of production animal practice, eight weeks of small animal practice, two weeks of veterinary pathology and clinical pathology, two weeks of veterinary public health and two weeks ECC rotation.

The programme learning outcomes include the programme Day One Competences which are closely aligned to the ESEVT Day One Competences. The top-down design of the curriculum ensures that the Day One Competences are underpinnedby appropriate module learning outcomes. Curriculum mapping, which links the programme module learning outcomes to the Day One Competences, provides a list of the module learning outcomes which underpin the Day One Competences. These are periodically reviewed by the Curriculum Committee for alignment and scope. All modular assessments are blueprinted to the module learning outcomes. Progression between years requires that 105/120 modules credits within a level of study are passed ensuring the majority of learning outcomes have been achieved. The remaining trailing 15 credits must be passed at the next available attempt. The number of underpinning module learning outcomes for each EAEVE D1C across the programme are provided here. The type and number of assessments used for each of the EAEVE D1Cs are shown here. The selection and guidelines for assessments are included in the Programme Strategic Assessment Framework.

In the fifth year, there are four case-based written summative examinations for each of the four core rotations namely: equine, production animal, companion animal practice, and veterinary pathology and public health, which are core units of assessments and must be passed. In addition, there is a portfolio. Included in the portfolio is a practice assessment of the following six categories of professional clinical practice: knowledge, clinical reasoning, technical skills, communication skills, patient care and professional skills and behaviours. Details of the CCT assessments can be found in the final year assessment strategy document Animal Husbandry EMS Skills Portfolio. All final year students complete a self-assessment survey using a Likert Scale for each of the programme Day One Competences after each 4-week CCT rotation. This is scrutinized by the LVCPs and weaknesses identified. The D1Cs which are identified as weak by the student become a focus for remediation in the next rotation and become an objective for that rotation. The outcomes are then monitored by the LVCPs to ensure the required standard has been achieved. A final reflective essay on the D1Cs by each student is a portfolio asset requirement.

Further details and links to reference documents are further provided in sections 8.1. and 8.4. Key documents include: the final year (Year 5 Assessment Strategy Document), the clinical skills portfolio for years 3 and 4 (Vet Med 1 Skills Log Year 3, Vet Med 2 Skills Log Year 3 and the Vet Med 3 Skills Log Year 4) and the Year 5 Key Skills Log.

Comments on Area 8
Standard setting has been introduced in response to comments from our external examiners and is applied to all examinations in the programme. In Year 3 semester 1 and semester 2, three 15-credit modules have been replaced by a single 45-credit core module entitled Veterinary Medicine 1 and Veterinary Medicine 2. In Year 4 semester 1 and 2 four 15-credit modules have been replaced by a single 60-credit core module entitled Veterinary Medicine 3. Strategically, this has allowed for greater integration of assessments and a reduction in assessment burdens on staff and students. In Years 1 and 2 there has been a reduction in the number of examinations because of examinations being online which has allowed greater integration of learning and the integration of high-resolution pictures and diagrams into the digital format.

Major recent changes and improvements have included:

Peer validation of a practical skills stations log and clinical examination has been introduced with each station requiring evidence of a minimum of two sessions in Year 3 and Year 4. Summative general clinical examination assessments in the horse, cow and dog assessment are now performed in Year 3. The final year structured oral examinations have been transformed into online written examinations. The format of the examination has been retained which assesses five categories: clinical reasoning, diagnostic interpretation, case management, the ability to summarise a case, knowledge, and judgement. The justification for this change includes: increased reliability, increased external examiner oversight as all examiners can examine scripts on each occasion, a record of student performance is available for further scrutiny and reference, there is a reduction in resources required including workload for staff and time dependency of assessment, a reduction in stress for students, candidate anonymity, removes any halo effect and bias and avoids lack of examiner uniformity in delivery of a structured oral.

The final year single best answer (MCQ) examination has been removed and the weighting of 40% assigned to the final SBA examination has been re-allocated to the Portfolio which was pass/fail but made no contribution to the final year mark. The rationale for this change is as follows. The SBA examination was a two-hour paper consisting of 80 SBAs blueprinted to 45 programme Day One Competences. Previously students have struggled with revision for this examination, despite formative questions being given to them. It was a very superficial assessment of their competency for each of the Day Ones and in many cases may not have been a particularly valid or reliable assessment of the D1Cs compared to other assessments used throughout the programme. The reduction in assessment load and the use of more authentic types of assessment where appropriate is consistent with the University's 12 principles of hybrid education 2022-2023. The portfolio assets drive learning during the rotations rather than the reflective final year SBA examination. The portfolio reflects the student journey through CCT. It documents multiple occasions when students are assessed by the practice based clinical instructor mentors in practice, and by the LVCP team via their portfolio assets.

Suggestions for improvement in Area 8

A new enhanced training programme for practice based clinical instructor mentors has been introduced this year and feedback is currently being monitored to gauge the impact. A new peer review of teaching format is being rolled out which includes all aspects of teaching including assessments.

Standard 8 References

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Area 9

Teaching and Support Staff

Area 9 – Teaching and Support staff

9.1 The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. A formal 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 staff and encouraged on a regular basis for all teaching staff. Most teaching staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

Table 9.1.1: Academic staff of the veterinary programme – number and qualifications.

	Non-Veterinarians			**Veterinarians**					
							Veterinary Specialists		
	BSc only	**MSc**	**PhD**	**BVSc or DVM only**	**MSc**	**PhD**	**Board Certifie dor Diplom a Holders**	**Board Certified / Dip Holders & Master's Degree**	**Board Certified / Dip Holders& PhD**
Head of VEE						1			
Professor			0.6			0.4		0.9	4.5
Associate Professor (Research and Teaching Track)			1						
Associate Professor (Teaching Track)				1	2				
Senior Lecturer (Research and Teaching Track)			5.5			1			
Senior Lecturer (Teaching Track)			0.8	3.7	1.9	3	1.75		
Lecturer (Research and Teaching Track)			2			1			4
Lecturer (Teaching Track)			0.5	15.9	6.2	4.4		1.8	1.05
Associates			0.1	0.1	0.8				
CIMs*	**79**								
Totals			**10.5**	**20.7**	**10.9**	**10.8**	**1.75**	**2.7**	**9.55**
Total (inc. CIMs)	145.**9**						**Veterinary Specialists: 14**		
Total FTE and percentage oftotal academic FTE	**Non-Vets: 10.5 (7%)**			**Vets: 135.4 (93%)**					

** The CIM calculation was reached through a calculation of CIM FTE based on time spent with students on rotation across the year.*

The data above was accurate at the time of writing (September 2023) and does not include: (i) Research track staff who are engaged in externally funded research (currently 15.4 FTE); and (ii) external lecturers who are paid on an hourly basis and contribute less than 10 hours per annum. The Staff List details staff, job titles, FTE and qualifications. At the VEE, Professors, Associate Professors and Assistant Professors (known locally at the VEE as Senior Lecturers and Lecturers) are all classified as academic staff, currently 67 FTE.

