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Undergraduate Student Handbook

School of Veterinary Medicine and Science

September 2023

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Note: This Handbook should be read in conjunction with policies and procedures defined in the University Quality Manual (www.nottingham.ac.uk/quality-manual)

Welcome

On behalf of all the staff in the School, I would like to welcome you to our university. We hope that you will be happy here and that you will be successful in achieving both your academic and personal goals. As you know the BVM BVS course you are about to embark upon is innovative and groundbreaking. We hope that you feel the same excitement about being part of the UK's leading Veterinary School as all the staff!

As a veterinary student both your workload and the amount of time spent in classes will be greater than that of students on many other courses; your academic terms will also be different to the University terms, and you will be required to undertake EMS placements in your vacations. Although some self-study time may be timetabled within the day, this alone will not be sufficient for you to master key concepts; you should expect to work outside of the timetabled day as well.

We expect you to set yourself higher standards than maybe you have ever done. You are embarking upon a career requiring the highest personal and professional standards. You will frequently encounter patients, clients, members of the public and members of the veterinary and related professions. You should always remember that you have responsibilities to, and you will be judged by, each of these groups. You will be considered in all these professional circumstances to be a representative of the Nottingham Veterinary School and the University of Nottingham, and we ask that you act with the integrity that such a role demands.

We also hope you make the most of the opportunities to broaden yourself, to follow your own passions and talents, to grow into a unique and accomplished individual, not to be content just to be part of some crowd. But we also expect you to balance your academic and social life. University is not all about studying – there are lots of activities at Sutton Bonington Campus and the wider University for you to get involved in!

This Handbook provides generic information about the school for students on both the 5-year and 6-year courses, and includes details about your teaching, learning and assessment, pastoral support and your time as a student; the handbook should be read in conjunction with your Animal Placement or Extra Mural Studies Handbook.

Professor Gary England

Foundation Dean

1 SCHOOL INFORMATION

The school is led by the Dean of School, who is fully responsible for the strategic direction, quality management and operational and financial performance of the school. The school is organised into three Academic Divisions (Divisions of Veterinary Medicine, Veterinary Surgery and Animal Health and Welfare) and an Administrative Division. The three Academic Divisions deliver the curriculum; the Academic Support and Administration Division supports all aspects of your experience here at Nottingham. Several Sub-Deans have been appointed to provide strategic input into discrete functional activities; these are supported by an administrative team or individual, normally in the school.
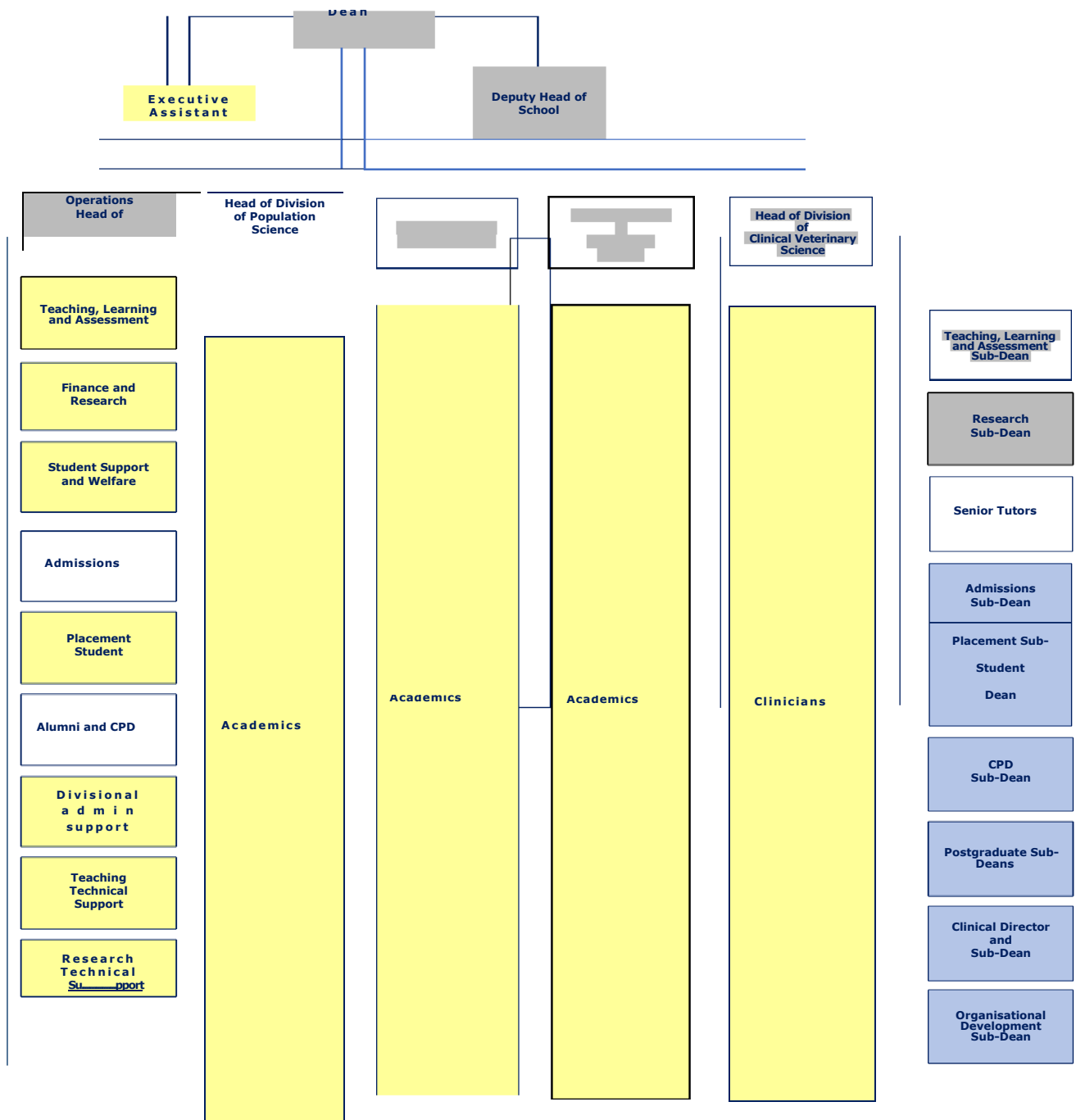
Figure 1. Structure of the School   3

As you may be aware, Nottingham Veterinary School is in the unique position of not having an animal hospital on site. We believe that whilst having an animal hospital may bring in some interesting and unusual referral cases, it is more important for you to get a sound grounding in the types of cases you can expect to see every day once you are in practice.

The school has established relationships with key Clinical Associates, where you will be based during your Clinical Rotations in Year 5 and visit throughout other years of your course.

Contact details for all staff can be found at:
www.nottingham.ac.uk/vet/people/index.aspx

2 TEACHING AND LEARNING

2.1 Studying Veterinary Medicine and Science at University

Compared with your previous experiences, you will find many differences, both in what you study and how you study at Nottingham. Here we outline some of the more general requirements and advice.

The way the subjects are taught will also almost certainly be different from what you have experienced before. There is much more emphasis placed on you, the student, learning for yourself. You are likely to be set problems designed to test whether you have really understood what the material was about. It is unlikely that you will be able to sit down and solve all these straight away; more probably, you will have to think about how what you have seen in your teaching sessions can be adapted, and you will almost certainly have to go and try to find out information from other sources (such as the library or using online resources). You may have to chew over the problems, coming back to them over the course of several days. In addition, you should realise that information from all teaching formats will be examined, and that you should not only concentrate on clinical information but also the science underpinning clinical concepts and applications.

The most important difference is that you have much more autonomy here. You will be treated as an independent adult and as such you will have the final responsibility for your own studies, so you need to have quite a lot of self-discipline and self-motivation. Time-management is perhaps the most important skill to acquire, and we help you acquire this and other important study skills.

2.2 Course Structure

The veterinary undergraduate BVM BVS with BVMedSci curriculum is taught using a modular system:

- The Preliminary / Gateway Year (the first year of the 6-year course) will establish the basic building blocks of veterinary science, namely animal biology, chemistry and animal care and behaviour. Students will also learn essential study skills, such as use of resources, mathematical skills, and concepts, learning and assessment strategies. Students undertake 2 weeks of Animal Care placements.
- Years 1 and 2 of the 5-year course develop learning primarily about the 'normal' animal using clinical case examples and scenarios. Veterinary Professional skills will focus on learning and professional development, communication and clinical skills and the role of the Veterinary Surgeon.
- Year 3 will provide a research focus leading to the Bachelor of Veterinary Medical Sciences degree.
- Years 3 and 4 will develop learning about animal production, trauma management, disease processes, diagnosis, and therapeutics. This part of the course will also integrate learning of pathological processes with the food industry, zoonotic disease, and public health. Veterinary Professional skills will be expanded to incorporate business skills and entrepreneurship.
- Year 5 will consist entirely of Clinical Rotations with clinical teaching provided by university and/or Clinical Associate staff within a hospital / practical / laboratory setting.
- In addition to the standard academic years teaching, students will also undertake a total of 12 weeks Animal Husbandry EMS and 26 weeks Clinical EMS over the 5 years of the course (these requirements have currently been reviewed and temporarily revised due to the impact of Covid-19. Please consult the EMS handbook and the placements office to check current requirements).

2.3 Modular Teaching (Preliminary / Gateway Year and 5-year course)

The curriculum has been designed using an integrated modular system.

In the Preliminary/Gateway Year, there are 7 modules on key areas of animal science - animal biology, chemistry, animal care and behaviour and mathematics. In Years 1 and 2, the major body systems will be delivered as modules which cover structure and function in the normal animal (Veterinary Neuromuscular System, Veterinary Circulatory and Respiratory Systems etc.). Each of these systems is revisited in Years 3 and 4, when the clinical aspects of disease, diagnostics and treatment are delivered. Details of modules are available online on the University's module catalogue (http://modulecatalogue.nottingham.ac.uk) and will be provided to you on the eLearning system (Moodle).

Block Modules

Block modules are generally the systems-based modules on the 5-year course and science modules in the Preliminary/Gateway Year. They are delivered over a short consecutive period (e.g., 8 weeks), and usually occupy the bulk of the time during the week's timetable. All the body systems are delivered as block modules.

Long modules

In addition to these 'short' system-based modules, there are also long modules running throughout the year. These long modules cover some of the key skills and knowledge required across the veterinary field (for example Animal Care and Behaviour and Maths in the Preliminary/Gateway Year, Animal Health and Welfare in Year 1). By delivering these long modules throughout the year, they will provide a natural progression of knowledge, and vertical integration of essential key skills and knowledge into the systems-based block modules.

Synoptic teaching

Veterinary Professional Skills will be delivered in the synoptic teaching block. In addition, some sessions will be provided during the year where needed to support learning and assessment. In years 1 and 2 there are 6 weeks of synoptic teaching before the revisions and assessment period. During these 6 weeks each student will be timetabled to attend 2 weeks of Veterinary Professional Skills, the remaining 4 weeks can be spent completing EMS or taken as holiday time. This allows small group work for the development of professional skills essential for success on the course and in your future career. This module requires students to be proactive about their own learning and skill development, work effectively within a team and develop a reflective approach to their learning.

Research module (Year 3)

All students will undertake a research project during Year 3 which will form part of the requirements for the Year 3 Bachelor of Veterinary Medical Sciences (BVMedSci) degree.

Integration of the Years 1 - 4 Modular Teaching

The course is designed to allow considerable integration:

- Each of the systems-based block modules are integrated horizontally with input from various aspects of the veterinary school. For example, Year 1 and 2 systems-based modules cover anatomy, physiology, biology, regulation, adaptation and repair, examination and diagnostic techniques and normal clinical findings for each of the body systems.

- The use of clinical case material and clinical skill development ensures vertical integration within the curriculum.
- Key concepts of professional development are brought together within the synoptic teaching block in Veterinary Professional Skills

Clinical Rotation Teaching (Year 5)

Students undertake a series of Clinical Rotations that comprise small-group clinical teaching in the hospital / practice / laboratory situation. Teaching and learning are based upon observation, discussion and practical experience; at each institution students are under the supervision of university academic staff placed at, and working within, the institution. The Clinical Rotations will be delivered over a period of 50 weeks, starting after Year 4 exams. During the 50 weeks, students will complete Clinical Extra Mural Studies, and independent study / vacation, in addition to the Clinical Rotations.

Copyright

In the course of their duties, members of the University generate numerous materials in which copyright will subsist.

Copyright is a non-registrable legal protection which arises as soon as relevant creative output is recorded. It allows the copyright owner to take action to prevent the unauthorised copying or use of any literary, dramatic, musical or artistic work in which there is an element of creative effort.
Thus sharing lecture material, course materials, academic books and papers, textbooks, figures, technical drawings, research data, PowerPoint presentations, conference papers, posters, web pages, software and theses will all be copyright protected.

The medium by which the products of creative effort are presented is immaterial to their capacity to receive copyright protection, so that digital or hard copy versions are protected equally.

2.4 Extra Mural Studies (EMS) and Animal Care Placements

Animal Husbandry and Clinical Extra Mural Studies (EMS) are organised in accordance with recommendations as defined by the RCVS. EMS exposes students to the practical, ethical, financial, managerial, and inter-personal aspects of professional practice. Students will undertake EMS throughout the curriculum and during vacations (further details are in the Animal Husbandry and Clinical EMS Handbooks):

- Animal Husbandry EMS is scheduled in Years 1 and 2, and a total minimum of 12 weeks is required.
- Clinical EMS is scheduled from Year 2, and a total minimum of 26 weeks is required.

Students in the Preliminary / Gateway Year undertake 2 weeks of Animal Care Placements (a farm/production animal placement and a veterinary nursing placement); further details are in your Placement Handbook. This counts towards the weeks required for Animal Husbandry EMS (these requirements have currently been reviewed and temporarily revised due to the impact of Covid-19. Please consult the EMS handbook and the placements office to check current requirements).

2.5 Timetable

The timetable for the Preliminary / Gateway Year and the 5-year course is shown in Appendix A. Please note timetable weeks are only schematic as the exact dates will vary depending on the University calendar and year by year variations. The following table classifies each module by year, type of module and the credits assigned to the module.

Year	Module title	Module	Credits
Preliminary / Gateway	Animal Biology 1. Cell Structure and	Block	30
	Biochemistry Animal Biology 2. Body Systems	Block	15
	Animal Biology 3. Health and Disease	Block	15
	Chemistry 1. Atomic Structure and Bonding	Block	15
	Chemistry 2. Compounds and Reactions	Block	15
	Introductory Maths	Long	15
	Animal Care and Behaviour	Long	15
			Total 120

Year	Module title	Module	Credits
1	Veterinary Neuromuscular System	Block	40
	Veterinary Circulatory and Respiratory Systems	Block	40
	Veterinary Professional Skills 1	Long	20
	Animal Health and Welfare	Long	20
			Total 120

Year	Module title	Module	Credits
2	Veterinary Endocrine and Integument System	Block	30
	Veterinary Urogenital System	Block	30
	Veterinary Gastrointestinal System 1	Block	40
	Veterinary Professional Skills 2	Long	20
			Total 120

Year	Module title	Module	Credits
3	Fundamentals of Clinical Practice	Block	40
	Veterinary Public Health	Block	20
	Veterinary Research Project	Block	30
	Veterinary Professional Skills 3	Block	30
			Total 120

Year	Module title	Module	Credits
4	Veterinary Clinical Science: Equine	Block	50
	Veterinary Clinical Science: Farm	Block	50
	Veterinary Clinical Science: Small Animal	Block	80
			Total 180

5	Module title	Module	Credits
	Veterinary Clinical Practice: Small Animal	Rotation	50
	Veterinary Clinical Practice: Equine	Rotation	40
	Veterinary Clinical Practice: Large Animal and	Rotation	50
	Veterinary Public Professional Health Skills 5	Rotation	40
			Total 180

Table 1 Curriculum structure

Please note that the review of the year 4 and 5 curriculum is ongoing and therefore subject to change

2.6 Attendance

'Students must attend all teaching activities necessary for the pursuit of their studies, undertake all associated assessments and attend meetings and other activities as required by their School or the University.' (Nottingham University Quality Manual 2016)

Manual - https://www.nottingham.ac.uk/qualitymanual/registration-and-attendance/regs-governing-attendance-and-engagement.aspx

Definition of compulsory teaching:

- All facilitated clinical relevance sessions delivered through Microsoft Teams are defined as compulsory, since nonengagement will have a significant impact upon group working.
- Practical sessions involving live animal handling or laboratory inductions may be defined as compulsory if there is a clear health and safety need for that session to be compulsory.
- Where no compulsory sessions exist in a week (e.g., Preliminary / Gateway year), one session per week will be defined as compulsory so that student attendance can be recorded weekly.
- Engagement with Lectures, Directed Learning Sessions and other practical sessions is the responsibility of the individual student. Students who are absent from such non-compulsory sessions are themselves responsible for covering materials delivered in the session and undertaking essential reading.
- Attendance at Year 5 Clinical Rotations is covered by a different policy which is publicised to the relevant students at the time.
- Attendance may be informally monitored during any session; therefore, you are required to bring your university card to all timetabled sessions to register attendance

A notification of absence form should be completed for every period of absence. Absence from non-compulsory sessions will not be considered as a valid reason for an Extenuating Circumstances application, without supporting evidence, as outlined in the Quality Manual.