Clinical Instruction Mentors (CIMs)

Contracts are held directly with partner practices and Clinical Instruction Mentors are Veterinary Surgeons employed by the practices. Each practice must have a minimum of two trained CIMs. Each CIM will also be given 20 hours of training to become a CIM. CIMs must be qualified veterinarians but will have varying levels of qualifications, but at a minimum must be two years qualified with completion of RCVS Professional Development phase (PDP)/Veterinary Graduate Development Programme (VetGDP), or five years qualified without completion of PDP/VetGDP.

Unification of Academic Role Titles

On 1 August 2022, the University unified academic role titles across the Research and Teaching track. The unification of academic role titles was in response to feedback from academic colleagues regarding their job titles and formed part of the University's commitment to provide career pathways for academic staff. The unified titles are referred to in the below tables. It is important to note that the process only changed job titles and not any other role profile duties, work activities or work allocations. Academic staff members continue to be aligned to Research and Teaching track or Teaching track according to their role profile. Academic staff members were also given the choice to retain their title, for example where maintenance of their role title was important for professional identity to external groups. To note, the VCTF (Veterinary Clinical Teaching Fellow) role has changed to LVCP (Lecturer in Veterinary Clinical Practice) to align with this academic title unification.

Research and Teaching track (R&T) titles before 1 August 2022	Teaching track (T) titles before 1 August 2022	Practice	Unified Titles from 1 August 2022
Professor	Professorial Teaching Fellow	Professor in Practice	Professor
Reader	Principal Teaching Fellow		Associate Professor
Senior Lecturer	Senior Teaching Fellow		Senior Lecturer
Lecturer B	Teaching Fellow B		Lecturer B
Lecturer A	Teaching Fellow A		Lecturer A

Roles on Teaching track focus on assisting in developing teaching methods to enhance the student learning experience, assist in curriculum and course innovation and continually update subject knowledge and understanding and apply advances to programme development. Roles on Teaching track hold a greater focus on teaching and have minimal involvement in clinical research in line with the University's academic role profiles.

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 educational programme and fulfil the VEE's mission. A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, 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.

Table 9.2.1. Teaching staff involved with the core veterinary programme

Contract type	Academic Year			
	2022/23	2021/22	2020/21	Mean
Permanent	142	120.9	111.5	124.8
Temporary	3.9	5.2	4.5	4.53
Totals	145.9	126.1	116	129.3

*** All staff included in this table must have received training to teach and assess undergraduate students. This table includes Associate Staff and CIMs.*

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

Contract type	Academic Year			
	2022/23	2021/22	2020/21	Mean
Permanent	132.1 FTE	109.15 FTE	96.9 FTE	112.72
Temporary	3.3 FTE	3.9 FTE	3.8 FTE (9%)	3.7
Total	135.4 (93%)	113.05 (90%)	100.7 (87%)	116.38 (90%)

The above data for 2022/23 has been updated to include all staff who contribute to teaching within the VEE. The data has been updated to reflect CIMs for each academic year.

Table 9.2.3. Support staff of the veterinary programme

Contract type	Academic Year			
	2022/23	2021/22	2020/21	Mean
Permanent	84.63	86.53	83.63	84.93
Temporary	11.13	13.1	4.06	9.43
Total	95.76	99.63	87.69	94.36

The above data has been updated to include staff who support the VEE, yet are not within the VEE department or Faculty administration team.

Table 9.2.4. Research staff of the establishment

Contract type	Academic Year			
	2022/23	2021/22	2020/21	Mean
Permanent	0	0	2	0.67
Temporary	15.4	12.31	18.2	15.3
Total	15.4	12.31	20.2	15.97

The above data includes staff members within the VEE who are on research-only contracts.

Staffing Allocation

The allocation of staff to departments within the VEE is driven by: i) the needs of the curriculum; ii) research strategy; and iii) provision of appropriate mentorship. Growth in staff numbers has been driven by a staffing plan which describes the number of staff and skills required to deliver each module. There is flexibility within this plan should it become apparent that the VEE needs extra or differing resource. It must be noted that in 2023, there has been a recruitment freeze which has presented challenges to all areas of the University. However, the VEE has built a case for exceptional recruitment where required and is currently recruiting a Lecturer in Veterinary Education and Training (Research and Teaching).

Staff training

The Surrey Institute of Education has a portfolio of resources to support staff development of assessment skills and teaching practices such as focus guides and case studies of approaches to assessment and feedback from across the University. It also delivers the Post Graduate Certificate in Teaching and Learning in Higher Education (PGCTL) which is compulsory for all new staff (with less than three years teaching experience as part of their probation) and includes sections on assessment in higher education. The PGCTL offers a range of short, evidence-led workshops in professional development to enhance teaching and learning. Further development of staff assessment skills has taken place through relevant sessions during Learning and Teaching Away-days in the VEE and Faculty. Many VEE staff have attended VetEd and AMEE conferences where best-practice in assessment methods has been discussed. A bespoke programme of assessment training workshops has been delivered to the academic staff in addition to that provided by the PGCTL. Workshops and seminars run frequently within the VEE, for example a seminar on reporting descriptive statistics took place on 19 September 2023. A list of VEE-based workshops can be found here. In addition, there is a monthly VEE-based e-learning forum and a journal club.

Internal staff training needs are recognised either on recruitment, or through the University's Probation Process or University's Annual Academic Appraisal. The training needs of extramural staff involved in IMR supervision (Clinical Instruction Mentors) are addressed in the IMR Operational Document. Additionally, CIMs receive teaching and learning updates during the Annual Partner Conference. The VEE has also implemented a peer-review of teaching programme (Peer Pedagogic Interaction) as part of a University-wide roll out. Each academic within the VEE is required to have a teaching activity reviewed by an academic colleague and perform an assessment for an academic colleague. The Peer Pedagogic Interaction is based on reflection and supportive development, with the aim to enhance engagement and learning about teaching practice. This process will provide an opportunity to share pedagogic practices within the disciplines and beyond and can be included as part of the appraisal process and evidence to be included for the promotion application process, if appropriate. Staff within the VEE have access to the University's wide range of learning and development opportunities beyond training in learning and teaching. These include supporting managers through the Managers' Foundation Programme, where participants receive access to the Institute of Leadership and Management's website tools and resources to continue their knowledge and leadership capability. The University courses also support the wellbeing of staff and equip staff to support others as well as raising awareness of Equality, Diversity and Inclusion. In addition, all staff have access to Career Development Plan tools and LinkedIn Learning with videos on hundreds of topics covering technical, interpersonal, and practical skills.

Assessment of Teaching Competence

Teaching staff are generally required to hold at least three years prior teaching experience and/or to hold a teaching qualification. This is not a prerequisite for clinical appointments as new starters in clinical positions will be supported through a bespoke pedagogical training for the role and complete a Post Graduate Certificate in Learning and Teaching. A full staff list which includes teaching qualifications is available here. The PGCTL is accredited by the Higher Education Academy (HEA) at Fellowship level. For staff wishing to gain a higher level of teaching competence, the University offers a Masters in Higher Education with three members of staff from the VEE currently enrolled and support for those wishing to apply for Senior Fellowship of the Higher Education Academy (currently six staff have completed this).

Post-graduate Researchers involved in ad-hoc teaching are unable to do so without successfully completing two of the PGCTL modules.

Provision and facilitation of learning opportunities within the partner practice is provided by the Clinical Instruction Mentors (CIMs) who are partner clinicians trained in mentorship by the University and are responsible for the delivery of agreed learning objectives. All CIMs are practising members of the RCVS and wholly employed by the partner practices. Completion of CIM training is audited by the LVCP team.

CIMs and LVCPs have numerous points of contact to allow them to discuss student needs and progression normally on a fortnightly basis, with a minimum of a pre- and mid-placement discussion, and an end of placement review. CIMs are recognised as academics by the RCVS as they are involved in teaching of students and this teaching is quality assured by academics within the VEE (LVCPs) to ensure that this quality is of the expected standard, for example in collecting data and ensuring any gaps are addressed.

Outside Work and Consultancy

The University has a firm commitment to collaboration with commercial and clinical partners to share and build knowledge and it recognises that staff in clinical disciplines need to maintain their professional competency. The University has a team dedicated to providing advice on external consultancy and expert services and they are the first point of contact for all staff wishing to engage in any form of additional work.

Prospected number of FTE academic and support staff of the veterinary programme for the next three academic years

Growth in staff numbers has been driven by a staffing plan which describes the number of staff and skills required to deliver each module. The VEE undertakes a review of staffing annually or more regularly if required to ensure teaching and research activities are effectively resourced.

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 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.

Scientific and Continuing Professional Development meeting attendance is encouraged through provision of each member of staff with an annual budget of £1,000 per FTE for this purpose. Attendance and presentation at scientific meetings is recognised as beneficial to individual development and raising the profile of the VEE. All staff within the VEE receive a 50-hour allocation in the workload planning model for Academic Development which includes 50 hours CPD. In the academic year 2022/2023, the department has provided £68,372.94 to support these activities. The University also has a Travel Fund for Teaching Track academics to attend conferences, targeted at those who are presenting. Each award is valued at £1000 to cover attendance, travel and accommodation. Within the VEE, five were awarded the Travel Fund in the 2022-23 academic year and at the time of writing, one colleague has been awarded since the start of the academic year (2023-2024). This included colleagues attending Vet Ed (Edinburgh), European Association of Veterinary Pharmacology and Toxicology Congress in Belgium and International Veterinary Simulation in Teaching (inVEST) 2022 conference.

Sabbatical/study leave is an important feature of the University's commitment to strengthening the skills, knowledge and expertise of its staff. Applications are considered by the Executive Dean of the Faculty against specific criteria including potential impact on the student experience and length of service. In recognition of challenges of semester or year-long sabbaticals and as part of the drive towards a vibrant teaching and research culture, the Faculty have created a tailored programme called 'Protected Time for Education Focused Research' to support teaching focused staff to apply for time out of teaching to focus on their research. This was awarded to one colleague in 2022 and one colleague in 2023. Successful applicants are encouraged to seek support and mentorship from an educational researcher in the Surrey Institute of Education within the University, to receive guidance on project design, ethical issues, data analysis and support the production of a high-quality output.

It is a key mandate of the University to support staff returning to work after taking any form of parental

leave. To assist academic staff to continue to grow their skill set, the Vice Chancellor Travel award and Vice Chancellor Returner award was established to assist returning academics to attend conferences by paying any cost of extra or amended childcare as well as travel costs to such events. During the academic year 2021/2022 two Vice Chancellor Travel awards were issued to VEE staff and in the academic year 2022/2023 two Vice Chancellor Travel awards were issued.

Award-bearing courses undertaken by VEE staff may be supported by the University if directly related to the role. Time off to attend examinations is permitted but this must not be at the expense of the student experience. To date, financial support and time off has been granted to staff undertaking an MSc in Veterinary Epidemiology and Public Health, Coaching training, study leave to pathologists taking board exams and another member of staff undertook a part-time Graduate Diploma in Law.

Veterinary academic staff within the VEE are provided with maintenance of clinical skills in clinical practice and in the academic year 2022/2023, the VEE undertook 140 days of maintenance of clinical skills where they are provided focused time to immerse themselves in clinical practice and improve their skills. The Lecturers in Veterinary Clinical Practice won a Collaborative Teaching Award in December 2021 which recognised the commitment to bringing new staff on board and including them in their collaborative working.

Description of the peculiarities of the work contract for academic staff (e.g., permanent versus temporary, balance between teaching, research and services, continuing education)

All academic staff regardless of contract type can access professional development opportunities, development support and line management direction during their time at the University. Workload for staff is managed through the University Workload Allocation Model which the VEE adheres to. Within this model, expectations about teaching load are defined with allowances being made for research active staff and extra administrative jobs e.g., programme leader, module leader, administration duties. Staff receive allocated time for academic scholarship and professional development.

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.

Staff Performance

All staff are appraised annually, with interim meetings according to need. The University has a dedicated staff development team that provides a range of personal development courses, coaching, mentoring etc. To date, two members of staff have used the coaching/mentoring service with numerous others making use of in-house development courses. Underperformance is addressed at the earliest opportunity in an attempt to resolve it informally. The University has comprehensive policies on Capability and Disciplinary matters which address both the informal and formal stages of management. The probationary period for staff can also be extended if they require additional support to help them in meeting their probation targets.

Promotion

The University operates an annual promotion round for academic members of staff. The success of promotion is determined by Promotion Committees either within the Faculty or the University, depending upon the level of appointment. Promotion cases are considered on the basis of contributions to teaching, management/administration, and research (if on the research pathway). Details of the full process can be found here. A promotions workshop is held annually to help staff develop strong cases and to dispel myths

surrounding promotion. During the 2023 promotion round, 18 colleagues were promoted, which is seven more colleagues than in 2022. A greater number of colleagues were promoted at Senior Lecturer, Lecturer B and Research Fellow B level than in 2022.