2.7 Teaching Formats

The Veterinary School curriculum is delivered in several different formats (set timetables are in place for years 1-5 and are shown in Appendix B). We have deliberately chosen a variety of methods because each provides distinct advantages as well as giving different learning experiences.

It is important to recognise that all the learning has been carefully planned and that all materials delivered both directly and indirectly (for example directed study classes) are a necessary part of your training; each of the formats will contribute equally to the examinations that you undertake. You will need to review all leaning objectives for each week and ensure that you personally have addressed these during the week.

Lectures (L) (5-year course)

What are they? Lectures are normally delivered to the entire year by one or two academic staff. Usually, the Lecturer will use PowerPoint or other presentation materials that will be made available to you on Moodle (the eLearning package used by the school). Lectures will be delivered via a blend of live and pre-recorded sessions. All lectures will be recorded and the recordings available through Echo 360 which can be accessed via Moodle. Lecturers will also use Microsoft Teams to support in the delivery of online lectures, it is important you are familiar with this system. Team groups for you to join will be set up at the beginning of term.

You may be provided with additional supporting material on Moodle.

You are advised to download any materials you need for your class before the class commences to ensure that you have access to it if required.

How do they work and what do they achieve? Lectures are useful for getting information to many students at the same time, but they should not be seen as being entirely passive. Many of our lectures will be interactive in that you may be asked to break into small groups for short discussions, or to use a voting system to provide immediate feedback.

You are encouraged to ask questions during, and at the end of, a lecture through live online discussions.

Lectures provide an introduction and overview to key topics which will be further developed in self-study or practical sessions. Lectures are critical parts of the course in that the Lecturer will have assimilated many areas of reference for you into a logical and structured order.

What are your obligations? Prior to the lecture you should prepare by revisiting any related material that you have previously been taught. Lecture material will also be available in advance, on Moodle, and you may find it helpful to go through this in advance. The lecturer will provide an outline structure for the areas and will direct you to other reference materials. You may be directed to other reference sources to use before or after the class and these will be identified as either: (1) Essential Reading; you are expected to use these resources to build upon the lecture, (2) Additional Reading; these are useful to the subject area or (3) Further Reading; resources you may look at if you are really interested in the subject area.

You need to recognise the limitations of the lecture format and understand there is more to the subject area than will be delivered in a lecture. You will need to review the learning objectives and ensure that you have covered these from the lecture and the additional resources to which you have been directed.

You will need to take some notes during a lecture. Material delivered in lectures will be examined. Lectures are recorded and can be accessed in Moodle.

Seminars (S) (Preliminary/Gateway Year only)

What are they? Seminars are normally delivered to the entire year by one or two academic staff. They will be interactive and usually the Lecturer will use PowerPoint or other presentation materials that will be made available to you on Moodle (the eLearning package used by the school). Students will participate in group work and other learning activities. Some seminars will be delivered online for the academic year 2020/21.

You may be provided with additional supporting material on Moodle.

You are advised to download any materials you need for your class before the class commences to ensure that you have access to it if required.

How do they work and what do they achieve? Seminars are useful for getting information to many students at the same time, but they should not be seen as being entirely passive. They will deliver key facts and concepts and will be interactive in that you may be asked to break into small groups for short discussions, or to use a voting system to provide immediate feedback.

You are encouraged to ask questions during, and at the end of, a seminar.

Seminars provide an introduction and overview to key topics which will be further developed in self-study or practical sessions. Seminars are critical parts of the course in that the Lecturer will have assimilated many areas of reference for you into a logical and structured order.

What are your obligations? The lecturer will provide an outline structure for the areas and will direct you to other reference materials. You may be directed to other reference sources to use

before or after the class and these will be identified as either: (1) Essential Reading; you are expected to use these resources to build upon the lecture or (2) Additional Reading; these are useful to the subject area.

You need to recognise the limitations of the seminar format and understand there is more to the subject area than will be delivered in a seminar. You will need to review the learning objectives and ensure that you have covered these from the seminar and the additional resources to which you have been directed.

You will need to take some notes during a seminar. Material delivered in seminars will be examined. Seminars are recorded and can be accessed in Moodle.

Practical Classes (PC) (5-year course and Preliminary/Gateway Year)

What are they? Practical classes are normally delivered to all or a proportion of the year. Frequently there will be several stations or events that groups will rotate through during an entire morning or afternoon session. There will usually be several staff and postgraduate students teaching or facilitating during these sessions. You will need to refer to instructions for individual practical sessions on Moodle for PPE requirements and group timings. It is essential that these instructions are adhered to for us to deliver face to face practical teaching safely in 2020/21.

Practical classes may include live animal examinations, dissection, histology classes, investigative and diagnostic techniques, laboratory classes, case discussions etc.

Presentation material and task sheets will be delivered to you on Moodle, you must prepare for all practical classes by looking at this material PRIOR to the session.

For a small number of classes, you may be provided with laboratory or practical books to bring to the class, or we may ask you to print material yourself (provided via Moodle) to bring to the class.

How do they work and what do they achieve? Practical classes are useful for the development of skills as well as applying your knowledge. Practical classes are an essential element of a clinical vocational course. Practical classes are highly interactive, and you will be expected to be active in your participation. Our practical classes are run within a very supportive environment however the staff will ask questions of the group and individuals to ensure that you have grasped key concepts.

You are encouraged to ask questions throughout although you may have to find the answers yourselves as part of your training.

What are your obligations? You will need to review all learning objectives and ensure that you have covered all of these from both the practical and the additional resources. You may be directed to other reference sources to use before or after the class and these will be identified as either: (1) Essential Reading; you are expected to use these resources to build upon the lecture, (2) Additional Reading; these are useful to the subject area or (3) Further Reading; resources you may look at if you are really interested in the subject area.

You may need to take some notes during a practical class.

Material delivered in Practical Classes will be examined and is essential preparation for EMS, Year 5, and your future career. Classes are not recorded.

Directed (Structured) Study Classes (5-year course and Preliminary/Gateway Year)

What are they? Directed (structured) study sessions will be organised in several different formats. The classes have guidelines on time limits for study (which is normally timetabled) but you may find that you need, or want, to work on the material outside of the timetabled period.

These formats include Self Directed Learning (SDL) and Directed Group Learning (DGL).

These are normally discrete sessions which follow on from lectures that deliver key concepts. They are essentially knowledge-transfer sessions where you will be directed to specific resources to gather information for yourself.

Normally you will not be given additional

notes. Directed Group Learning (DGL)

You will be expected to work as a team of up to 12 students. You will be given specific learning objectives which develop the knowledge given during lectures and practical classes. You will be directed to specific learning resources, but you do not need to limit yourself to using only these.

These classes may be facilitated by a lecturer.

How do they work and what do they achieve? Self-study is highly structured in the early years, but you will be encouraged to develop more independent learning as the course progresses. The work produced will often be reviewed in other teaching sessions, which may either be a facilitated class, or your group may be asked to present the work to the entire year.

Directed (structured) study sessions are excellent for consolidating thinking and allowing you to develop concepts further. You will become familiar with finding resource material, assimilating new information and putting this into context.

When you are directed to study alone this will have been planned to help develop self-motivation, self-reliance and time keeping skills.

As well as the typical academic outcomes, small group working encourages the development of other skills including: an understanding of working with professional colleagues, respecting differences of opinion, understanding different ways of working and group communication.

What are your obligations? You will need to decide the social and record keeping rules of your work group and how you will access and use resources and present your work if that is required. As you will not normally be provided with additional notes or materials (other than the learning resources to which you have been directed) you will need to review the learning objectives at the end of the week and ensure that you have addressed these. It is your responsibility to cover these areas and it is likely that you will need to work some evenings and weekends.

Material delivered in Directed Learning sessions will be examined.

Clinical Relevance Classes (CR) (5-year course only)

What are they? Clinical relevance sessions are normally organised within small groups. You will be expected to work as a team of up to 8 students online through Microsoft Teams.

Cases and materials will usually be delivered to you via Moodle.
You will not normally be provided with additional notes.

Where learning outcomes are used (and they are not for every session) these are normally delivered after the session or at the end of the week.

How do they work and what do they achieve? Clinical relevance study is more structured in the early part of the course. During these sessions staff facilitators are available to help the group to work through the material. Normally each facilitator will have 2 groups to support, their role is to guide students through the process not to provide answers to the questions.

The outcomes will help you use the clinical cases and clinical information to develop clinical reasoning, principles of diagnosis and differential diagnosis.

Clinical relevance sessions are excellent for consolidating thinking and allowing you to develop clinical concepts and understanding.

As well as the typical academic and communication skill outcomes of working in small group working you will recognise that there may not always be a 'right' answer. You will understand that your peers process information in different ways and have different moral, ethical and professional opinions.

What are your obligations? You will need to decide the social and record keeping rules of your work group and how you will access and use resources and present your workings if required.

As you will not be provided with additional notes or materials other than the learning resources to which you have been directed you will need to review all learning objectives at the end of the week to ensure that all areas have been covered.

It is your responsibility to cover these areas and we expect that you will need to work some evenings and weekends.

Material delivered in Clinical Relevance sessions will be

examined. Wrap up sessions

What are they? Wrap up sessions are normally delivered to the entire year by one or more academic staff. They will be interactive and usually the Lecturer will use PowerPoint or other presentation materials that will be made available to you on Moodle (the eLearning package used by the school).

You may be provided with additional supporting material on Moodle.

You are advised to download any materials you need for your class before the class commences to ensure that you have access to it if required.

How do they work and what do they achieve? Academic staff will cover key concepts, may recap aspects of teaching, or summarise teaching throughout the week or module. Sometimes the Lecturer will include a quiz to test your knowledge and understanding.

You are encouraged to ask questions during, and at the end of, the wrap-up session.

What are your obligations? The lecturer will provide an outline structure for the areas and will direct you to other reference materials. You may be directed to other reference sources to use before or after the class and these will be identified as either: (1) Essential Reading; you are expected to use these resources to build upon the lecture or (2) Additional Reading; these are useful to the subject area.

You will need to take some notes during a wrap up session. Material delivered will be examined.

Summary of terminology

L	**Lecture**
S	Seminar
PC	Practical Class
SDL	Self-Directed Learning DGL Directed Group Learning

2.8 Teaching materials

The University uses Moodle as its repository and e-learning delivery mechanism.
Each delivery session will have information on Moodle which includes:

- The main concepts and content of the delivery session, including the learning objectives.
- Reading categorised as:
  - (1) Essential Reading; you are expected to use these resources to build upon the lecture
  - (2) Additional Reading; these are useful to the subject area or
  - (3) Further Reading: resources you may look at if you are really interested in the subject area.
- Student requirements (in terms of location, equipment and clothing requirements and timings)
- Web links to other learning materials (such as videos)
- The presentation given if the session is a lecture

Please note some material may also be time delivered.

You are required to print or download this material as no handouts will be provided.

2.9 PebblePad Portfolio (5-year course only)

You will be expected to keep a Portfolio both during the 5-year course at Nottingham and throughout your career as a veterinary surgeon. A Portfolio is a collection of information and evidence, usually in written form, of the products and processes of learning. It provides evidence

of achievement and personal and professional development through the critical analysis of its contents.

You will complete a Portfolio over the whole 5 years you are at Veterinary School. However, the initial set of learning outcomes for which you must collect evidence run over the first 3 years of the course and need to be completed to obtain the BVMedSci degree. Your portfolio in years 4 and 5 will relate to the RCVS Day one competencies. You will be given further details of the portfolio during the Veterinary Professional Skills module. You will need to add to your portfolio throughout the year and your progress will be monitored by your Personal Tutor. In addition, there will be time to gain feedback on your work during the synoptic teaching time.

Your Portfolio is a requirement to pass each year of the BVMedSci and BVM BVS course. But more importantly than this it is an essential tool to help you collate your learning. There is a lot of information you need to take on board to become a qualified vet, and a Portfolio will organise this and enable you to easily refer to your experiences as you progress through the five years. It can be used to analyse your experiences and give you the opportunity to:

- Demonstrate how your knowledge and skills develop while on the course on an individual and a professional level and to review and reflect upon your progress.
- Demonstrate the attainment of practical skills and provide evidence of specific aspects of personal and professional achievement.
- Demonstrate the practical application of underpinning knowledge.
- Begin to develop the skills of planning, implementing, and evaluating your own work.
- Demonstrate your progress to others.
- Set personal and professional goals and identify the next steps in your career development.

Portfolios will form an important part of your post qualification period as a new vet, and so getting in the habit of completing it regularly is an important part of your development as a professional. The Portfolio will be your property and responsibility and the documents and evidence you collect throughout the course will act as a resource for your future personal and professional development.

2.10 Reflective Diary (Preliminary/Gateway Year only)

Students in the Preliminary/Gateway Year will be expected to complete a Reflective Diary for both their farm/production animal placement and their veterinary nursing placement. These diaries should provide an analysis of your observations and experiences which will be useful for their personal and professional development when you progress to the 5-year course.

2.11 School Smallholding and Small Animal Facility

The Veterinary School has its own small holding and small animal facility on site. Its purpose is to provide you with animals that can be used for everyday teaching and practical's.

Students will take it in turns in their tutor groups to look after the animals for a 7-day week in both the morning and evening each day. This is compulsory.

Further details on rotas and duties will be displayed on the Year 1 noticeboard in Week 3 and a briefing will be given for all Preliminary/Gateway year students.

2.12 Advice for succeeding

As a student you need to manage your own learning and to become an active, independent, and self-motivated learner. You will face challenges such as dividing your time effectively, taking useful lecture notes, reading for maximum understanding and above all, asking questions and thinking critically about the material on your course. You will need these skills because the teaching methods (e.g., lectures, laboratories, tutorials, small group sessions and practical's), reading requirements and criteria of evaluation in university are different from those which you experienced in school. To help you to do your best here are some practical tips:

- Listen carefully in teaching sessions
  - Good note-makers are "prospectors" rather than "sponges" - they listen for key ideas (nuggets of gold) instead of trying to write down every single word uttered by the lecturer. If you think you missed something important, or struggle with a key concept, don't be afraid to approach your lecturer. Lecturers are glad to meet enthusiastic students!
  - Students can also revisit material delivered in lectures and seminars through lecture capture recordings on Moodle.
- Establish a study routine
  - A prepared mind is a focused mind. Plan your week to ensure that you have dedicated time for study. This routine approach prevents you from waiting to be in the "right mood" to study.
  - Tidy your study environment
  - Most people prefer neat to cluttered environments. Therefore, try to keep your desk as a workplace not as a storage place. This will encourage you to return to your study environment regularly.
- Ask questions before you read
  - "Studying" involves more than reading: It involves reading with a purpose - to obtain specific answers to specific questions. Questioning promotes active learning in three main ways. First, it forces you to think critically about what you are reading because you must distinguish between "relevant" and "irrelevant" information (based on whether it helps to answer your specific study question). Second, it improves memory - the more questions you ask, the more you relate new information to what you already know. Finally, questioning increases concentration by focusing your mind on only one target at a time. Therefore, you should specify two or three study questions before you read your books or notes.
- Use summary sheets
  - As you read, make brief summaries of any information that seems relevant to your study questions. This condensed information will help you to prepare exam answers

and retain information. If possible, avoid such techniques as underlining, transcription or photocopying as they do not condense the material that you wish to learn.
- Reward yourself for work done – not work avoided!
  - o You will find it easier to concentrate if you give yourself a reward (e.g., a cup of coffee or a visit to a friend) after successful completion of a given study session. Psychologically, activities which are followed by rewarding consequences tend to become rewarding in themselves.
- Organise your study time efficiently
  - o Try to study in blocks of time which do not exceed your concentration span. In general, this means studying for two to three hours at a time and subdividing this period into 3 units of 50 minutes each (followed by a 5-minute review period at the end of the entire session).
- Work SMARTer not harder
  - o If you like to use timetables, then make sure that your study goals are "SMART". Each letter stands for a different feature of an effective goal. In other words, your goals should be Specific ("I'm going to study heart disease tonight between 7 and 8 pm"), Measurable ("I'm going to focus on Ch. 7 only"), Active ("I shall go to the library for an hour after my last lecture"), Realistic ("one chapter at a time") and Time-tabled (e.g., two hours of private study per day).
- Ask for help
  - o You are not alone –your fellow students and the staff of the school, including your Personal Tutor and the Student Academic skills (SAS) vet team, are potential sources of help and support. Remember – the only people who never learn are those who never ask for help!