Promoted to:	Number of those promoted 2022:	Number of those promoted 2023:
Professor	2	0
Associate Professor	0	3
Senior Lecturer	4	7
Lecturer B	4	7
Research Fellow B	1	2
Total:	**11**	**19**

Technical and support staff are promoted on an ad-hoc basis where there is a strong case that a role is now needed to deliver work at a level of higher capability, and it has been demonstrated that the post holder is demonstrating these higher competences. To ensure fairness and equality, a full recruitment process is undertaken.

Supporting and Mentoring Staff

All junior staff are appointed a mentor in the VEE who will offer support and advice in addition to that provided by the line manager. This occurs both informally and through the formal probation process. Additionally, staff have a designated 'senior colleague', often someone from another VEE, who can offer advice and support about career development. The Staff Development team also offer one-to-one mentoring focusing on the individual's development needs. The University supports employees before, during and upon their return from maternity, paternity, adoption, surrogacy and parental leave. It is expected that those on Research and Teaching track roles would have a reduced teaching and administration load for three months after their return to work. This is a temporary adjustment to the normal workload balance, intended to facilitate staff reaching their research targets. One team member launched 'Tea for Two' in November 2022 for the University to encourage networking for academics to support colleagues' personal development, including access to new research opportunities and sharing knowledge across different areas of the University.

9.5 A system for assessment of teaching and staff must be in operation and 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.

All staff receive student feedback via an online Module Evaluation Questionnaire (MEQ), the outcome of which is measured against University benchmarks. The VEE has one of the highest average MEQ scores in the University. MEQ results are included in the academic staff appraisal process and shared with module and programme leads to ensure student feedback is appropriate considered and acted on as required.

Description of how and by who the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff is decided, communicated to staff, students and stakeholders, implemented, assessed and revised

The University has a raft of policies designed to make it an attractive and rewarding place to work. These include, amongst others, policies on equality, flexible working, parental leave, time off in lieu, wellbeing and harassment and bullying procedure. The University has developed the benefits offering and has made these more prominent for staff through a 'My Pay and Benefits' platform where staff can view and access University benefits as well as their total reward statement. The University has recently launched an Employee Assistance Programme which includes access to counselling, a subject specialist or private GP appointments and the managers within the VEE can signpost this service to aid staff wellbeing. Staff

engagement and satisfaction is measured annually through the People Survey. Based on the results of the People Survey a VEE level action plan is developed on an annual basis which is designed to address the specific concerns that are raised through the staff survey. Furthermore, individual staff development plans are created during the annual appraisal process. At VEE level, staff engagement has been enhanced through a number of initiatives designed to create shared ownership of the VEE's mission, vision and values. Staff members who demonstrate University values of inclusion, innovation, inspiration and integrity are recognised and rewarded through the University's Values Award scheme. During 2022/2023, 30 colleagues in the VEE secured at least one Values Award.

The University is dedicated to ensuring that best practice is undertaken during all recruitment campaigns, with diversity being fully embraced at the University. This culture is supported by University policies, including a Recruitment Code of Practice, which ensures that advertisements, selection criteria, interview questions and selection panels follow best practice and to prevent any group from being unconsciously put at a disadvantage at any stage of the recruitment process. The University's Diversity 200 Project introduced changes to our recruitment processes to be more inclusive and compel everyone at the University to look at all aspects of the Recruitment and Selection process with an aim to increase the ethnic and gender diversity of our academic staff and professional services teams. The University's ability to offer visa sponsorship assists in allowing a varied and diverse staff base to develop within Schools at the University. The VEE has supported eight members of staff to travel to destinations such as India, Ghent, Lyon and Canada to forge collaborative relationships. All staff are required to undertake 'Unconscious Bias' training to increase awareness of the impact of unconscious bias on everyday tasks as well as recruitment. During this course employees are taught to recognise when unconscious bias may affect decision making and steps that should be taken to prevent any bias influencing actions. The University provides LinkedIn Learning access for all staff with over 50 courses on hiring and interviewing techniques and training for hiring managers, including courses of Internal Interviewing, Job Market Basics and Fair and Effective Interviewing for Diversity and Inclusion.

Comments on Area 9

Staff morale is generally good and there continues to be a shared enthusiasm for innovative veterinary education. Challenges to staff recruitment and retention include the high cost of living in the South East of England and competition for staff with specific expertise e.g., veterinary pathology. Many early recruits to the VEE have been promoted internally or have been appointed to more senior positions externally. The introduction of Sections has provided the opportunity for nine colleagues to undertake greater leadership responsibilities as Section Leads. The VEE has also seen an increase of internal promotions in the 2023 academic promotion round with 18 successful academic colleagues, which is an increase from 11 academic colleagues in 2022. This indicates the VEE's success in developing staff and supporting them to achieve their career ambitions and was reflected in a higher score in career development in our People Survey 2023.

Suggestions for improvement on Area 9

The VEE has been committed to reviewing the feedback of staff carefully to identify improvements. Following The People Survey in 2022, the VEE has put a number of actions in place including: line managers receiving coaching on recognising staff achievements during appraisal meetings, Heads of Department to communicate major achievements and ensure that every member of staff has a meeting with their line manager to discuss progress towards their career goals. The People Survey 2023 was released in September 2023 and the Senior Management Team are carefully reviewing the feedback of staff members to identify areas of improvement with the support of the VEE's Human Resources Business Partner.

Area 10

Research Programmes, Continuing and Postgraduate Education

Area 10 – Research Programmes, Continuing and Postgraduate Education

10.1 The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the veterinary degree 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)

One Health One Medicine

The VEE fully embraces the One Health One Medicine philosophy in delivering its world-leading, multi-disciplinary and translational research programme. Currently our research activities are led by 26 research track tenured members of the academic staff within the VEE (19.2 FTEs), who manage and supervise a thriving research community made of 23 post-doctoral researchers and 41 PhD students based either at the SVM or our partner institutions, the Animal and Plant Health Agency (APHA) and the Pirbright Institute. Since its inception in 2014, the VEE has managed to secure over £15 million in research funds, to support projects the results of which have been published in over 600 high impact publications, 30% of which ranked as papers of international relevance by external reviewers. Our portfolio of research activities spans across four main areas – communicable diseases, non-communicable diseases, digital innovation for animal health and pedagogical research – and include projects related to human, animal and environmental science. The projects are often interdisciplinary in nature, thanks to collaborations across Faculties and Schools fostered through initiatives such as the recently generated institutes for Artificial intelligence and Sustainability and our partnerships with other national and international organisations.

Teaching-track staff: contribution to research

Staff at the VEE are divided in Research track academics and Teaching track academics. The Research Section of the Veterinary Clinical Sciences Department has recently welcomed two new members and an additional three starting in 2024. All the other sections within the Department include at least one Research track academic and/or Teaching track academic with previous research experience (MSci, MRes or PhD). While research targets are set based on annual financial targets and are equally distributed across research track academics, all members of staff are requested and encouraged to take part in research-related activities. Teaching track academics research-workload allocation results from a discussion between staff members during the annual appraisal process, in which staff's ambitions and aspirations for further professional development are taken into consideration by their line manager. Hence Teaching track academics are fully supported in participating in research activities. This has resulted in many of them publishing their research in peer reviewed journals (Table 1 Publications by Teaching Track Academics). Some papers derived from collaborations between multiple members of staff, members of our technical team and clinicians working at our partner practices (Table 1 Publications by Teaching Track Academics), representing tangible examples of a thriving and very collegial research culture. Several Teaching track academics have presented their work to conferences (Table 2 List of abstracts participation in conferences by teaching track academics).

Some Teaching track academics have also been active in pursuing opportunities to fund their research: Sian Rosser, a member of the LVCP team obtained an internal fellowship to have one month of protected time to dedicate to research. Dr Charlotte Maile, Teaching Fellow in Veterinary Clinical Sciences applied for four grants (one to Innovate UK, two to the Horseracing Betting and Levy Board and one to The Petplan Charitable Trust) to fund her research on equine exertional rhabdomyolysis. Dr Sharmini Paramasivam, Associate Professor in Clinical and Behavioural studies, has been the leader of the Animal Neighbours' Project Animal Neighbours' Project - Keep Wildlife Wild, which she has been supporting through internal and external funds (Primate Society Great Britain Conservation Grant £1,250 https://www.psgb.org/pages/56-2022-grantees; Think Global Fund, University of Surrey, £2,450 –

Changing policy and practice: National symposium to reduce human wildlife conflict in Malaysia, International Primate Society travel grant £500 (RM3000)). The results of this work were presented at IPS conference in Sarawak, Malaysia in August 2023 and supported activities conducted at the Faculty of Health and Medical Sciences (FHMS) summer school in Malaysia. This project has been having an enormous impact on the Malaysian community and it is currently under development as one of the impact cases for our VEE for the next REF2028 exercise. A number of Teaching track academics were also exposed to discussions involving research-related activities in the context of Erasmus placements at the universities of Calgary, Lyon and Ghent. Teaching staff are invited to the annual Partner Conference, which has a dedicated research session, where they can share research ideas with our partners and can foster collaborations. Teaching staff have also been invited to present at the weekly research seminar, which is organised in conjunction with the School of Biosciences. The first Department away day took place on 16 August. This was intended to be an opportunity for teaching and research staff to share ideas and to raise awareness of the research ongoing within the two departments and maximise the opportunities for further collaborations.

A research-led curriculum

Both pre-clinical and clinical research conducted by VEE staff underpin the delivery of teaching in the curriculum. For example, our pre-clinical physiology and cellular biology related research in the cardiovascular and musculoskeletal fields supports the delivery of the first year Structure and Function 1 and 3 modules (VMS1003 and VMS1005). Our research activities in infectious diseases, pathology and epidemiology feed into most of the modules delivered in Year 2 of the curriculum: animals in Society (VMS2008) uses the Veterinary Pathology Centre's post-mortem examination service to illustrate principles of surveillance. Pedagogical research on student preparedness factors for clinical training conducted by one of our previous PhD students, Dr Jenny Routh, now a member of the LVCP team, will be delivered to UG students in the VMS4009 One-Health module with teaching starting in the current academic year. Research track academics working in the Veterinary Clinical Sciences Department teach in several modules across the curriculum. These Research track academics include: Dr Oni, Lecturer in intensive Animal Health and Production, who teaches poultry and swine-related content in Years 1, 2, 3 and 5; Prof Rusbridge, a worldwide renowned neuroscientist teaches Years 1, 2, 3 and 4 students; Prof Proudman, who has significant expertise in equine gastroenterology and epidemiology, teaches Years 1 – 4. Prof Bacon, owner and director of Aura Veterinary, a centre of excellence for animal oncology, teaches across all years in the curriculum. Dr Armstrong, a Cert AVP equine veterinarian teaches equine medicine to Years 1, 3 and 4 and on the Year 3 student research module. Finally, Prof Wolfensohn, a diplomat of the European College of Animal Welfare and Behaviour Medicine, teaches to all our cohorts of students. Our teaching is research-led and evidence-based, hence all these researchers use their own research work within their teaching.

Pedagogical research is ongoing within the department which informs our teaching, and an evidence-based programme assessment strategy is used to ensure high reliability and high validity of the assessments and is described in Area 8. The VEE hosted the annual Veterinary Education Conference in 2021 and will host the 8th International Veterinary Simulation in Teaching (InVeST) Conference next year. The conference is an 'international forum for learning and networking between researchers, developers and educational institutions on the rapidly growing use of simulation in veterinary education'. Mrs Priya Sharp, one of our Teaching track academics, is the primary organiser for this event.

The 3rd year research project

In addition to day-to-day lectures, all academic staff are required to supervise Year 3 students in the preparation of their research projects, which are the focus of modules VMS3008 and 3009 (see dedicated

section below). **Table 10.1.1. (Table 3) List of the research projects currently active at the VEE.** For ease of reference, this table can be accessed here, together with a Table illustrating Major Sources of Research Funding.

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

BVMSci Research Module VMS3008/3009

The VEE's mission is: 'To inspire and educate veterinary professionals who will advance veterinary medicine to meet the needs of a changing world.' We believe that student engagement in research is important to develop critical thinkers who can identify problems, formulate hypotheses, design experiments, interpret data and evaluate outcomes. These key skills are applicable to clinical practice as well as careers in research. The Year 3 research modules provide every student with the knowledge research methods and an opportunity to engage in research. In the first semester within the module VMS3008 'Veterinary Research Methods and Evidence-based Veterinary Medicine', students learn the key principles underpinning pre-clinical, clinical and pedagogical research and the basic principles of research analysis including statistics and how to write a scientific publication. This module also supports the development of skills required to practice evidence-based veterinary medicine which is further developed in clinical case presentations in Years 3 and 4 and in the Final Year CCT Portfolio case reports and Knowledge Summaries. During the second semester, as part of VMS3009, the students then apply these principles to work on their research projects, facilitated by a member of the academic staff.