2.13 How do I know how I am getting on?

As we said earlier in this section, to study successfully at university you need to develop independence as a learner. But even successful students need to identify which areas are going well and which could be improved. The teaching activities listed previously (tutorials, practical classes, assignments etc.) provide a variety of resources to help you to learn from your experiences, to avoid repeating mistakes, to improve your performance and to monitor your progress.

You can evaluate your own progress by:

- Reflecting on how much you contribute to group tasks
- Noting how easily you cope with the tasks in facilitated classes
- Noting how well you get on with completing assignment exercises
- Discussing topics with your fellow students

When you complete an in-course formative or summative assessment you will receive a mark which will reflect how well you are performing against the standards expected (because of the greater intellectual challenge, your marks are likely to be lower than you might have been used to at A-level); remember you are now working with a group of fellow students who are also high achievers and you should not necessarily expect to be top of your year in all subjects. After each set of examinations, you will receive feedback on your performance through our e-learning system. In addition, meetings with your Personal Tutor provide an opportunity to discuss your strengths and weaknesses as your degree programme develops. It is University Policy that examination scripts are not returned to students, though if you have a serious concern about the mark for a particular module, you can ask the Examinations Officer to investigate this on your behalf. For some modules (for example, some projects or those with a significant coursework element), you may be given a sheet of written feedback comments, often including suggestions on how the work might have been improved.

It is sometimes difficult to get a feeling for how well you, as an individual in a large class, are succeeding. While the suggestions above may provide you with some insight into your progress, your Personal Tutor can also help by placing your performance in context within your year.

2.14 What to do if you find yourself in difficulties

If you find yourself struggling, then you must take responsibility for yourself! If you are finding it hard to understand a particular module the first thing to do is to try to sort out your difficulty by discussing it with fellow students (often, several heads are better than one!), raising it on the Moodle discussion forum, in group sessions or making an appointment to see the appropriate Module Convenor.

If you are having more general problems, then you should see your Personal Tutor as quickly as possible. Don't wait until it's too late! To be more EDI compliant they are there to offer you advice, support, and encouragement, as are the Student Support team: Student Support and Wellbeing Team (Joanne Flewitt, Sam Tointon, and Charlotte Line) and Senior Tutors (Morag Hunter, Imogen Richens, Rebecca Sumner, Mike Clarke, Sabine Totemeyer, Georgie Bladdon and Mike Targett).

You are also able to refer yourself to the Student Academic Skill - vet team which acts to help students who may be having trouble with their studies. Please see section 4.9 for further information.

2.15 Academic Offences (e.g., plagiarism, cheating, fabrication)

As a student, you should ensure that you understand what is meant by the term Academic Offence, especially plagiarism, cheating and fabrication, all are serious academic offences, and which could result in termination of your university degree course.

Definition of Academic Offences:

- Plagiarism
  - It is an academic offence to present someone else's work as being one's own. For example, you cannot copy any material directly from a web site or book, even if you reference the source. Your work must express the idea in your own words. You will receive training on how to avoid plagiarism.
- Cheating in Examinations
  - This may include passing notes to another student, talking or behaving in a disruptive manner during a formal assessment.
- Fabrication of results
  - It is an academic offence for a candidate to claim either to have carried out experiments, observations, interviews, or any form of research which he/she has not in fact carried out or to claim to have obtained results which have not in fact been obtained. You must therefore keep all original data, so that it can be produced on request.

An academic offence is that it is "any conduct whereby a student gains, or attempts to gain, an unpermitted academic advantage with intent to do so". Plagiarism is thus an example of an academic offence. The substantial use of other people's work and the submission of it as though it were one's own is regarded as plagiarism. Work which is not undertaken in an Examination Room under the supervision of an Invigilator (such as essays, dissertations, project work, experiments, observations, specimen collecting and other similar work), but which is nevertheless required work forming part of the degree, diploma, or certificate assessment, must be the candidate's own and must not contain any plagiarised material—see the Academic Offences Policy and Procedure at:

https://www.nottingham.ac.uk/studyingeffectively/studying/integrity/index.aspx

The key part of this definition is that it applies to any form of assessed work which is counted towards your degree.

Plagiarism is a serious matter for the University. If it is not dealt with, it would ultimately devalue all degrees to the detriment of both the students and the university. Plagiarism also introduces an inevitable distortion when the work of a cohort is being assessed. This in turn is likely to lead to the undetected plagiarist obtaining better marks and a better degree than a student who operates by the

rules. The University of Nottingham, in line with other Higher Education establishments, uses the plagiarism detection software "Turnitin UK". All coursework will be put through this software.

There will be times when you undertake assignments which are designed to develop your understanding of a topic, but which do not contribute to your module mark. Discussion and collaboration are not prohibited in these circumstances; indeed, they are encouraged, although it is important that it is a mutual collaboration and not simply copying someone else's solutions (which has no educational benefit to either party or may deceive the copier into believing that they understand more than they really do). However, any work that you are required to hand in as an assessed part of a module must be primarily your own work, or your own account of an authorised group activity. Copying another student's solutions is not only plagiarism but is educationally misguided.

When you submit assessed work, you may be asked to fill in an official cover sheet, part of which will be detached and given to you as your receipt. This sheet contains a statement that you have read and understood these guidelines on Academic Offences and that the work submitted is your own and does not contain plagiarised material. You must sign this statement to receive official credit for the work.

Using sources

If, in the submission of a piece of assessed work (particularly essays and projects), you wish to refer to, quote, or otherwise use sources other than yourself, including material on the Web, then these must be clearly acknowledged. Sources to which reference is made (books, articles, etc.) should be listed in a reference section or bibliography at the end of the piece, while any direct quotations or paraphrasing in the text itself should clearly indicate the source from which they are taken (e.g., "Smith (1994), p.123" or "[1], p.123" if the references are numbered). You will be given guidance on the correct way to reference.

Ignorance or naivety

If you are in any doubt about what might, or might not, constitute an Academic Offence or are unclear about acknowledgement of sources, consult your Personal Tutor or the lecturer concerned with the assessment in question. "I didn't think this was plagiarism" is not acceptable as an excuse; it is up to you to find out.

Acknowledgement of authorship

Projects and other extended pieces of work which you submit for assessment should carry, at the beginning, on the title page, a statement confirming that the work is your own, apart from the acknowledged references. If you have collaborated substantially with other people, then you should indicate those parts of your submitted work which derive from this.

Action taken

Where a member of staff suspects an offence of plagiarism, cheating or the fabrication of results (including for example, forging of signatures on Portfolio pieces) in any work that form's part or all a unit of assessment for a module, he or she shall report the matter to the Dean, the Senior Tutors and the Examinations Officer. The Dean or his appointee is required to interview the student and write a report. The Dean may action several sanctions as detailed below.

Penalties

If an Academic Offence is established to have occurred, the offending student may incur:

- A written warning; or
- A mark of zero for the piece of work, examination, or examination question, which is the subject of the offence, or for the module as a whole; or
- Suspension or exclusion from the University; or

- Expulsion from the University (and termination of course or revocation of degree).

Clearly, the penalty imposed will depend on the nature and seriousness of the offence, but you should be aware that extreme sanctions are possible for any Academic Offence.

Further information can be found at
https://www.nottingham.ac.uk/studyingeffectively/studying/integrity/index.aspx

2.16 Discipline Code

The school has a Discipline Code for Academic and Professional offences which is administered by the Senior Tutors. This runs in parallel with the Faculty's Expression of Concern form (see Section 4.11) and University's Whistleblowing Code. All actions are based on evidence and normally begin with a verbal warning followed by more serious penalties for repeat offences. In the first instance, any action is normally supportive to prevent a repeat occurrence. However, repeated offences may lead to a verbal warning followed by more serious penalties for repeat offences. In very rare circumstances, a student may be suspended immediately or referred to the Faculty's Fitness to Practice panel.

See Moodle for a copy of the Discipline Code and Expression of Concern forms

3 ASSESSMENTS

3.1 Module examinations

For each module there will be a combination of computer based, written and practical examinations. Depending on the module, assessments may fall into one of two categories:

- Examinations which will be assessed and contribute towards your overall grade for the module (termed summative assessments).
- Examinations which do not contribute to your grade for the module but which you are required to do to maximise your understanding of the material (termed formative assessments).

The Module Convenor will make clear which category assessment falls into. You will find the details of each module's assessment (including the weight given to the examination) on Moodle or confirmed by the Module Convenor. The final examination timetables will be emailed to you, are published on Moodle and are available on your year notice board; this important document will also include detailed further information on assessments and EC guidance.

It is your responsibility to ensure that you turn up for your examinations at the correct place and at the correct time on the correct day. Please be aware that, if you miss an examination without sufficient cause, you will FAIL that examination and be awarded a mark of ZERO for it. Consequently, it is likely that you will be unable to progress to the following year of your course without further examination. Moreover, as your mark (excluding the Preliminary/Gateway Year) counts towards your degree classification, then it is the mark of ZERO that will count, not the resit mark. 'Sufficient cause' in this context means some emergency such as illness or accident; it does NOT include oversleeping, missing the bus or turning up in the afternoon for an exam that is scheduled for the morning.

You will be informed when the examination results will be available.

3.2 Handing in Coursework

Electronic coursework should be submitted to the SV-TLA email address or uploaded via Moodle as directed by the Module Convenor; it is entirely your responsibility to ensure that you have submitted the work correctly and receive an electronic receipt. The school will not confirm it has received electronic coursework – the electronic receipt will act as confirmation.

3.3 Late submission of coursework

Coursework submitted late will be penalised at a rate of 5% of the full mark for each late working day unless there are extenuating circumstances, in which case an extension may be granted in advance (see below). Work for must pass elements of the course (e.g., Personal and Professional Skills Portfolio) that is submitted late will automatically result in a failure, and failure of the module. It is entirely the responsibility of the student to ensure that work is submitted on time; failure of IT software or hardware is not an acceptable justification for late submission.

3.4 Assessment Criteria

The Nottingham course awards three separate degrees: in Year 3 the degree of BVMedSci is awarded and is followed by the BVM BVS degrees in Year 5. The BVMedSci does not carry any professional validation but is a requirement to progress to the BVM BVS. It is important to recognize that the BVM BVS is a 5-year programme and as such each module in years 1 to 5 requires a pass mark of 50% to progress.

3.5 The Examiners

Recommendations about whether students should progress are decided at the meeting of the Board of Examiners, at the end of the academic year. This Board consists of the internal examiners (members of the school, who will have taught the modules and set and marked the papers) and the External Examiners. External Examiners are appointed by the University to ensure that the standards of degrees at Nottingham are comparable with those at similar universities. They will have seen, commented on and approved the examination papers in advance of the examinations, and their opinions carry weight in the decisions reached by the Board of Examiners. All marks are provisional until approved by the External Examiners.

3.6 Progression criteria and awards

Candidates must enter for the examinations at the times and in accordance with the conditions prescribed by the University Regulations for Examinations and must submit coursework as specified by Regulation and in accordance with the times and conditions determined by the Module Convenor. In addition, throughout the course, students must behave in ways that are consistent with the principles of veterinary professional practice. All students on the course have accepted the School Code of Practice by signing a Student Entry Agreement. A candidate that fails to meet these standards will be given advice and guidance. Continued professional concerns may result in the student being required to appear before the Faculty of Medicine and Health Sciences Fitness-to-Practise Committee.

Candidates should be aware that there are different requirements for progression for the Preliminary/Gateway Year, within the BVMedSci phase (Years 1 to 3) and the overarching clinical professional programme (BVM BVS). The University pass mark for each module is 40%, however the progression requirements for the Preliminary/Gateway Year are 60% in each module and for the BVM BVS programme are 50% in each module.

Bachelor of Veterinary Medical Sciences (BVMedSci)

In the Preliminary/Gateway Year there will be formal assessment appropriate to the credit weighting of the modules studied. To progress to Year 1 of the 5-year programme, candidates must achieve an overall module mark of 60% in each module in the Preliminary/Gateway Year. Candidates who have not been permitted to proceed to the 5-year course under the preceding rules will normally have the right to one further opportunity to satisfy examiners. Candidates who fail, after resit, to meet the progression requirements for the programme may be able to transfer to Year 1 of the BSc Animal Sciences, or potentially to another degree at the University (subject to consideration by the receiving School).

In Part I (Years 1 and 2), there will be formal assessment appropriate to the credit weighting of the taught modules studied.

Part II (Year 3) assessments will comprise:

- Assessments related to the research project
- Assessments related to the taught modules of the BVMedSci phase in Year 3

To progress within the BVMedSci phase, candidates must meet the standard University regulations for progression. However, to progress within the BVM BVS programme it is a requirement that candidates must also achieve a minimum mark of 50% in each module, and to have passed the OSCE, OSPE and DOPS practical assessments and Portfolio for the relevant academic year.

Candidates who have not been permitted to proceed to the following year under the preceding rules will normally have the right to one further opportunity to satisfy examiners. An opportunity for resit (sometimes termed second sit) will be available. Marks awarded in reassessment will only count towards progression. Marks awarded in reassessment will not count towards the final mark calculation for the BVMedSci degree.

Candidates who fail, after resit, to meet the progression requirements for the BVM BVS programme, but meet the standard University Regulations for progression, will be able to remain in the BVMedSci phase, although they will not be able to progress beyond the BVMedSci phase of the BVM BVS programme. There is no opportunity to transfer to the BVM BVS phase of the programme (irrespective of final grade attained in the BVMedSci). There will be no further requirement on these students to complete the EMS requirements of the BVM BVS programme. As an alternative it is normally possible to move to the BSc Animal Sciences programme, which would not count your year 1 marks towards the final BSc degree; in addition, you may feel you would not wish to continue with the compulsory clinical teaching of the BVMedSci degree.

The Honours degree of Bachelor of Veterinary Medical Sciences is awarded on successful completion of Parts I and II of the phase:

Degree weightings are:

Part I 1st Year:	25%
Part I 2nd Year:	25%
Part II 2nd (part) and 3rd Year:	50%

The degree is classified as follows:

First Class:	70% and above
Upper Second Class:	60% to 69%
Lower Second Class:	50% to 59%
Third Class:	40% to 49%

Only the following marks will be regarded as borderline throughout all years of the degree and will be reviewed in accordance with University Guidelines:

68/69 borderline	First Class
58/59 borderline	Upper Second Class
48/49 borderline	Lower Second Class
38/39 borderline	Third Class

Final degree marks are calculated by the 'arithmetic mean'.

Bachelor of Veterinary Medicine and Bachelor of Veterinary Surgery (BVM BVS)

The clinical phase of the BVM BVS programme starts following the final examinations for the BVMedSci in Year 3.

In Year4 of the clinical phase, there will be formal assessment appropriate to the credit weighting of the clinical modules studied.