Each member of academic staff is responsible for providing and supervising a number of student projects. The projects stem from original research questions devised by the academic staff, which can vary in the type of topic, from pre-clinical to clinical to pedagogical research. Projects can be done in collaboration with members of our partner network, including veterinary practices, the Pirbright Institute and the Animal and Plant Health Agency (APHA). Students may engage with on-going projects such as those in vHive and in the Veterinary Pathology Centre. By providing students with a period of 11 weeks to conduct a research project, they can fully engage with all aspects of research: design, data collection, analysis and scientific writing and are encouraged to co-author publications with their project supervisors when possible. Staff are invited to attend training meetings that help them formulate research questions as well as how to facilitate the work and the analysis of the results collected by their students. Several members of the teaching staff use third year projects to collect data, which has resulted in publications and presentations at conferences such as VetEd (see examples in Table 2). During their final year rotations, the students are considered as members of the veterinary practice, and as such are invited to participate in research-related activities such as journal clubs, when these take place within the practice, or collection of data for clinical research. Students are invited to attend such activities if they coincide with their placements. As such, they can put in practice theories and methodologies learned in Year 3. As part of the student's final year portfolio submission, they are required to undertake a clinical audit in which they must incorporate the principles of evidence based veterinary medicine. Engagement amongst our students with research is evidenced by high levels of participation in veterinary societies including Pathology, Zoology and One Health. Veterinary researchers are invited by our student societies to talk about their work, thereby modelling research careers to our undergraduates. In 2016, 2020 and 2023 the VEE was awarded the INSPIRE award offered by the Academy of Medical Sciences. These provide funding for various activities designed to engage and inspire students in biomedical research. The awards are being used to fund student summer research projects, veterinary research careers events, training in research skills and a vHive (see below) digital innovation club.

Focus on digital innovation: vHive

The Veterinary Health Innovation Engine (vHive), was launched in April 2016. This programme is a joint initiative between the VEE, the 5G Innovation Centre and the Centre for the Digital Economy (Surrey Business School) and has received investment of £6m over three years from the University, eM3 local

enterprise partnership and Zoetis. vHIVE was recently relaunched as vHIVE 2.0 with a new, major investment from Zoetis. Student engagement has included participation as research volunteers in projects such as the validation of a collar-mounted accelerometer for predicting the behavioural states of dogs. The use of vHive data for third year student research projects demonstrates the VEE's commitment to Veterinary Futures objectives around innovation.

Focus on innovative service delivery benefitting research

Animal health surveillance delivered on behalf of Defra by our Veterinary Pathology Centre, demonstrates innovative approaches to service delivery. The VEE provides a distributed post-mortem examination service for farmed livestock using a unique PathPal app and database. Data is used for reporting individual cases and also collated by APHA for national disease surveillance.

Description of the minimum requirements for the graduation thesis

Our final year students are not required to provide a dissertation at the end of their studies.

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

Table 10.3.1. Number of students registered at postgraduate clinical training

Discipline	No. of Residents	Diploma Anticipated
Veterinary Anatomic Pathology	1	Dip. ACVP
Small Animal Medicine	1	Dip. ECVIM

The VEE's residency programme is in its infancy. A joint residency training programme (small animal medicine) has been generated in collaboration with one of our clinical partners. This programme combines the clinical expertise and caseload of the partner clinical practice and the research expertise and supervision of the VEE. While there is the ambition to grow our offer in terms of residency programmes, these are still under discussion/development. The small number of residency positions within the VEE means that conflict over case management is not an issue. The first pathology resident has successfully completed their residency and passed their Board exams securing membership with the American College of Veterinary Pathology.

Table 10.3.2. Number of students registered at postgraduate research training

Degrees	1. AY	AY-1	AY-2	Mean
PhD	36	39	41	38.6
Others (specify)				
Total	36	39	41	38.6

PhD students: the number of PhD students has been growing year on year, thanks to the award of internal and external funding sources. **Table 10.3.3. The VEE does not have other postgraduate courses other than PhD and residencies.**

Table 10.3.4. Number of attendees to continuing education courses provided by the VEE

Date	Topic	Hours	Attendees
29/09/2020	Handling Challenging Conversations	2	8
28/10/2020	Working with Teams	2	10
19/11/2020	Introduction to Human Factors	1.5	12
28/01/2021	Disruptive Education	1.5	36
17/02/2021	Clinical Governance – Clinical Governance Introduction	1	30

03/03/2021	Clinical Governance – Clinical Audits	1	25
17/03/2021	Clinical Governance – Reducing Errors	1	24
31/03/2021	Clinical Governance – Dealing with Errors	1	20
21/04/2021	Diversity and Inclusion	1	6
19/05/2021	Active Listening	1	4
03/11/2021	Culture of Care and Values	1	21
16/02/2022	BVCIS: Disability, Chronic Illness and CMS	1.5	3
23/03/2022	Sustainability in Veterinary Practice, session 1	2	22
27/04/2022	Sustainability in Veterinary Practice, session 2	2	8
25/05/2022	Prescribing and Dispensing: Checking your medicine management, are you keeping it legal and safe?	1.5	36
08/06/2022	Prescribing and Dispensing: Medicine Errors	1.5	27
03/08/2022	ECC on a Budget	1	17
10/08/2022	ECC: Emergency diagnostics –'one drop of blood'	1	12
17/08/2022	ECC: Surviving your first night on call	1	8
26/10/2022	Fixing fractures in first opinion, reversing the rage for referral	1.5	25
09/11/2022	An orthopaedic smorgasbord: update on some common orthopaedic conditions	1.5	11
23/11/2022	Can't walk, can't wee: examination and decision making in acute spinal cases	1.5	9
15/02/2023	Equine stud work	1.5	15
01/03/2023	Goats – infectious and Contagious Diseases and Other Diagnostic Dilemmas	1.5	6
15/03/2023	Common Conditions in Backyard Chickens	1.5	6
29/03/2023	Handling an Equine Welfare Call	1.5	6
19/03/2023	Approach to Common Problems in Alpacas	1.5	5
03/05/2023	Approach to Common Problems in Donkeys	1.5	4

Date	VEE Partner Conferences	Hours	External Attendees	Staff Attendees	Total Attendees
02/12/2020	Virtual Partner Conference 2020	6	44	20	64
15/12/2021	Virtual AGM 2021 and Keynote Speech: Overcoming the challenges of IMR	1	9	25	34
13/07/2022	VEE Partner Conference 2022: IMR Looking to the Future Day 1	4	44	50	94
14/07/2022	VEE Partner Conference 2022: IMR Looking to the Future Day 2	5.5	47	50	97
22/06/2023	VEE Partner Conference 2023: Together we can be even better Day 1	6	38	40	78
23/06/2023	VEE Partner Conference 2023: Together we can be even better Day 1	5.5	39	40	79