Candidates who achieve the following will be permitted to proceed to the next stage of the course

- To progress to the clinical BVM BVS phase: no module mark less than 50% in the BVMedSci phase, and a minimum of a Lower Second-Class Bachelor of Veterinary Medical Sciences degree. Students must also have passed year 2 OSPE, and AH DOPS assessments. Students must have completed 12 weeks Animal Husbandry Extra Mural Studies.
- Year 4: not less than 50% in each module of the clinical phase and the OSCE assessment

It is a requirement that each module in the clinical phase is passed at a minimum mark of 50%. Candidates will have one opportunity to resist each failed module before progression to the subsequent year. Marks awarded in reassessment will not count towards the final mark calculation for the BVM BVS degree.

Year 5 is entirely clinically based. Each Clinical Rotation is assessed against specified criteria covering knowledge, clinical skills, and attitudes. At the end of Year 5 Final Examinations for the BVM BVS will test student knowledge, understanding, problem-solving, analysis, interpretation, and practical skills across the range of basic and clinical subjects studied in the course. The BVM BVS degrees can only be awarded together.

For award of the BVM BVS the student will also have been required to have successfully completed a total of 26 weeks of Clinical Extra Mural Studies during the five-year programme. Student assessment by EMS providers will use standard feedback forms, in accordance with RCVS guidelines. Students will undertake critical analysis and reflection by maintaining a Personal Development Portfolio throughout their EMS placements.

The degrees of Bachelor of Veterinary Medicine and Bachelor of Veterinary Surgery are awarded on successful completion of Parts I and II of the clinical phase:

Degree weightings are:

Part I 3rd Year (part) and 4th Year: 50%
Part II 5th Year: 50%

A candidate taking a Bachelor of Veterinary Medicine and Bachelor of Veterinary Surgery examination for the first time may be awarded the following grades for each module:

Distinction: 70% and above

Merit:	60%-69%
Pass:	50%-59%

Fail: <50%

The degrees of BVM and BVS can be awarded with Honours if the credit weighted average mark is 70% or more. Final degree marks are calculated by the 'arithmetic mean' (Model 1).

3.7 Borderline marks

Part of the duty of the External Examiners is to confirm that the provisional borderlines between degree classes, suggested by the internal examiners, are correct. They will see the assessed work of several students at each borderline, which will have been referred to them by the internal examiners. As a result of scrutinising students' work, they may 'fine-tune' where the borderline should be.

A profiling system is used by the exam board when considering borderline candidates. For the BVMedSci degree, candidates are regarded as borderline and considered for promotion to a class higher than that of their weighted average if their weighted average is 38, 39, 48, 49, 58, 59, 68 or 69.

Criteria:

- Half or more of the final stage credits are in the higher class.
- Half or more of the final and penultimate stage credits are in the higher class

For the BVM BVS degree, candidates are regarded as borderline and considered for promotion to BVM BVS with Honours if their weighted average is 68 or 69%.

Criteria:

- Half or more of the final stage credits are in the higher class.
- Half or more of part I and part II stage credits are in the higher class

Students who have Extenuating Circumstances upheld and have passed assessments are offered an optional 'first sit' of the affected assessment. Where the School has offered a 'first sit' but the student declines to take that opportunity, the original mark stands. Where students take up the offer of another opportunity but gain a lower mark at that attempt, the original (higher) mark will be used.

3.8 Prizes

The school offers several prizes for academic achievement every year and cohort – details will be available on your year noticeboards.

3.9 Illness, absence, and Extenuating Circumstances

All absences from teaching must be reported to the School Office and an Absence Form completed; if you know you are going to be absent (e.g., hospital appointment) you should complete the form in advance.

The school, in accordance with university policy, wants to ensure that you will be dealt with fairly and with understanding when there are circumstances outside your control that affect your work. This is especially important regarding you meeting deadlines for assessed coursework, and your revision for and attendance at examinations. We do, however, must follow some standard, simple and open procedures to ensure that all students are treated fairly. Therefore, you must take some action to tell us when you are having problems *and* you must complete an appropriate form asking us formally to take account of the problem.

The Student Support and Wellbeing Manager, Joanne Flewitt, and your Personal Tutor should be made aware of your problem. They will be able to give you help and advice and this may be enough to allow you to deal with the issue without taking any formal steps in the matter.

There are two types of situations that we take account of:

- You may have problems that affect your work, but you are still able to take formal examinations,
- You are ill or have other personal circumstances that prevent you taking an examination.

If you miss an examination, for whatever reason, then you must contact the Student Support and Wellbeing Manager, Joanne Flewitt or the School Office at the earliest opportunity and complete an 'Absence from Examination' form (obtainable from the School Office). If you have missed the exam for a good reason (i.e., 'with sufficient cause'), then you will get another chance, without penalty, to fulfil that assessment. If, however, you miss the exam without sufficient cause (e.g., oversleeping), then you will score zero for that exam and will usually have to take a reexamination. The mark you

get for the re-examination will not contribute to your final degree, though it will determine progression from one year to the next. To ensure you understand the consequences of missing an exam you should read the Assessment Regulations at:

https://www.nottingham.ac.uk/qualitymanual/assessment-awards-and-deg-classification/assessment-regs.aspx

Extenuating Circumstances

There is a university-wide procedure for recording personal or medical circumstances that may have adversely affected your performance in examinations and other assessments, or that may have caused you to miss such assessments altogether. You should visit the student services website to submit a claim for Extenuating Circumstances. https://www.nottingham.ac.uk/studentservices/services/extenuating-circumstances-before-you-submit.aspx

You should read carefully the Procedure and Guidance for dealing with Extenuating Circumstances for Students on Taught Courses, especially concerning the deadlines for submitting the form, the types of circumstance that are acceptable and the sorts of supporting evidence that are required: https://www.nottingham.ac.uk/qualitymanual/assessment-awards-and-deg-classification/ext-circumstances.aspx

There are three major sets of circumstances in which you should complete an ECF.
1. Absence from an Examination. If you miss an examination, for whatever reason, then you need to inform the school on the day of the exam (via the school office) and complete an ECF. If both you and the school believe that you have missed an exam for a good reason (i.e., 'with sufficient cause') and provide appropriate supporting evidence, then you will normally get another chance, without penalty, to fulfil that assessment, normally this will be during the summer resit period in the case of a first sit. If, however, you miss the exam without sufficient cause (e.g., oversleeping, unsubstantiated medical issues), then you will score zero for that exam, as if you had attended the examination and handed in a blank script.
2. Impaired Performance. If you believe that your performance in an examination or other assessment has been adversely affected by extenuating circumstances, then you should complete an ECF, and provide appropriate supporting evidence. Note that the ECF cannot be used to raise any of your marks. Students who have Extenuating Circumstances upheld and have passed assessments are offered an optional 'first sit' of the affected assessment. You can retain your original mark and decline the optional first sit, and if you take up the offer of another opportunity but gain a lower mark at that attempt, the original (higher) mark will be used. If you fail a module and have extenuating circumstances upheld, you will be required to take the assessments as a first sit.
   a. The outcome of the extenuating circumstances claim will be decided by the Exam Board based on a recommendation by the Extenuating Circumstances Sub-Group. You should note that any implied support from School staff, other professionals or any other source does not guarantee that a claim will be upheld by the Extenuating Circumstances Sub-Group. Examiners typically decide upon a first sit where the reported extenuating circumstance(s) has had a demonstrable effect at a specific time and is localised to an identifiable period of assessment(s). In more serious cases, where the reported extenuating circumstances have had a longer and more dramatic impact on the student's academic performance, they may decide that there should be repeat study (e.g. repeating the whole affected period of tuition and assessment on a 'wipe the slate clean' basis). Repeating a stage or module of study will, obviously, incur a tuition fee liability which the Examiners are unable to waive.
   b. If the assessment of a module involves several components and you are allowed to retake only some of these components 'as for the first time', then the original marks for the other components will stand and contribute to the module mark by their normal weight. For example, in a module whose assessment involves coursework and a final exam, if you are allowed to retake the exam 'as for the first time' but the extenuating

circumstances are deemed to have had no effect on the coursework, the original coursework marks will contribute to the module mark by their normal weight.

    c. For both (1) and (2) if you are granted a second sit (i.e., another resit) because of extenuating circumstances this will be undertaken at the next assessment opportunity, i.e., after a year out.

3. Extensions of Time. If, because of upheld extenuating circumstances, you need a deadline extension to complete assessed coursework or project work, then you should complete and submit an online ECF and attach any supporting evidence. Your claim will be considered by the Examinations Officer in conjunction with the Extenuating Circumstances Subgroup (if necessary) and the appropriate Module Convenor; the Examinations Officer will communicate to you the new deadline, if any. Until you hear that your request for an extension has been approved, you should continue to aim to submit on the original hand in date.

Student responsibilities relating to extenuating circumstances

Students are entirely responsible to ensure that any claims for extenuating circumstances are submitted on time and in full. Students need to follow guidelines as shown in the Quality Manual (https://www.nottingham.ac.uk/qualitymanual/quality-manual.aspx). You need to make sure your Personal Tutor and the Student Support and Wellbeing Team are aware.

It is the responsibility of the student to provide all written evidence required by the University where such circumstances are believed by the student to have affected performance in, or attendance at an assessment. Students must meet the deadlines set by the University and submit the required online pro forma along with the evidence. The School will not remind students or review the forms or evidence ahead of a review meeting; however advice from the Students Union is available for students to access (https://www.su.nottingham.ac.uk/advice/help-with-your-course/extenuating-circumstances/extenuating-circumstances-form/). It is vital that any claim is supported by legible, independent, reliable, documentary evidence of inability to undertake the assessment at the appropriate time, or impact of circumstances upon assessment, including nature and extent of your condition, the likely duration of the condition and its impact on your ability to study or undertake an assessment.

It is essential that students should submit claims for extenuating circumstances promptly and normally within the deadlines as stated in the University EC Policy. Claims will be held securely and be reviewed for the first time at a meeting shortly before the Exam Board. Students will only be informed of the outcome after the Exam Board has ratified decisions.

Please note it is the student's responsibility to ensure that any supporting documentation is in English, and any translation should be undertaken by an accredited translator (e.g., be a member of the Association of Translation Companies - http://www.atc.org.uk/

Claims for missed learning will not normally be considered for extenuating circumstances.

Students with physical injuries

We would like to emphasise that all non-course related activities are undertaken by students at their own risk. However, the School is required to assess how physical injuries can affect a student's work from both a Health and Safety and academic point of view.

If a student sustains an injury that leaves them with limited movement, use of limbs etc. it is their responsibility to inform the School via the Student Support and Wellbeing Manager or School Office (who will ensure that the information is passed on to the Disability Liaison Officer, Personal Tutor and Module Convenor) and provide as much information about their injury and how long they are likely to be affected as possible. If the injury means that a student is likely to miss an assessment or that their performance in assessment may be adversely affected, they should also complete an Extenuating Circumstances Form. Students are required to produce a doctor's letter or other relevant supporting evidence if they complete an Extenuating Circumstances Form. In assessments we may be able to

provide some reasonable adjustments for students with physical injuries – you should contact the Disability Liaison Officer for advice.

Students must also approach the following staff members for a decision on whether they can take part in practical's, these staff will consult with academic staff leading sessions and Module Convenors as appropriate:

- Dissection Class – Lauren Axten
- Animal Handling – Emily Gill •
    Lab work - Scott Hulme

Since practical's are "hands on", watching may simply not be enough. Module Convenors will consult with the School Disability Liaison Officer to see if reasonable adaptations can be made to practical sessions to allow the student to take an active part in the classes. If the student's injury means that they cannot take an active part in practical sessions for a long period of time their case will be reviewed by the Extenuating Circumstances Sub-Committee. It may be that in extreme cases the Group would wish to advise the student to suspend their studies for the year.

3.10 Use of resit marks in relation to Extenuating Circumstances

Note that if, because of Extenuating Circumstances, you repeat an assessment "as for the first time", then the mark that you obtained at the first attempt is expunged from your record and replaced by the mark that you obtain at the next ("as for the first time") attempt, unless it is a lower mark. This is then used in calculating your "original" module mark as referred to above. For further information regarding repeating assessments of passed modules for which Extenuating Circumstances have been given, please see the Quality Manual or contact the Examinations Officer.

3.11 Appeals

A student who is dissatisfied with the outcome of an Extenuating Circumstances claim should first discuss the matter with the school.

If after that discussion you consider that the University has failed to carry out its duty to act fairly in the application of the Extenuating Circumstances Policy, you should submit an Academic Appeal Form; the policy is explained at:

- https://www.nottingham.ac.uk/qualitymanual/assessment-awards-and-deg-classification/ext-circumstances.aspx

An initial assessment by a Case Handler will consider whether there may be evidence of procedural irregularity in the way the Extenuating Circumstances claim was handled and whether this directly affected a final decision of an academic body charged with making decisions on assessment, progression, and awards. If this is the case the submission will be transferred for consideration under the University's Academic Appeals Policy.

If you have genuine grounds for complaint about the class of degree that you have been awarded, or about a decision that you may not progress to the next year of your current course, then you are entitled to appeal against the decision. The permissible grounds for appeal, and the procedure to be followed, are explained at:
https://www.nottingham.ac.uk/qualitymanual/concerns-complaints-and-appeals/academic-appeals.aspx

3.12 Procedure for transferring, withdrawing, or interrupting

Should you decide that the veterinary course is not for you please complete either a "Request to Transfer Course", "Request to Interrupt Registration" or a "Notification of Withdrawal" form, all of which can be obtained via the website https://www.nottingham.ac.uk/qualitymanual/registration-and-attendance/vol-interruption-of-study.aspx

The school needs to keep records of why students transfer between courses or withdraw from courses so please ensure this information is included on the form. You are expected to discuss the situation with your Personal Tutor in the first instance. Decisions on all requests are made by the Dean of School.

4 STUDENT SUPPORT

4.1 Support network

The school utilises a network of support to provide academic and pastoral support to students. The wider support network comprises:

- Personal Tutor with a primary role to review academic progress and provide pastoral support for any issues affecting progression
- The Veterinary Family Scheme (Students and Personal Tutors)
- In-School Support (e.g., Joanne Flewitt, (Student Support and Wellbeing Manager), Sam Tointon and Charlotte Line (Student Support and Wellbeing Officers), Diane Hill, (Student Placement Officer), Dr Karen Braithwaite (Head of Operations)
- Disability Liaison Officer, Caroline Watson
- Student Experience team (Pamela Oldham, Lisa Johnson, Amanda Oldham and Jess Cripps)
- Senior Tutors (where possible, you should contact the relevant Senior Tutor, however all are available to you).
- Dr Morag Hunter, Dr Rebecca Sumner, and Dr Sabine Totemeyer– Year 0, 1 and 2
- Imogen Richens and Dr Mike Clarke– Year 4 and 5
- School Student Academic skills vet team advises individual students; students may self-refer
- Residential Experience Manager and Hall Tutors support individual students and liaise with School Senior Tutors as necessary
- University support and advice services via the Sutton Bonington Student Services Centre (e.g., disability support, confidential counselling, career development, advice and support on financial matters, accommodation advice, legal advice)
- Student Guild and Student Union offer social and sporting activities together with various support services including telephone help lines
- Other services such as the International Office, the Chaplaincy, the Multi-Faith Centre and the Students Union, Nightline
- Outside local agencies, e.g., local GP, Samaritans, VetLife

There may be cross referral and communication between the support systems. It is also possible that you may choose to independently approach elements of the network outside the school.

If a problem arises the school encourages you to ask for help early; we can then support, you through it. Your colleagues or staff who are worried about you may submit an Expression of Concern Form (one for behavior/professionalism and a separate form for any welfare concerns) which will be reviewed and if necessary, acted upon by the Senior Tutors; you will be invited to a meeting to discuss an Expression of Concern, if raised. Very rarely, difficulties may arise where there are serious concerns about your fitness to practise. Under such circumstances, where there is a risk of harm to the individual, colleagues, clients or patients, the staff member with the concern will discuss the issues with your Personal Tutor, the Teaching, Learning and Assessment Sub-Dean, the Senior Tutors, the Disability Liaison Officer and the Student Support and Wellbeing Manager so that appropriate support can be provided; the Faculty of Medicine and Health Sciences Fitness-to-Practise Committee may also need to be involved. Confidentiality will be on a need-to-know basis.

4.2 Personal Tutoring Statement

To help advise, support and guide students in their transition to veterinary graduates, the school has a pastoral tutorial system, which is administered by five Senior Tutors and involves all academic staff. Academic staff liaise closely with other support staff in the School and University.