The University has been delivering veterinary continuing education since 2012. The delivery of industry-relevant short courses, to meet local and national training needs has been a key element of the VEE's partner engagement strategy. Annual Partner Conferences have been held every year since 2016, a continuing education event for our partnership network that focused on delivery of clinical teaching. This annual forum is an ideal platform for engaging partners in veterinary education and to seek their feedback on course content and design. Covid-19 caused huge disruption to CPD activity, and it will be another year before previous levels of activity are achieved. The VEE has developed a proposal to offer a Postgraduate

Certificate in Veterinary General practice. The Royal College of Veterinary Surgeons (RCVS) is the professional statutory registration body for veterinary surgeons in the UK. To register as a veterinary surgeon in the United Kingdom, overseas veterinary surgeons who have not graduated from an approved designated VEE have to pass the RCVS registration examinations. There is a high demand to obtain this qualification, due to a recognised shortage of clinicians in the UK due to several circumstances (e.g., increased number of companion animals after Covid-19, reduced number of practitioners due to Brexit) and a lack in academic courses providing targeted support for candidates. The proposal is for an online modular postgraduate certificate in veterinary general practice that will support candidates for the RCVS registration examinations and veterinarians who wish to return to general practice following a career break. The proposal has now been approved by the Faculty of Health and Medical Sciences and has progressed to the University Executive Board Academic Leadership Group for approval and we hope to start the course in AY 2024/2025.

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.

Both Research track and Teaching track academics have a specific proportion of their time allocated to undertake both discipline specific and pedagogic research supported by their managers. This is actioned through:

- The appraisal process. If it is agreed by the line manager that the postholder will be carrying out research, time will be identified to enable this to take place and appraisal targets will be set accordingly. Section leads will ensure that all staff have a personal development plan. This should form part of and be reviewed as part of the annual appraisal process.
- Activity of the Workload Planning Group that meets regularly. Its membership includes HoDs and Section leads, Programme Directors and the Research Director who discuss and implement the best strategy to distribute workload evenly as referenced in the Strategic Operating Plan 2020-25.
- Opportunities for training in research skills for all staff, e.g., dedicated series of workshops to upskill staff, in statistics, research design, hypothesis formation.
- Staff have access to resources on SurreyLearn, including a site dedicated to promoting and facilitating undergraduate research opportunities.

Involvement of Research Students in Teaching

Post graduate research students are encouraged to be involved in teaching according to the University's Code of Practice for Postgraduate Researchers who Support Teaching. Given appropriate training and experience, they can demonstrate in teaching sessions which is of benefit to undergraduate students and to their own personal development. PGR students are also encouraged to co-supervise undergraduate research projects. Research project and practical class demonstration is always under the supervision of academic staff.

Residencies, MSc and Continuing education programmes

The Research Committee is the forum for coordination of VEE research activity and for discussion and approval of strategic initiatives designed to enhance the VEE's research culture. The Committee is chaired by the Research Director of the VEE. Continuing education courses can be proposed by either members of staff or UG and PG representatives and discussed within the bimonthly meetings of the committee. Final approval of the courses is then granted by the Operations Committee who assess the feasibility of the event from a logistical perspective. If the course requires to be financially supported by the VEE, the person/group proposing it is required to seek approval by the SMT. A full list of past VEE based workshops can be accessed here. The Veterinary Residency Training Programme Committee terms of reference are to approve: the VEE's residency programmes, residency workload, the recommendations of the interview

panel and monitor the progress of residents, request and monitor feedback from the residents and primary supervisors, make recommendations to the SMT for future residencies and residency funding. The committee meets a minimum of twice annually. The VEE does not currently have active MSc programmes.

Postgraduate research programmes

The allocation of funds for University funded PhD studentships is decided by the Faculty Research Degrees Committee upon consultation with the Faculty Executive Board. The Doctoral College at the University of Surrey supports the academic and professional development of postgraduate researchers by monitoring their progression through the course of their studentship. Prospective supervisors usually compete for funding through yearly rounds of internal competitions. Deadlines for application are communicated to members of the academic staff via e-bulletins and through PGR directors. Studentships are advertised externally through the portal of the University of Surrey or through external websites (e.g., FindAPhD.com). The Faculty Research Degrees Committee terms of reference can be found here.

Assessment and revision

Residencies: The primary responsibility for a specific residency lies with the primary supervisor. Oversight is provided by the Veterinary Residency Training Programme Committee, tasked with approving the VEE's residency programmes, residency workload model and with monitoring of the resident's progress.

Postgraduate education programmes

PhD studentships: Assessment of PhD programmes is controlled by the Faculty Research Degrees Committee (FRDC). who include the PGR directors of the VEE and the Faculty Research Committee. Changes in regulations are discussed among the FRDC committee and need to be approved by Senate prior to their implementation. Changes in regulations are then communicated to staff and students via PGR directors and e-bulletin. PhD students can feedback to the Establishment on their course of study through a yearly Postgraduate Research Experience Survey and through communicating with their PGR representatives and PGR directors. Both PGR representatives and PGR directors report students' feedback within the Research Committee meetings at the FRDC meetings, thereby feeding students' perspective into decision making. For a comprehensive review of the regulations related to the assessment of PhD students please refer to the University Code of Practice.

Comments on Area10

Our research activities represent the foundation of several parts of our curriculum and provide evidence to the students of the importance of research for the development of clinical practice and its never-ending improvement. Teaching-track academics are encouraged and facilitated in participating in and leading research projects of different natures – pre-clinical, clinical and pedagogical – which contribute to the growth of the VEE and its international scientific reputation. Clinical research has been supported through the appointment of additional members of staff who are actively engaging with our partner practices and with commercial partners.

Suggestions for improvement on Area 10

New residency programmes are under discussion, and we are actively seeking partners within our partner networks who can fund or co-fund them. Tracking of research outputs and impact derived from our research is still difficult to track, especially in the pedagogical research field. With the help of the administrative team, the VEE databases which facilitate monitoring of all research activities are under development.

List of ESEVT Indicators and Appendices

ESEVT Indicators

	Name of the VEE :	**University of Surrey**				
	Name & mail of the VEE's Head	**Kamalan Jeevaratnam**				
	Date of the form filling:	**23 February 2024**				
	Raw data from the last 3 complete academic years	**Year -1**	**Year -2**	**Year -3**	**Mean**	
1*	n° of FTE teaching staff involved in veterinary training	145.9	126.1	116	129.33	The contribution of the practice based clinical instructor mentors (CIMS) has been added to this ind
2	n° of undergraduate students	739	767	686	730,67	
3*	n° of FTE veterinarians involved in veterinary training	135.4	113.05	100.7	116.38	The contribution of the practice based clinical instructor mentors (CIMS) has been added to this ind
4	n° of students graduating annually	158	138	114	136,67	
5	n° of FTE support staff involved in veterinary training	95.76	99.63	87.69	94.36	
6	n° of hours of practical (non-clinical) training	1044	1044	1044	1044	Including a minimum of 6 hours per 15 credit module of guided flipped learning
7	n° of hours of Core Clinical Training (CCT)	1108	1108	1108	1108	Recalculated as CCT (including training in years 1-4) i.e. intramural EPT now removed)
8	n° of hours of VPH (including FSO) training	203	203	203	203	
9	n° of hours of extra-mural practical training in VPH (including FSQ)	37,5	37,5	37,5	37,5	1 week mandatory EMS
10	n° of companion animal patients seen intra-murally	35913	51722	16462	34699	Recalculated with numbers extrapolated from student case logs
11	n° of individual ruminant and pig patients seen intra-murally	8832	14697	7923	10484	Recalculated with numbers extrapolated from student case logs
12	n° of equine patients seen intra-murally	9527	18989	6509	11675	Recalculated with numbers extrapolated from student case logs
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	3934	3588	1630	3050.7	Recalculated with numbers extrapolated from student case logs
14	n° of companion animal patients seen extra-murally	0	0	0	0,0	Pre June 2023 SOP change, cases seen row 14-17 would all apply as EPT
15	n° of individual ruminants and pig patients seen extra-murally	0	0	0	0.0	Pre June 2023 SOP change. cases seen row 14-17 would all apply as EPT
16	n° of equine patients seen extra-murally	0	0	0	0.0	Pre June 2023 SOP change. cases seen row 14-17 would all apply as EPT
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	0	0	0	0,0	Pre June 2023 SOP change, cases seen row 14-17 would all apply as EPT
18	n° of visits to ruminant and pig herds	1106	966	798	956.7	Recalculated as each student will go on each organised visit
19	n° of visits to poultry and farmed rabbit units	158	138	114	136,7	Recalculated as each student will go on each organised visit
20	n° of companion animal necropsies	677	582	314	524.3	Number of necropsy case exposure per student.
21	n° of ruminant and pig necropsies	779	621	410	603.3	Number of necropsy case exposure per student.
22	n° of equine necropsies	158	165	114	145,7	Number of necropsy case exposure per student.
23	n° of rabbit, rodent, bird and exotic pet necropsies	569	469	296	444.7	Number of necropsy case exposure per student.
24	n° of FTE specialised veterinarians involved in veterinary training	14	14	14	14,0	
25	n° of PhD graduating annually	6	4	4	4.7	
Text 1*:	The contribution of the practice based clinical instructor mentors (CIMS) has been added to this indicator. The annual contribution by the CIMs is 0.5FTE/student across the 24 weeks of work-place based clinical training undertaken by each student during their final year rotations.					
Text 3*:	The contribution of the practice based clinical instructor mentors (CIMS) has been added to this indicator. The annual contribution by the CIMs is 0.5FTE/student across the 24 weeks of work-place based clinical training undertaken by each student during their final year rotations.					

Name of the VEE:	University of Surrey				
Date of the form filling:	23 February 2024				
Calculated Indicators from raw data		**VEE values**	**Median values[1]**	**Minimal values[2]**	**Balance[3]**
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,177	0,15	0,13	0,051
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,852	0,84	0,63	0,222
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,690	0,88	0,54	0,150
I4	n° of hours of practical (non-clinical) training	1044,000	953,50	700,59	343,410
I5	n° of hours of Core Clinical Training (CCT)	1108,000	941,58	704,80	403,200
I6	n° of hours of VPH (including FSQ) training	203,000	293,50	191,80	11,200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	37,500	75,00	31,80	5,700
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students gradu	253,895	67,37	44,01	209,885
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of stude	76,712	18,75	9,74	66,972
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annual	85,427	5,96	2,15	83,277
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students gra	22,322	3,11	1,16	21,162
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	7,000	1,29	0,54	6,460
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	1,000	0,11	0,04	0,955
I14	n° of companion animal necropsies / n° of students graduating annually	3,837	2,11	1,40	2,437
I15	n° of ruminant and pig necropsies / n° of students graduating annually	4,415	1,36	0,90	3,515
I16	n° of equine necropsies / n° of students graduating annually	1,066	0,18	0,10	0,966
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	3,254	2,65	0,88	2,374
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduatin	0,102	0,27	0,06	0,042
I19	n° of PhD graduating annually / n° of students graduating annually	0,034	0,15	0,07	-0,036

Comments, ESEVT Indicators

Tracking of ESEVT indicators suggests the VEE is progressing in line with sector average values and in some instances suggest above average access to certain numbers. The VEE continues to monitor these indicators and maintain an evidentiary profile of how the VEE continues to deliver to the required standard via objective assessment of these indicator values. The school continues to increase staffing resources in a sustainable way through strategic appointments both in Research and Teaching track. Continued investment is additional. It is vital to point out that students at the VEE additionally receive high level interactions with advanced practitioners and specialists as part of their CCT rotations.

Suggestions for Improvement, ESEVT Indicators

The indicators will guide the VEE future planning approaches ensuring that areas where numbers could benefit from improvement are provided additional resources and support. Work is ongoing to increase offerings in the postgraduate area of study and supporting further growth in residency programmes ensuring undergraduate students continue to get exposure in an academic environment with differing career profiles and stages.

Appendices

Appendices are provided separately in one document with links for ease of navigation to embedded documents. This excludes website links referenced within the SER.

Glossary

AHEMs	Animal Husbandry Extra Mural Studies	SSLC	Staff Student Liaison Committee
BVMSci	Bachelor of Veterinary Medicine and Science	TL	Teaching Laboratory
CCT	Core Clinical Training	UEC	University Education Committee
CIMs	Clinical Instruction Mentors	VEE	Veterinary Educational Establishment
CSL	Clinical Skills Laboratory	VLE	Virtual Learning Environment
EPT	Elective Practical Training	VPPH	Veterinary Pathology and Public Health
FHMS	Faculty of Health and Medical Sciences	VPT	Veterinary Placements Team
IMR	Intramural Rotations	VSC	Large Animal Veterinary Clinical Skills Centre
LVCP	Lecturer in Veterinary Clinical Practice	VSM	Veterinary School Main Building
PBL	Problem Based Learning	VSP	Veterinary Pathology Centre
PRSB	Professional, Statutory and Regulatory Body	VTH	Veterinary Teaching Hospital
SMT	Senior Management Team		

Our mission is to inspire and educate veterinary professionals who will advance veterinary medicine to meet the needs of a changing world.

Our vision is to educate confident and compassionate veterinarians committed to animal welfare, who through clinical and scientific excellence, contribute significantly to society with professionalism and integrity. We will deliver world-leading, multi-disciplinary, translational research and innovative education through local and global partnerships to benefit veterinary and human medicine.

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