The student is recognised as an individual within the community of the Veterinary School and encouraged to improve personally by developing reflective practice and appropriate study skills. These aspirations are assisted by teaching which delivers the skills and knowledge, the acquisition of reflective practice through the student's Portfolio and the application of these qualities to the developing professional. Non-pastoral support is delivered by staff within the school's academic and administrative divisions, as well as those located in the central University and Students' Union. The school adheres to the Required University Outcomes of Personal and Academic Tutoring, as outlined below.

- Intellectual curiosity
- Independence of mind
- Confidence and articulacy
- A critical and creative sense
- Engagement with the academic community
- A disposition towards rational and logical argument
- A lifelong emotional and ethical identification with the University

The specific outcomes of tutoring and how the school addresses these are as follows:

- The student should feel acknowledged, recognised, and accepted within their school/department as an individual with distinct academic needs and preferences.
  - o Undergraduate students are allocated to a Personal Tutor just before their arrival at university. The school instils its culture into student's pre-arrival, by various mailings, telephone calls from Personal Tutors, and email contact from undergraduate students in their veterinary family. New students meet their fellow tutees and their Personal Tutor on the first day of Freshers' Week. Tutorials usually involve a group session initially, followed by short individual meetings so that pastoral support can be tailored to each student's individual needs.
- The student should feel part of the school community, experiencing frequent contact with academic staff on an individual or small group basis and building relations with members of staff over an extended period.
  - o Our veterinary students are strongly engaged with the school with, for example, first year students volunteering to help with Open Days and Interview Days. Frequent contact with academic staff in lectures, practicals and small group work (n~8-10) occurs. Year Administrators are student facing and establish good working relations with individual students. Regular and compulsory attendance at tutorials means that Personal Tutors get to know their tutees and students join a veterinary family, which improves vertical integration between the years. In addition, the school supports an annual tutor family outing all fostering a sense of belonging. This is further cultivated through a School Charter jointly developed between staff and students and widely publicised, School branded clothing is very popular. Staff – student social and sporting events are well attended and very competitive. There is a longstanding sense of community already in existence on Sutton Bonington campus and alumni contribute considerable amounts of money on a regular basis, demonstrating engagement with their alma mater.
- The personal development of the student should be promoted, leading to improved communication skills and greater confidence in presentation and dealing with the unfamiliar.
  - o This is delivered by the Veterinary Professional Skills and Animal Health and Welfare modules and Portfolio which run through 4 to 5 years of the course. Communication skills comprise a major component of the VPS module and students are taught then assessed in verbal and written communication on several occasions throughout the course. A very wide range of additional skills are also covered in this module. Students give an oral presentation during Animal Health and Welfare. This teaching is re-enforced by its application throughout several modules and in clinical settings e.g., practical examination of taking a history from a client and communication skills training. The Portfolio is an assessed component of the course which encourages reflective practice. In third year, this reflective practice is assessed via a verbal viva voce

assessment. The Research Project module also promotes personal development through its stimulation of intellectual curiosity and requirements for verbal (viva voce) and written (thesis) assessments. Vet students undertake many weeks of extramural studies placements and therefore become adept at working effectively in new environments.

- Students should receive prompt, helpful and detailed feedback on their assessments, in a manner that enhances learning and improves future assessment performance.
    - Feedback is provided in several forms in alignment with the Quality Manual. Generic feedback is provided electronically after each assessment to all students. Learning objective linked individual feedback is provided to all students for computer-based assessments. Students who fail a whole module are eligible for individual feedback about their areas of weakness from the Module Convenor. Personal Tutors also provide informal feedback electronically on individual's assets which are submitted to their Portfolio. Throughout, the focus is on experiential learning.
- Students struggling with aspects of individual modules, or more generally with their programme of studies, should have clearly signposted and ready access to a reasonable level of academic advice and support designed to remedy their difficulties.
    - Academic advice is provided by Module Convenors who may delegate to session leaders. The use of an electronic student discussion forum is encouraged so that students can seek specific answers to their questions from peers, with responses monitored by academics. All students are encouraged to submit a reflection on a formative assessment result, which is seen by their Personal Tutor and may highlight a student who is struggling academically, enabling the underlying reasons to be explored early and referral to workshops or University Academic Support advised while there is still sufficient time to be effective. Students who fail any module are invited to the Student Academic Skills - vet team to discuss progress and the development of an Action Plan. The outcome is copied to their Personal Tutor. This may include a recommendation that the student seeks assessment for learning difficulties by Academic Support or other Student Services' sessions. In addition, tutors, senior tutors, and support staff can refer and students can self-refer to the Student Academic Skills-vet team.
- Students should receive the level of support in developing their study skills necessary to perform satisfactorily on their programme of studies.
    - Study skills are specifically covered in the first year and include discussions of alternative methods. A pamphlet is distributed which is written by vet students, for vet students and describes the approaches used to study effectively on this intensive course.
- Students with personal circumstances adversely affecting their studies should feel able to make these known to the school/department without difficulty and to be directed to the appropriate support service.
    - Students who are struggling for non-academic reasons are encouraged to disclose their problems, be they personal, medical, or other to the Student Support and Wellbeing Team or Disability Liaison Officer (DLO) and / or their Personal Tutor or a Senior Tutor. The Student Support and Wellbeing Team runs regular drop-in sessions, advertised on a rolling video notice board in the school's reception area. These individuals can give advice relating to sources of support via Student Services or Students' Union groups or about applications for Extenuating Circumstances or Suspension. Peer support through the Student Liaison Officer, Nightline, Vet Life, and other networks run by students is also encouraged. The School's Support Team liaises closely with the Hall Warden and his group of resident Hall Tutors to help students who may need additional help. All issues are treated confidentially on a need-to-know basis unless with student consent. Any student and staff can raise concern about the welfare of a student through a 'Welfare Expression of Concern' process.
- Students should receive the necessary careers information, advice, and guidance to equip them to make informed choices about their future, to understand the options open to them, and to take advantage of available opportunities.

- o Career's information, advice and guidance is specifically delivered in the Personal and Professional Skills module D14PPS and in Year 5. Careers Days involving species specialists and organisations are delivered and the University Careers' Service is also engaged. Students also can discuss their careers with clinicians, either their Personal Tutor,
  - o Employability Tutors, or those involved in Clinical Extramural Studies placements in Years 4 and 5 or on Clinical Rotations in Year 5.
  - o Students should be made aware of the importance of developing and articulating their employability skills, including possible participation in the Nottingham Advantage Award.
  - o Training in the form of cv writing workshops, interview techniques, business and practice management, entrepreneur techniques and marketing are all provided in Year 4. While it is difficult for students to attend Advantage Award sessions on University Park, three Advantage Award modules have been designed by SVMS staff and are offered on SB Campus: (1) Communicating anatomy through art and media, (2) Effective Volunteering and (3) Career Skills for Veterinary Students
- Students should receive appropriate advice and support when considering changing their programme of study or contemplating leaving the University.
  - o The systems outlined above highlight individuals who are struggling academically and develop action plans. If a student fails to improve or progress or is contemplating changing course or leaving, they are invited to discuss their options with a member of the support staff, usually a Senior Tutor or Director of Academic Support and Administration. Students with resit exams are also advised to reduce their vacation extramural placements to allow sufficient time for revision.
- Students should be prepared for periods of study away from their home campus and appropriately supported during those periods.
  - o Students undertaking Extramural Studies and Clinical Extramural Studies are supported by the Student Placements Team, with a 24 hour on-call number in case of emergencies. Students undertaking clinical rotations at the School's Clinical Associate Practices are supported by a comprehensive handbook which gives details of all requirements and maps and a named University member of staff, namely the Rotation Leader is responsible for each rotation. Sub-Deans for Clinical Studies are also available for advice. Students undertake a week of briefing / induction prior to the start of clinical rotations. Each group of students has their own room for self-study, have high speed internet access, a university telephone and a small library of relevant textbooks. A comprehensive Welfare File (which includes emergency contact numbers) is in each student room and a Welfare Noticeboard is in place.
- The procedures for submitting extenuating circumstances regarding assessments should be straightforward and well publicised.
  - o Students are informed of these procedures in the Handbook, Freshers' week information, detailed information via the Exams Officer, via their Personal Tutors in tutorials and can ask the Student Support and Wellbeing Team, Student Service Centre staff or Senior Tutors for advice.
- Students with disabilities should be clear as to the support they will receive and where it is available, and the support should be in line with university policies.
  - o Students with disabilities and / or medical conditions meet with the DLO who may also invite a Senior Tutor and a member of Student Support Services if required. At this interview, any modifications are discussed in a Support and Risk Assessment, which is ultimately approved by the Dean. Students complete a Health Questionnaire after offer of a place and any with declared disability or medical conditions are referred by the DLO either to the relevant Student Services section or Occupational Health for their opinion on the impact of these conditions on the student's ability to study and what reasonable adjustments are advised. A similar approach is taken with students who develop a disability or medical condition during their course and students are reminded to declare any change in their health status annually. ■ The procedures for submitting academic appeals and complaints should be well publicised and staff should be aware of their responsibilities within these procedures.

- o Students are informed of the processes during Freshers' Week and in the Student Handbook. Complaints are dealt with by the Senior Tutors who follow the School's Discipline Code and make joint decisions, based on evidence and in serious cases, these are ratified by the Dean. Academic appeals are made through the routes outlined in the Quality Manual. The student can also ask their Personal Tutor and / or Senior Tutor for pastoral support. Student are referred to the Student Union for further support and advice.
- ■ Students being subjected to the academic offence's procedure should receive clear information and advice.
    - o Students are informed of the procedure during Freshers' Week and in the Student Handbook. Academic offences are dealt with by the School's Senior Tutors who will interview students and advise them of the process and their right to appeal, as outlined in the Quality Manual. All decisions are evidence based and the Senior Tutors will agree the outcome of each case prior to any recommendation to the Dean. ■ Students should receive relevant health and safety guidance, especially in practical or workshop-based subjects.
    - o All students receive timetabled training and information on health and safety in multiple areas of their course. Students attend a compulsory health and safety lecture in Freshers' Week which includes details of emergency procedures for the building, including fire drills and first aid procedures. Specific compulsory health and safety instructions relating to practical sessions, including animal handling and laboratory inductions are given throughout the course by session leaders, technical staff, or research project supervisors. Students undertaking Extra-Mural Studies (EMS) are given lectures emphasizing the dangers of farm environment, including machinery, biosecurity and basic first aid. Students are vaccinated against disease as recommended. All these sessions are compulsory, with signature to verify attendance. ■ Students should be directed in a timely and appropriate manner to university support services for assistance with all the above matters as necessary.
    - o The school has a good and active relationship with University Student Service Centres who become actively engaged in the management of individuals as necessary. Referrals and workshops normally take place on Sutton Bonington campus. The Student Support and Wellbeing Team disseminates information about support e.g., Student Services' Workshops, to students and Personal Tutors also receive training in these support services. Weekly meetings between the Senior Tutors and the Support and Wellbeing Team ensure that any struggling student is identified and managed effectively.

4.3 Personal Tutor

Personal Tutors within the Veterinary School are important to both the academic and personal development and progress of their tutees. You will be allocated a Personal Tutor for Years 1 to 5 (or in the Preliminary/Gateway Year as appropriate). The Tutor's role is to review academic progress and provide pastoral support for any issues affecting progression, and to support specific academic requirements of the course, including the review of your Personal Development Portfolio, Skills Diary and planning and reviewing placement activities and providing career advice. Personal Tutors, along with Module Convenors, may also provide exam marks and feedback on exam results, normally for the BVMedSci and BVM BVS degree years. Personal Tutors will be informed if you repeatedly miss classes or fail to hand in set coursework. If this happens, you will be required to see your Personal Tutor to discuss the situation. Persistent failure to attend classes or deliver required work, without good reason, will be reported to the Senior Tutors, and may result in disciplinary action.

There are several support mechanisms in the school; nevertheless, you must feel able to turn to your Personal Tutor or Senior Tutor to talk over both academic and nonacademic problems. In some cases, the Personal Tutor may be the appropriate source of advice. However, it may be more sensible and appropriate in some circumstances for you to approach another agency. Tutors are not expert advisers on all matters, and are not trained counsellors but they, together with the Student Support and Wellbeing Team, will be able to guide you towards additional sources of support.

Personal Tutors and Senior Tutors are prepared to advise, help, or represent their tutees in dealings with the School or University. It is your responsibility to promptly inform the School Office (using an Extenuating Circumstances Form) of circumstances which may affect your performance in advance of any examinations (see section 3.9)

Tutors will be expected to provide references for students in connection with employment during vacations, housing, etc.

For detailed clinical careers advice there are number of named Employability Tutors who cover a broad spectrum of veterinary career paths. Tutees can either be signposted to an appropriate Employability Tutor by their Personal Tutor or can approach the Employability Tutor directly.

Tutees should be able to contact their Personal Tutor within a reasonable time. Personal Tutors understand the natural hesitancy of students to 'bother them'. The mobility of staff and the demands on their time are such that you should recognise that Tutors may not be able to see you immediately but should be reassured that this is not a rebuff and that your visits are not an intrusion. Personal Tutors will also feel free to initiate contact if they believe that an informal chat might be useful. If you are unable to contact your Personal Tutor, please contact a Senior Tutor.

Tutees should contact their Personal Tutor and any other staff by email or by office phone. If you wish to visit your Personal Tutor and their office is on the First or Second Floor, then you should telephone your Personal Tutor from the School Office or Atrium phone and they will come and meet you. If your Tutor is based at a Clinical Associate and off site, you must liaise to arrange the best time and place to meet.

In case of difficulties on Extra Mural Studies (EMS) you should firstly contact Diane Hill, Student Placement Officer with alternatives being the Director of Academic Support and Administration, the Senior Tutors, and the Sub-Dean for Student Placement. You should see your EMS Handbook for contact details for out of hours.

4.4 Format of Tutorials

The school has scheduled compulsory tutorials within your course. Each Tutorial is structured so that a high quality of personal tutoring is provided in the school and so that all students receive the same tutorial experience. In addition, the structured nature of the Tutorials ensures that academic requirements of the course such as Personal Development Portfolios and Placements are reviewed and progressed as required. You will get further details of the Tutorials through Moodle.

All one-to-one Tutorials and student meetings will be undertaken with an open door. If a sensitive issue needs to be discussed, then the Student Support and Wellbeing Manager or another member of the wider support team will be asked to sit-in if you require a closed meeting.

4.5 Personal Tutorial Records (PTRs)

A "Personal Tutorial Record" (PTR) will form the basis of any future reference provided by your Personal Tutor for employment or other purposes. To ensure that appropriate records are kept of your progress, a PAR will be allocated to you on arrival at Nottingham for completion of the contact details. It will be held by your Personal Tutor and summarises your academic and personal progress throughout the course, including the general areas covered in the tutorial and the actions required, exam results and any discipline record. Both you and your Personal Tutor should sign the appropriate page after each tutorial. Additional forms are provided to record significant contact with your Personal Tutor outside scheduled tutorials.

The PTRs are confidential and held in a secure place by your tutor. If a confidential issue has been discussed with you, the record will not be disclosed further without telling you first.

4.6 Non-Academic Personal Development Goals

To broaden your personal development and improve your employability, we will encourage you to set realistic Personal Goals which relate to non-academic issues. For example, you may want to see a play by a well-known playwright, achieve a place in a sports team, visit a particular country or see a wild animal in its native habitat. These goals are not compulsory and if you fail to reach a specified target, there is no penalty. However, if you do set and achieve a particular goal, you will experience a tremendous feeling of satisfaction. While your Personal Tutor will help you set and reflect on your personal development goals, it is your responsibility to record them and the measures of their achievement. It is suggested that the best goals will be simple, tangible, memorable and achievable.

4.7 The Veterinary Family

All new veterinary students in Nottingham are allocated to a Personal Tutor. For Preliminary/Gateway students this will be with fellow members of their cohort. First Year Students will join a 'Veterinary Family' for the whole of their course. The main aim of the Family is to provide a framework for pastoral support of students, but many families hold occasional social events too.

The family comprises:

- Several veterinary students from each year
- Two Personal Tutors who support your pastoral needs

A Veterinary Family is thus established so that a first-year student will have 'mentors' who will be students from the older years, who are in the same 'Veterinary Family' or tutor group. Similarly, each student therefore has access to two tutors, with one tutor taking the lead role and the other being available if their allocated tutor is absent. In the absence of both your tutors, the Senior Tutors are available as back up.

4.8 Support within the School

Joanne (Jo) Flewitt, Sam Tointon and Charlotte Line as Student Support and Wellbeing Team will deal with any pastoral issues, directing and advising students as necessary. If you have any problems that you wish to discuss, the team should be your first point of call. If you wish to speak to them in confidence, please let them know and a room will be made available. The Student Support and Wellbeing Team can also provide information on centrally available support services, e.g., the Counselling Service and with permission, can plan for you to see relevant people. They can also make appointments for you to meet with your Personal Tutor or Senior Tutor if they cannot be contacted. the Student Support and Wellbeing Team, and the Personal Tutors have a duty to be alert for any signs that you may be having difficulties, but for most non-academic problems they rely on you seeking help when in need.

The Schools Disability Liaison Officer (DLO) provides a point of reference, advice, and guidance for members of staff and students in the school about disability issues and support. The DLO can also offer advice on general issues such as study skills and can signpost you to central services that can assist. If you have or develop any medical condition during your studies, please let the DLO and/or your Personal Tutor know so a Support or Risk Assessment can be completed, and appropriate support put in place.

Diane Hill is the Student Placement Officer and will provide any necessary support in arranging EMS Placements, Animal Care Placements, and clinical and other rotations. She will act as the first point of emergency contact for all students whilst on Placements.

Should you have a problem of any nature then you should approach the Student Support and Wellbeing Team, your Personal Tutor or one of the Senior Tutors. The Senior Tutors role is to oversee the operation of the school's personal tutoring system, including its Personal Tutorial Records (PTRs) scheme and to provide a point of reference, advice and guidance for all Personal Tutors in the School. They will also assist students in cases where the student feels unable to approach his/her designated

Personal Tutor. You should try to get to know your Personal Tutor, but you can, in exceptional circumstances, through the Senior Tutors request a change in Personal Tutor, the decision being at their discretion. No criticism will be implied of either you or your Personal Tutor in requesting such a change. If you are unhappy with your tutoring arrangements, you should do something about it. You should approach your own Tutor first if you feel able, or, alternatively, the Senior Tutors who will listen in confidence, but will ultimately have to inform your Personal Tutor if a change is requested. A change in Personal Tutor can be made only once in an academic year and only twice throughout the course.

You may approach Module Convenors who will be able to provide specific academic advice relating to teaching, learning and assessment. You should also feel free to approach any member of the academic staff regarding difficulties with lectures or practical classes. Whilst at Clinical Associates students should initially approach the University academic staff to discuss any specific issues about the experience or teaching that they are receiving.

Dr Kate Cobb in her role as Sub-Dean for Teaching, Learning and Assessment will be able to provide strategic advice about the course in general.

4.9 Student Academic Skills (SAS) - vet team
The Student Academic skills vet team acts 1) to enhance the academic study and professional skills of veterinary students as they progress through the course as part of their professional development; 2) To support students, who are struggling with academic progression on the course including those who have failed module progression or a borderline pass, to develop new skills/approach to overcome these challenges. Students may be referred to the team if they fail a module or if there are other academic concerns, including professionalism; students also can self-refer to the SAS-vet team. A SAS-vet team member will discuss the potential causes of poor performance and assist to develop a student's action plan and/or other sources of support to aid the student in overcoming any obstacles to academic improvement. Students who fail examinations will be referred to the SAS-vet team. The SAS-vet team is led by Dr Bob Robinson.

4.10 Clinical Academic Review Panel

The Clinical Academic Review Panel is a sub-committee of the Examination Board, which sits as necessary to discuss any issues with Rotation Professionalism Assessments (RPA) or Directly Observed Practical Skills (DOPS) throughout Year 5. The Committee consists of the TLA Sub-Dean and Deputy Sub-Dean, the Clinical Director and Sub-Deans, the Examinations Officer and year 5 module convenors/rotation leaders as necessary. It will consider any student who fails to meet expectations in terms of attendance, professionalism, clinical competence, or progression with clinical assessments. Students may be invited to meet with the Clinical Review Panel, or the panel will discuss a student's progress in their absence. The panel will make recommendations as to remedial actions that may be needed for specific students.

4.11 EMS and Animal Care Placement advice

EMS Placements, both Animal Husbandry and Clinical, will form a large and compulsory portion of your studies here. Further information is available in the detailed EMS Animal Husbandry and Clinical EMS Guides. Preliminary/Gateway Year students will receive advice and a handbook detailing the requirements of their Animal Care Placement.

Diane Hill is the Student Placements Officer for the School and is situated on the ground floor of the Academic Building in room A06. Diane and her team will help you to organise your Placements; they have a large database of opportunities, should you require assistance in organising them. If you have organised and already planned yourself a placement during your first year, please provide Diane and her team with the details.

Although EMS is a topic that will be covered in tutorials, any very specific or detailed advice can also be given by the Student Placement Officer, Diane Hill or by Dr Steve Brogden as Student Placement Sub-Dean. Diane acts as the first point of contact for all students whilst on placement.

4.12 Expression of Concern

The school participates in the Faculty of Medicine and Health Sciences' Expression of Concern scheme. Thus, if anyone is concerned about a student, an Expression of Concern form (one for behavioural/professionalism concerns and one for welfare concerns) may be submitted to the school. Examples of a concern include a student's health, happiness, wellbeing, behaviour, professionalism, or conduct. A copy of the forms and guidelines are available on Moodle or from the School Office. This system aims to highlight students who need help so that support can be put in place in time to be effective. Welfare Expression of Concerns are directed to the School Welfare Manager for investigation whilst Behaviour/professionalism Concerns are directed to the Senior Tutors in behaviour/professionalism Dr Mike Targett and Georgina Bladon for investigation in line with the school discipline code. In very rare circumstances and following an initial verbal and then written warning within strict rules, the submission of multiple Expressions of Concern may lead to referral to the Faculty's Fitness to Practise panel. In very rare circumstances, an Expression of Concern may be sufficiently serious that the student is suspended immediately by the Dean (for example when this is needed to ensure safety of patients or clients).

4.13 Confidentiality

In situations where students wish to discuss sensitive problems with staff, confidentiality will be maintained wherever possible. However, there are some kinds of information, for example, of a legal nature, which staff may be obliged to disclose. An absolute guarantee of confidentiality therefore cannot be offered. If you require a matter to be discussed in complete confidentiality, then you should first inform the staff member of the general subject matter, and they will advise you whether they are likely to be able to offer this, although for all confidential issues the Student Support and Wellbeing Manager or a Senior Tutor may sit-in on the meeting. There may be extremely rare instances in which the staff member perceives an overriding need to pass on information to a limited number of people despite a lack of specific agreement from the student. In such a circumstance he or she will inform the student of his or her intention.

Equality Diversity and Inclusion (EDI)

School of Veterinary Medicine and Science recognizes that its students are central to its success. We are fully committed to
* Providing equality of opportunity for our students
* Freedom from unlawful discrimination on the grounds of race, nationality, ethnic origin, colour, gender identity and/or expression, marital or civil partnership status, disability, sexual orientation, religious, spiritual or political beliefs, age, caring responsibilities, or socio-economic background We strive to provide you with an inclusive, respectful, and considerate environment where you can be yourself and are encouraged to perform to the best of your ability. To achieve our goals, maintain our values and advance Equality Diversity and Inclusion there is a joint student staff EDI committee that oversees EDI activities and is chaired by EDI Director Prof Jasmeet Kaler. The Athena SWAN Charter recognises commitment to gender equality in the advancement and promotion of staff and students in higher education and research. School has held an Athena SWAN Bronze Award since 2018.

Issues or concerns regarding harassment, bullying or victimisation could be raised to your personal tutors or to a Dignity Advisor https://www.nottingham.ac.uk/hr/guidesandsupport/complaintsgrievanceanddignity/dignity/dignity-at-nottingham.aspx. If you want to find more information about EDI activities at the school, you could contact our EDI Director Prof Jasmeet Kaler.

4.14 University Support

As part of your registration, you will receive a 'welcome booklet' detailing the facilities and services available to students including the health centre, sports facilities, parking, student support office etc. Remember that you can access any of these services - counselling, the careers office, loans advice, chaplaincy, etc. at any point in your studies, you do not require a referral.

Useful Contacts

Accommodation Office

Nottingham Hospitality is a support organisation of the University which helps you arrange accommodation, both in university properties and in the private sector. See the following website for further information: Campus Living Villages - Sutton Bonington

Bonington Student Village

At Sutton Bonington campus, the hall of residence is called Bonington Student Village. It is managed by Campus Living Villages (accommodation service providers to the University). Further information is available at their website although booking of your accommodation is made through Nottingham Hospitality: http://www.nottingham.ac.uk/accommodation/

Tel: 0115 951 3697   Email: accommodation@nottingham.ac.uk

Security at Bonington Student Village

The Village Team are on site and available 24 hours a day, seven days a week, every day of the year (including all UK bank holidays). The accommodation has CCTV installed, and access in and around the buildings is operated with a secure key fob system. In addition, all bedrooms can be locked with the access key.

The University Security section has a satellite office at Sutton Bonington campus, also providing a 24-hour uniformed presence. Please visit the following for useful security information: http://www.nottingham.ac.uk/estate/security.htm

The Student Services Centre

Based in The Barn at Sutton Bonington, the Student Services Centre can provide you with information and support throughout your student life. The SSC can liaise with Academic Support, the Disability Policy Advisory Unit, Financial Support, and provides the majority of the Registry's front line services and Student Fees. It also provides a front-line service for Graduation. Information on all the services provided can be found at

- ■ www.nottingham.ac.uk/studentservices/contact-us/locations.aspx ■ www.nottingham.ac.uk/studentservices/contact-us/index.aspx

From the Student Services website pages, you can link to the individual sites of the teams within the Centre as well as accessing some of the self-help facilities. On-line forms for some of the services are also given as links on the bottom right of the home page.

The Student Services Centre is open Monday to Friday from 8.00am to 5.00pm. You can drop in to speak to an adviser, use the self-help computers and telephones or book an appointment to see one of the specialist staff.

Academic Support

Academic Support provides study support, disability support and dyslexia support.

Tel: 0115 951 3710 ssc-sb@nottingham.ac.uk   www.nottingham.ac.uk/as

Careers and Employability Service

The Careers and Employability Service exists to help students and graduates of
the University of Nottingham to develop their careers.

Tel: 0115 951 3680 careers-team @nottingham.ac.uk   www.nottingham.ac.uk/careers

Chaplaincy and Faith Support

The University Chaplains are appointed by local religious organisations to assist all members
of the University community.

Tel: 0115 951 3931 chaplains@nottingham.ac.uk   www.nottingham.ac.uk/chaplains

Financial Support

Students can access information and advice about their student funding.

Tel: 0115 823 2071 financialsupport@nottingham.ac.uk
www.nottingham.ac.uk/financialsupport

Student Advice and Representation Centre

The Student Advice and Representation Centre is a confidential Students' Union service
available to all University of Nottingham students.

Tel: 0115 846 8730 suadvice@nottingham.ac.uk   www.su.nottingham.ac.uk/advice/student-advice-centre

University Counselling Service

This free, professional, and confidential service is available to undergraduate and

postgraduate registered students, and to non-academic and academic members of staff.

Tel: 0115 951 3695 counselling.service@nottingham.ac.uk www.nottingham.ac.uk/counselling

If you need help booking any appointments or advice on support services, you can also
contact The Student Support and Wellbeing Team (ss-Welfare-SB@nottingham.ac.uk)
who will be able to advise or direct as appropriate.

International Students

The International Office provides support specifically for international students and will help you
make the most of your opportunities at Nottingham. Throughout your studies it is very important
that you try to maintain a healthy balance between working hard and taking time out to relax and
enjoy yourself. Through the International Office, which is situated between the Portland and the
Trent building at University Park, you can access a great deal of useful information on living and
studying in the UK (including advice on immigration work permits, visas, welfare services). The
website http://www.nottingham.ac.uk/international/) has several useful links including a
newsletter for international students and details of social events and activities arranged by the
International Office, the ISB and the Students' Union. The International Office also organises
the International Students' Welcome programme which includes social events organised by the
International Students Bureau.

International Students Bureau
The ISB is part of the Students' Union and is run by international students for international students. All international students are automatically members of the Bureau. With more than 7 000 students representing over 110 countries, the ISB is managed by a student committee that organises year-round cultural, social, and sporting events. The ISB office is situated in the Portland Building at University Park and students are welcome to call in to discuss problems or just for a chat.

CELE

The Centre for English Language Education provides study opportunities and support for international students. Since its foundation, CELE has gained a reputation as a student-centred organisation committed to empowering its students to succeed in their chosen academic and professional fields. Further information is available on its website: http://www.cele.nottingham.ac.uk/

Students Union

As well as helping you to organise your social life through a large variety of clubs and social activities, the student's union is a valuable source of information and can offer advice on such issues as housing, finances and academic issues. The website provides links to this information: http://www.su.nottingham.ac.uk/

The Students Union also runs the Student Advice and Representation Centre (SARC) which is in the Portland Building, University Park and offers a wide variety of advice. At Sutton Bonington campus, the Students Union is represented through the Sutton Bonington Guild which is a branch of the Student Union.

The Sutton Bonington Guild

The Sutton Bonington Guild office is in the Barn at Sutton Bonington campus. The Guild is made up of students from the campus and as well as organising social activities and clubs, the Guild can offer advice on a wide variety of student problems.

Nightline

The Students Union operates this confidential telephone line (tel. 14985 internal or 0115 951 4985 external) for a friendly voice and advice between 7pm and 8am during term-time. Or if you prefer you can email to nightlineanon@nottingham.ac.uk. All e-mails will be replied to within 48 hours, and e-mail addresses will remain anonymous, so confidentiality is maintained.

Emergencies

Fire, police ambulance can be called from campus on 8888 from any internal phone.

4.15 Support within the Community

Nottingham Recovery Network, 73 Hounds Gate, Nottingham, NG1 6BB tel. 0800 066 5362, email www.nottinghamrecoverynetwork.com

Citizens Advice Bureau, Nottingham and District, 34-36 Carrington Street, Nottingham NG1 7FG, tel. 0300 330 5457, www.nottinghamcab.org.uk

Nottingham Sexual Health Service, Victoria Health Centre, Glasshouse Street (behind the Victoria shopping centre). Nottingham, tel. 0115 962 7627

Doctor (Kegworth Surgery), 8.00-6.30 pm; Saturdays 9.00-12.00 pm; Orchard Surgery, The Dragwell, Kegworth, Derby DE74 2EL, tel. 01509 672419

Notts LGBT+ Network, Mon-Fri 7.00 pm – 9.15 pm, 7 Mansfield Road, Nottingham NG1 3FB, tel. (0115) 934 8485 or 0300 131 0300, email info@nottslgbt.com or lion@nottinghamcity.gov.uk

NHS 111 – This service will be able to give you advice on a wide range of health matters including triage and provision of local contacts, tel. 111

Notts Sexual Violence Support Services, 30 Chaucer Street, Nottingham - tel. (0115) 947 0440 or (0116) 255 8852. Sexual Assault Referral Centre, The Topaz Centre, Nottingham, NG1 5LP, tel. 0800 085 9993 (24/7)

Samaritans – tel. 116 123.

Women's Aid Integrated Services – 24-hour helpline 0808 2000 247, www.womensaid.org.uk

For other resources, try the School Office, Student Support and Wellbeing Team, your Personal Tutor, the Senior Tutors, Nightline, telephone book, etc.

4.16 Students with Disabilities

The University of Nottingham is committed to promoting access for students who have a disability, dyslexia and/or a long-term medical condition. Services provided aim to enable students to fulfil the inherent requirements of the course as independently as possible.

The University's Disability Plan for Students, Disability Equality Scheme, Disability Statement and [dis]Ability Directory, which lists all the provision available at the University, can be accessed from the Disability Policy Advisory Unit: Disability Support

It is your responsibility to ensure that the University is aware of your individual requirements so that we can best support you. If you have a disability, specific learning difficulty (such as dyslexia) or long-term medical condition, you are urged to inform the School's Disability Liaison Officer (Caroline Watson) and/or your Personal Tutor. The school ensures that personal information remains confidential but that information regarding necessary support is shared on a need-to-know basis. Letting us know what you might need at an early stage will help us to help you.

The Veterinary Surgeons Act 1966 requires that veterinary surgeons can give at least basic and emergency treatment to all common domestic species. The Veterinary School has a responsibility to ensure that students can continue a course which will lead to them being practising health professionals. Disclosure of any circumstances or requirements will help us explore any reasonable adjustments, where appropriate.

Once you contact Caroline Watson or your Personal Tutor you will be referred to Specialist teams within Student Services. There are Student Services Centres, on Sutton Bonington, Jubilee and University Park campuses, they include the Disability and Dyslexia Support teams, and offer a range of academic and practical support for all students. Student Services are also responsible for making recommendations for alternative arrangements such as those required in examinations, assessments and for timetabling. Assistance can also be given regarding queries about adapted accommodation and University provision of accessible transport.

You should contact Student Services via: http://www.nottingham.ac.uk/StudentServices/index.aspx

5 HOW PEOPLE WILL CONTACT YOU

5.1 Contact with Staff

Communication is a two-way process: you may want to contact a member of staff in a hurry, but equally, a member of staff may need to contact you urgently. So, it is important that you learn not only how to find other people, but also how other people are likely to try to get in touch with you. Also, the School must have an up-to-date record of your term-time address and phone number, so if you move (or if any other of your contact details change), please update your student record on MyNottingham and your PTR's by informing your Personal Tutor; also confirm the change of address with the Student Experience Team.

It is convention in academia that staff are addressed by their title and surname; staff on an individual basis may let you know if they wish to be called by their first name.

5.2 How people will contact you

There are several ways by which staff may wish to contact you. Mainly, these are through:

- Email – this is the main way in which you will be contacted (via your university address only) and you are urged to check your email daily, and frequently whilst on vacation/Placement
- Phone
- Student pigeon-holes
- Notice boards
- Lectures and tutorials
- Your term-time address
- Moodle

It may be that people need to contact you with some urgency, so it is essential that you check your email, pigeon-holes and notice boards regularly, as well as keeping in contact with your Personal Tutor.

Some announcements may also be made by Moodle so you should also check this regularly.

5.3 How to contact people

In cases of urgency, if a member of staff is not in their office, you should contact the Student Experience Team in the School Office. In non-urgent cases you should email the member of staff (contact details for all staff can be found at www.nottingham.ac.uk/vet/people/index.aspx.

You can arrange to see academic staff on an individual basis; although many may be happy to see you any time that they are free and available, the nature of their job means they may not be around when you'd like them to be. Tutees should contact the relevant member of staff by email or by office phone. If you wish to visit somebody and their office is on the First or Second Floor, then you should telephone them from the School Office or Atrium, and they will come and meet you.

Do please note that staff do not work evenings or weekends, and whilst they may choose to reply to an email at these times, you should not expect a reply until working hours. If you have an emergency, please call University Security who will relay a message to the out of hours cover (Dean, Deputy Head of School or Head of Operations).

5.4 School Office

The School Office (situated on the ground floor in the Atrium) is open from 9.00a.m. to 4.00p.m. to deal with any queries, advice etc.

You can also email the Student Experience Team with any queries you may have [sv-StudentExpTeam@nottingham.ac.uk.](mailto:sv-StudentExpTeam@nottingham.ac.uk)

6 STUDENT PARTICIPATION ON COMMITTEES

6.1 Learning Community Forum

The School's Learning Community Forum (LCF) meets at least once a term.

The LCF can discuss any matters of concern (academic, welfare or social) that are raised by either students or staff. As a student in the School, the LCF provides a vehicle for you to have a say (through your student representatives) about issues that affect the environment in which you study. The LCF is also an important forum for consultation with the student body about new courses, regulations, or significant changes to existing programmes. Recommendations from the LCF are considered by other Committees of the School, on many of which there is also a student representative, and the results of these are reported back.

The LCF is chaired by a Senior Tutor and membership comprises of staff members nominated by the Dean of School, and Course Reps from each academic year elected by their fellow students. Further information is available on Moodle, on the VetSoc noticeboard and on Workspace. In addition, one of the student reps will act as the School Academic Representative and report to University Student Union meetings.

6.2 Teaching, Learning and Assessment Committee.

The Teaching, Learning and Assessment Committee advises on all issues relating to teaching and learning, in particular all aspects of teaching quality and assurance, assessment, and progression. The monthly meetings of the Committee are coordinated by the Teaching, Learning and Assessment Manager with the Teaching, Learning and Assessment Sub-Dean being the Chair; other members include the Senior Tutors, Module Convenors, Student Support Administrator, the Dean, the Head of Operations, and student representatives. The Committee does not discuss social or welfare aspects – these are dealt with by the Learning Community Forum.

6.3 Nottingham University Vet Society

The Nottingham University Vet Society (NUVS) (known as VetSoc) provides both a range of activities for students and is a society of the Sutton Bonington Guild. In addition to arranging numerous social and sporting events, including attending the Annual Association of Veterinary Students (AVS) Weekend, the NUVS Clinical Club provides an opportunity to attend presentations and talks and to hear a little more about what is really going on out in the "Big Wide World" from the professionals! As well as having a Clinical Club, NUVS provides a link between the staff and students at Nottingham. NUVS have also implemented a 'Big Vet Little Vet' peer mentoring scheme which pairs new students with students from older years to provide help and guidance.

To join NUVS all you need to do is pay a subscription at the beginning of your time at Nottingham.

6.4 The Association of Veterinary Students (AVS)

The Association of Veterinary Students (AVS) is a specialist student division of the British Veterinary Association (BVA). As a student studying for a veterinary degree, you are automatically a member of AVS. The AVS committee is made up of student representatives from each of the UK and Ireland Vet Schools – usually two representatives from each Vet School.

The AVS was founded in 1942 with the aim of improving undergraduate education through the liaison of students from different Vet Schools. The AVS remains dedicated to this aim and brings together students from every Vet School for social events throughout the year. Further information can be found at http://www.avsukireland.co.uk

6.5 Sutton Bonington Committees and Societies

There are also several Sutton Bonington Guild, JCR Committees, Equality Diversity and Inclusion Committees and Societies that require student representatives from the Vet School.

7 REGISTRATIONS

In the first week of the first term each academic year, you will need to register both in the school and with the University. All Preliminary/Gateway Year and Year 1 students must attend relevant introductory talks and Fresher's Week activities within the school, and the scheduled group meetings with their Personal Tutor. Preliminary/Gateway Year and Year 1 students register in-person at University Park.

Each subsequent year registration is completed online, although you will also be involved in Fresher's Week activities. During registration you will need to confirm your health and criminal record status. Every student is also required to have an individual meeting with their Personal Tutor.

8 REGISTERS OF VETERINARY SURGEONS

8.1 Veterinary Surgeons Act (1966)

Under the Veterinary Surgeons Act (1966), no person may practise veterinary surgery in Great Britain and Northern Ireland unless on the Register of Veterinary Surgeons.

Admission to the Register of Veterinary Surgeons is usually gained by obtaining the veterinary degree of a University in the United Kingdom, which is recognised under Section 3 of the Veterinary Surgeons Act 1966 for registration.

By the Veterinary Surgeons Act 1966 it is provided that no person other than a person on the Register of Veterinary Surgeons may take or use the title of 'Veterinary Surgeon' or any name, title, addition, or description implying that he is registered in that Register. There are also other stringent provisions regarding the use of names, titles, additions, or descriptions implying that a person is a practitioner or qualified to practise veterinary surgery if he or she is not registered under the Act.

All unqualified practice in Great Britain and Northern Ireland is illegal and only persons registered under the Veterinary Surgeons Act may practise veterinary surgery.

8.2 The Veterinary Surgeons (Practise by Students) Regulations 1993

When the Veterinary Surgeons Act 1966, became law it preserved the general position established by earlier legislation that only veterinarians registered with the Royal College could practise veterinary surgery. The Act recognised that veterinary students were among those persons who must have certain exemptions from this broad principle, and therefore authorised the Royal College to make regulations which would allow prescribed classes of veterinary students to carry out treatment, tests, or operations upon animals subject to such conditions as the regulations might impose. As a result, the Veterinary Surgeons (Practice by Students) Regulations 1967 were made. Those Regulations after consultation with the Privy Council, were amended in June 1981 by the Royal College Council.

The Regulations provide that while veterinary students in their clinical years may examine animals without either being directed or supervised by a veterinary surgeon, all tests, treatment, or operations must be carried out under the direction, supervision, or direct and continuous personal supervision respectively of a veterinary surgeon.

The Royal College offers the following notes of guidance as to interpretation (see https://www.rcvs.org.uk/lifelong-learning/students/veterinary-students/):

There are three levels of control intended to represent an escalating degree of attention by the registered veterinary surgeon concerned (in a veterinary school or general practice or elsewhere) as follows:

- Direct and continuous personal supervision: The veterinary surgeon is present and giving the student (and the animals) his undivided attention.
- Supervision: The veterinary surgeon is present and, in a position, to respond to a request for assistance but is not necessarily standing by the student's side or even in the same room.
- Direction: The veterinary surgeon gives the student directions regarding the tests to be carried out but is not necessarily present when they are performed.

These regulations apply **only to veterinary students**. Only MRCVS or veterinary surgeons granted temporary registration by the RCVS for a specified purpose-time, or persons on the supplementary veterinary register, may practice veterinary surgery in the United Kingdom.

8.3 RCVS registration and fees

Veterinary students who successfully complete their course and wish to enter practice will need to apply to be registered with the Royal College of Veterinary Surgeons. A fee is payable for the registration of the new graduate's name in the Register of the RCVS. Every member of the RCVS practising in Great Britain and Northern Ireland is also required by the Veterinary Surgeons Act 1966 to pay an annual fee to the RCVS.

Every member practising in Eire is required by the Veterinary Surgeons Act 1931 to pay an annual registration fee to the Veterinary Council in Dublin.

From January 2014, everyone who applies to be registered with the RCVS will need to declare any cautions, convictions or adverse findings which may affect registration. An 'adverse finding' includes any finding within veterinary school or university fitness to practise procedures.

9 COMPUTING FACILITIES, CODE OF PRACTICE AND DATA PROTECTION

Each year 1 veterinary student on the course is provided with a voucher to help fund the purchase of a laptop. The school has a vet student computer room (with 30 PCs and a printer), and wireless local area network capability. If you require materials for a given class, you should download the material before the class to ensure accessibility.

9.1 Code of Practice for Users of the University Computing Facilities

You will be required to self-register to use IT facilities using a web-based interface before using any IT facilities. You will need your University Student Number to do so and should follow the information provided as part of your registration.

You will also be asked to confirm that when using IT facilities, you agree to abide by the Code of Practice for users of the University computing facilities and the JANET acceptable use policy. The University's Code of Practice for users of computing facilities is a commonsense undertaking not to abuse the facilities that are made available to you for *bona fide* academic use. You *must not*

- Cause distress to others or wilfully annoy them
- Use these facilities for commercial gain
- Obtain and/or run unlicensed software, or breach copyright

Breaches of this Code are treated very seriously and are disciplinary offences which may lead to referral to the Faculty Fitness to Practise Panel.

The most recent update of this code of practice can be accessed via [University Codes of Practice & Rules](#)

9.2 Data Protection

All data processed by the school must comply with the University's Data Protection Policy. Full details of this can be found at

http://www.nottingham.ac.uk/governance/records-and-information-management/data-protection/data-protection-policy.aspx

The limited amount of data we keep on our students is always held securely and is only used for specific purposes. At the end of your studies, the data is reviewed and information that is no longer relevant will be shredded. Key elements of data will be held in perpetuity to enable us to give proof of qualifications at any future stage.

The photographs taken during Week One are used to produce a poster which is circulated to School staff. The purpose of this is to assist students and staff to get to know everyone. Your name will appear on relevant notices, including for example to indicate rotations, assignment to groups, Tutor assignment and on various sign-up sheets. Exam results are available from your Tutor or available on-line.

Details of University GDPR policies are available at https://www.nottingham.ac.uk/governance/records-and-information-management/gdpr-overview.aspx .

10 GENERAL POLICIES AND PROCEDURES

We apologise if this section appears overly officious, but it is hard to write policies and procedures in any other way!

10.1 Expectations

In seeking to achieve our objectives, there are levels of input from staff and students which should be regarded as minimum requirements.

Student expectations

In terms of staff responsibilities, students within any module should expect:

- Clear notification of module objectives and content, teaching methods, assessment system and the penalties for non-compliance with attendance or submission requirements (where these vary from details given in the latest edition of the Module Catalogue (http://modulecatalogue.nottingham.ac.uk), such variations will be explained to each student);
- Sensitivity in setting coursework submission dates and early notice of such dates.
- A level of library provision which gives students reasonable access to all recommended material, where necessary through the short-loan system, and availability of core texts in the University Bookshop.

Staff expectations

In terms of student responsibilities, teaching staff within any module should expect:

- Punctual attendance at all lectures and other teaching sessions, not leaving early except by arrangement with the staff concerned, disrupting other people's learning by arriving late is not acceptable
- Notification in advance, if possible, of teaching sessions you are unable, for good reason, to attend.
- Coursework and assignment deadlines to be met.
- Courtesy and consideration so that those taking the module are not distracted or hindered in their learning.
- Observation of safety rules and no disruptive behaviour
- Rules and instructions about examinations, by arriving promptly, bringing only permitted materials, and being silent whilst under exam conditions to be met
- Prompt response to requests for information and completing all appropriate forms, including those used to record Extenuating Circumstances which may have affected performance or caused absence from examinations.
- Regular reading of university e-mail and checking teaching notice boards.
- Responsible participation in the student feedback processes.

Administrative staff within the school also expect:

- Students to collect relevant information (e.g., examination entry forms, exam timetables) at the correct time.
- To be kept informed of any changes in the student's personal database (e.g., home or term-time address, married name).
- Absence from the course to be reported to the School Office with an explanation.
- Disclosure of any new or pre-existing medical conditions or disabilities

10.2 Student Conduct

Veterinary students have responsibilities and privileges beyond those of most other student bodies. Trust is placed in veterinary students to conduct the practical element of their training competently and professionally. The veterinary student is expected to represent the future of the profession and they must be prepared for life in practice in a public-facing role.

The concept of being fit to practise is not just about achieving academic qualifications; it is about being of good character, being responsible and being worthy of the trust and confidence of the public and peers. To maintain that trust and confidence, veterinary students must behave in a manner which upholds the reputation of the profession and promotes animal welfare. In short, veterinary students must always conduct themselves professionally.

As a veterinary student you are studying for both a university degree and a professional qualification. Consequently, you are expected to comply with both University and Royal College of Veterinary Surgeons (RCVS) guidelines regarding conduct. Upon starting this course, you will have signed a Student Agreement which will be used as a guide to monitor your behaviour throughout the course.

The School, the Profession, and each of us mould our futures with every personal contact. It is important that each of us act, speak, write, dress, and know what we are doing, show concern that we do it well, and communicate concern for the feelings of people and their animals.

National and European legislation governing the various professions is to protect the public interest by ensuring a high level of education and training combined with personal and professional integrity. The Veterinary Surgeons Act (1966) which governs the veterinary profession in the UK is no exception. Membership of the Royal College of Veterinary Surgeons will give you the right to practise as a veterinary surgeon; but rights and responsibilities go hand in hand. For this reason on admission to membership of the Royal College of Veterinary Surgeons, and in exchange for the right to practise veterinary surgery in the United Kingdom, every veterinary surgeon makes a declaration to observe the provisions of the RCVS "Code of Professional Conduct", and in so doing to make animal welfare their overriding consideration at all times (https://www.rcvs.org.uk/setting-standards/advice-and-guidance/code-of-professional-conduct-for-veterinary-surgeons)

The Nottingham Veterinary School selects students whom it believes will demonstrate the appropriate attitudes and behaviours required of a veterinary surgeon and as laid out in the RCVS 'Code of Professional Conduct'. The Nottingham curriculum also has specific objectives for professional attitudes and behaviours, together with opportunities to facilitate their achievement. Students who fail to meet these standards will be offered advice and guidance. Students who persistently display inappropriate professional attitudes and behaviour will be subject to the School's Disciplinary Procedure, and ultimately may be referred to the Faculty Fitness to Practise Committee, because of which you may not be allowed to continue the veterinary course. Decisions of the Fitness to Practise Committee are final and by signing the Student Entry Agreement you agree to be bound by its rulings. In signing the Agreement, you also accept that, for the protection of yourself, patients, clients, staff and other students, at the request of the school, at any time, you will: submit to a medical or occupational health examination and any tests; will accept and obtain any immunisations when deemed necessary; accept referral to appropriate student support services.

Veterinary Student Responsibilities
General attitude and behaviour

You are expected to:

- Ensure that your views about a person's lifestyle, culture, beliefs, race, colour, gender, sexuality, age, or social status do not prejudice your interaction with patients, clients, staff, or colleagues.
- Inform the Veterinary School if you have any disability or medical condition either existing or which develops during the course that might affect your studies or pose a risk to patients, clients, or colleagues.
- Ensure that you take responsibility for your own health (including mental health). This includes seeking appropriate medical advice and/or support.
- Ensure that you do not use illegal drugs or become involved in any criminal activity, including accepting a police caution. As a veterinary student you will have access to controlled drugs and possession of any drugs and/or any behaviour indicating that you might abuse this situation will be dealt with by immediate referral to the Faculty of Medicine and Health Sciences Fitness to Practise Panel. The School and University have a zero-tolerance policy on illegal drug use.
- Maintain appropriate standards of dress, appearance, personal hygiene and conduct so as not to cause offence to clients, staff, or colleagues, impair your performance or jeopardise safety. General appearance, facial expression and other non-verbal signals are important components of good communication in the wider UK community. Any form of dress which interferes with this (such as covering the face, wearing excessive jewellery, or leaving inappropriate areas of the body uncovered) should be avoided.
- Ensure that you are aware of and undertake all health and safety and biosecurity measures. This may include, where appropriate, being inoculated against zoonoses that may be transferable to/from animals to protect both your own health and that of the animal.
- Demonstrate probity (honesty, integrity and of upright character) and politeness to all people you encounter and ensure that your actions do not bring the School, the University or the profession into disrepute.
- Avoid the use of offensive language or text or bullying behaviour especially on social networking sites (e.g., Facebook) or in your Hall of Residence.

Attitudes and behaviour towards patients

You are expected to:

- Treat all animals of whatever species, humanely, with respect, and with their welfare as the primary consideration.
- Ensure that in the handling of animals or any given procedure that the safety of the patient, client/animal owner/keeper, yourself and any other member of staff or student is of prime concern.
- Recognize your limitations when handling animals or undertaking any procedure or communicating any information.
- Seek and follow advice from a suitably qualified veterinary surgeon and/or the school about modifying clinical contact with patients if you have any condition that can be passed on to patients, or if your judgement or performance could be significantly affected by your condition or illness or its treatment.
- Act quickly to protect patients from risk if you have good reason to believe that you or a colleague may not be fit to practise, by reporting any concerns to a senior member of staff, e.g., a Senior Tutor.

Attitudes and behaviour towards Clients or Animal Owners or Keepers

You are expected to:
- Demonstrate respect for the client/animal owner/keeper that encompasses, without prejudice, diversity of background and opportunity, language, culture, and way of life. This includes treating patients and clients/animal owners/keepers professionally, politely, and considerately, respecting clients' privacy and dignity and respecting their right to refuse to take part in teaching.
- Always make clear to the client/animal owner/keeper that you are a student and not a qualified veterinary surgeon, and not give veterinary advice or recommend treatment unless under direct supervision.
- Make sure the client/animal owner/keeper has agreed to your presence and involvement.
- Not continue interaction if the client/animal owner/keeper indicates a wish to stop.
- Treat information about patients as confidential and not divulge it to anyone not involved in the patient's care. This principle of confidentiality includes not discussing patients with other students or professionals outside the clinical or educational setting.
- Give due consideration to the client/animal owner/keeper's concerns and wishes where these do not conflict with the patient's welfare.
- Not abuse a client/animal owner/keeper's trust.
- Respect a client/animal owner/keepers' property and belongings, acting responsibly and safely when at a client/animal owner/keeper's premises.

Attitudes and behaviour towards Staff, including Clinical Associates

You are expected to:
- Demonstrate respect for Academic, Support and Clinical Associate staff, and treat them with consideration whether in academic or social settings.
- Attend all classes, clinical teaching sessions and clinical practice duties on time and in appropriate dress and with appropriate equipment (including all scheduled teaching and assessment at Clinical Associates); not leave early (except by arrangement with the staff concerned); observe safety rules and not behave disruptively.
- Undertake Extra Mural Studies (EMS) as required by the School and the RCVS.
- Report any absence from the course to the School Office with an Absence Form and adhere to the absence policy for clinical rotations.
- Notify the relevant staff member, in advance, if possible, of teaching sessions you are unable, for good reason, to attend, and submit an Absence Form to the School Office.
- Whilst at Clinical Associate or other teaching facilities away from the Nottingham campus, observe all safety, dress, behaviour, or other required conventions as directed.
- Understand your learning originates from all formats of teaching delivery and not just lectures.
- Follow rules and instructions about examinations with correct behaviour, by arriving promptly, bringing only permitted materials, remaining silent when under exam conditions and not committing any Academic Offence.
- Submit coursework and other documentation as required and on time.
- Agree to the submission of all assessed work to online plagiarism detection services.
- Submit yourself to any examination or provide any information as required by the professional bodies.
- Maintain communication with staff by:
  - Attending scheduled appointments with Personal Tutors and initiating additional contact where necessary.

- o Responding promptly to requests for information and completing all appropriate forms, including those used to record extenuating circumstances which may have affected performance or caused absence from examinations.
- o Regularly reading your university e-mail and checking teaching notice boards.
- o Participating responsibly in student feedback processes.

- Actively engage in remedial work after poor academic, clinical, or professional performance.
- Disclose in confidence, any new or pre-existing medical conditions to the School's Disability Liaison Officer to enable appropriate support to be implemented.

Attitudes and behaviour towards students

You are expected to:
- Demonstrate respect for other students that encompasses, without prejudice, diversity of background and opportunity, language, culture, and way of life.
- Take responsibility for supporting other veterinary students in academic, practical, and clinical work.
- Be prepared to inform an appropriate member of staff if you observe behaviour in colleagues which is at variance with the standards outlined in this document.
- Take responsibility for supporting your fellow students but know when to seek further advice.

General University Student Responsibilities

In addition to the responsibilities specific to your role as a veterinary student, the University has guidelines about student responsibilities which you are also expected to observe.

You are expected to:
- Take significant responsibility for your own learning, personal development and wellbeing, including:
  - o Making yourself familiar with all dates relevant to the course and being available when required for teaching and assessment.
  - o Raising any problems affecting your studies with the Student Support and Wellbeing Team, your Personal Tutor, Module Leader, or other appropriate member of staff.
  - o Handing coursework in on time.
  - o Avoiding all forms of cheating and plagiarism and other Academic Offences, including fabrication of results.
- Read and comply with the University's Regulations and Codes of Practice relating to students including safety guidelines and instructions.
- Take advantage of the support services provided for you if you need them.
- Satisfy all financial obligations to the University in a timely fashion.
- Keep the School informed of any changes to your contact details.
- Assist in the continued development of the University by letting us know where improvements can be made and by participating in our decision-making processes as appropriate.
- Acknowledge that you have responsibilities to members of the student and non-student communities in which you are resident.
- Respect the rights and property of all staff, fellow students, visitors, and those living in the area whose day to day lives do not necessarily coincide with that of student life.
- Recognise that your conduct and behaviour on or off campus reflects on you and the University and undertake to act with consideration and respect for the welfare and interests of your fellow students and members of the wider community.

10.3 Discipline Code

We recognise that life within the school can be stressful and exciting often leading to exuberant behaviour. Staff are tolerant during the transition phase and throughout the course, but it is your responsibility to behave in a professional manner from the start. In general, a combination of common sense and following the Student Agreement (which you have signed) give clear guidelines of what is acceptable behaviour. However, there are boundaries beyond which it is unacceptable to stray and if you do, a Discipline Code, overseen by the Senior Tutors, exists to deal with complaints against students. These may relate to Academic or Professional areas and be considered as minor, serious, or critical.

Complaints about minor matters will be dealt with informally through the Senior Tutors. Serious complaints (or repeated minor complaints) will result in formal warnings that if repeated will lead to further action. Occasionally critical complaints (or repeated serious complaints) may lead to academic penalties, referral to the University Academic Offences Committee or the Faculty of Medical and Health Sciences Fitness to Practice Committee. These can result in the termination of your studies. The Senior Tutors will collect evidence to advise the school on all disciplinary matters. In exceptional circumstances, students will be suspended immediately pending a hearing. The outcome of Bonington Hall disciplinary hearings will be considered by the Senior Tutors only if the student is fined.

Professional offences may include failing to declare a disability or medical condition, causing an animal unnecessary suffering, rudeness to your hosts or clients during an EMS or Clinical Associate placement, academic offences, forging a signature, sending forged messages with a malicious intent to deceive, racism, bullying, libel, offensive behaviour to other students or staff, and drug abuse. Please note that possession or use of illegal drugs, a criminal offence or police caution will normally lead to automatic referral to the Faculty's Fitness to Practise Panel. The full text of the School Disciplinary Procedures can be found on Moodle and includes details of the appeals process.

10.4 Health and Safety

Safety is very important in the School of Veterinary Medicine and Science and while every precaution is made by the staff and the University of Nottingham, ultimately it is up to you as students to make the school as safe as it can be. This section in your handbook is intended to be a quick reference guide on basic safety information and who to contact in the event of an accident, fire, or to raise concerns. Detailed safety information can be found in the School of Veterinary Medicine and Science Safety workspace or the University of Nottingham's safety web pages:

https://www.nottingham.ac.uk/vet/safety.aspx
http://www.nottingham.ac.uk/safety/index.aspx

School Safety personnel

Health and Safety Coordinator	Michael A Jones
Building Operations Manager	Simon Clifford
Biological Safety Officer	Rachael Tarlinton
Area Safety Assistant (Research)	Scott Hulme Freya Shephard
Area Safety Assistant (Teaching)	Lauren Axten Emily Gill
Radiation Protection Officer (& lasers)	Thomas Hackney Phil Hammond

Fire Officer, Academic Building	Chris Holland
Fire Officer, Clinical Building	Simon Clifford

Important Telephone Numbers

University Emergency Telephone Number	8888
Trent Security	0115 951 3013
Occupational Health	0115 951 4329
University Safety Office	0115 951 3401
Estates Office help desk	0115 951 6666

Fire Procedure

Activate the nearest fire alarm and telephone 8888 and state location of fire. After activation, or on hearing the alarm:

- Leave the building immediately in a quiet and orderly fashion by the nearest exit,
- Only tackle the fire using the appropriate extinguisher if safe to do so and escape route is clear.

The fire alarm system is tested each week on Tuesday morning at 8.50 am. A fire drill to test the school's procedures will be held at least annually.

Fire assembly points:

- Car Park opposite Gateway Building (for Academic Building)
- On grassed area between Dissection Room and Ménage (for Clinical Building)
- Area across road to left of Gateway building (for Gateway Building)
- On grassed across the car park from the Peter Buttery Teaching Laboratory

First Aid and Accidents

In the event of a minor accident summon the nearest First Aider. Contact details to be found near the phone or contact the Safety Officer on 16435 or School Office on 16116.

In the event of a major accident call 8888 and state location of casualty

- Stay with the casualty and send for nearest First Aider.
- First Aider will arrive and coordinate emergency response

All accidents need to be reported online; you should contact the Senior Teaching Technician (Simon Clifford) or the Safety Officer for advice. Reports need to include 'near misses. A near miss is an accident which did not result in an injury but had the potential to have caused harm if circumstances where slightly different, for example a handle breaking on a box which misses someone's foot is a 'near miss'. Reports will be reviewed monthly; any serious accidents are brought to the attention of the Safety Officer; these will be investigated, and action taken immediately.

Protective Clothing and Equipment

Appropriate protective clothing must always be worn, and equipment used for any activity. When working in the laboratory, with animals on site and out in the community or at Clinical Associates or on Placements the School expects you to look smart and be safe. The capacity of students and staff as individuals and the school as an institution to compete successfully for professional and economic recognition is determined largely by public perception of our competence, self-confidence, professional pride, and caring attitude. These important perceptions are based frequently upon superficial first impressions of appearance and communication skills.

Students should, when in contact with Clients or Clinical Associates be tidy and clean and maintain a personal appearance suitable to represent the profession to the public. A shirt and tie or similar smart dress for women is required. Unacceptable dress includes bare feet, shirts baring the midriff, and tank tops that bare shoulders, shorts, or miniskirts. Any apparel that is excessively dirty, torn, odoriferous, or otherwise in distracting disrepair to the average person is unacceptable. It is expected therefore that students whilst working in any context that involves Clients or Clinical Associates, should also therefore wear their name badge and relevant clean protective clothing.

Students will participate in a professional field where the threat of exposure to and the chance for the spread of, infectious agents is greater than in the general student population. Therefore, for the safety of all personnel, extra care and attention must be given to cleanliness and sanitation as essential safeguards. The person, his/her equipment and his/her environment must be kept in such orderliness as to reduce the chance of his/her becoming infected or his/her spreading infection to others. It is for this reason that students must not wear the protective clothing, lab coats or boiler suit in public places away from the school. These clothing items are to be worn only while engaged in educational, research and/or service activities directly related to the veterinary course. PPE must be cleaned regularly. At all times Wellington boots must be suitably cleaned and disinfected after work has finished. Dirty / used PPE must not be taken into clean work areas, e.g., Small Group Teaching Rooms or the Atrium.

5-year course clothing and equipment

Laboratory work required clothing and equipment

- Dissection: Lab coat, surgery kit, (lab coat, apron, gloves and Wellington boots provided by the school for use in the Dissection Room)
- Surgery: Blue surgery scrubs, surgery cap, surgery kit, white clogs, head torch (all provided by the school for use whilst in the Cadaver Surgery Suite)
- Pathology: Boiler suit, surgery kit, lab coat, parturition gown, Wellington boots, socks (all provided by the school for use whilst in the Veterinary Laboratories Agency)
- Biochemistry and other lab work: White Howie coat

Animal Handling required clothing and equipment

- Large animals: Boiler suit, waterproofs, parlour top, torch pen, thermometer, stethoscope, Wellington boots, riding hat (and sturdy boots for horse work (optional), (boiler suits, Wellington boots and riding hat provided for teaching at the school smallholding)
- Small Animals: Clinical tunic, penlight, thermometer, stethoscope
- Abattoir: White boiler suit, white Wellington boots, thermometer, stethoscope, hard hat (all provided)
- Clinical: Scrubs and clogs

A number of these items are branded and are required to be purchased through the school.

6-year course clothing and equipment (Preliminary/Gateway Year) Laboratory work required clothing and equipment which will be provide for by the School

- Lab coat
- White Howie coat

Animal Handling required clothing and equipment

- Large animals: Boiler Suit, waterproofs, Wellington boots, riding hat (and sturdy boots for horse work (optional)) (boiler suit, Wellington boots, rising hat provided for teaching at the school smallholding)
- Small Animals: Clinical tunic

A number of these items are branded and are required to be purchased through the

school. Safety Rules and Policies

Students must always observe the following basic rules. If you do not follow these basic rules, you can be excluded from the class, they are in place for your safety.

You are required to confirm your attendance at the Health and Safety Briefing in Fresher's Week.

Basic Safety Policies and Procedures

- When you are taking part in a practical class you must follow the instructions of the Lecturer in charge, the Demonstrators who share the supervisory role and, if working in a laboratory, the Technician in charge.
- Eating, drinking, or application of cosmetics is forbidden in the laboratory, or any other area involved in the handling of animal material or live animals.
- Think before you act. You must not run, rush, act hastily, or behave foolishly in the laboratory or in classes using animal material or live animals.
- Protective clothing appropriate for the activity must be worn.
- No smoking is allowed in or near any Building. Smokers are required to use the garden area to the north of the Academic Building.
- All accidents (including cuts, abrasions, bites, bruising, knocks, kicks or being trodden on) sustained by students during classes or clinics must be reported to the academic staff or the supervisor, and an accident form filled in.
- Students who feel unwell during or soon after a class or clinics must report their condition to a member of academic staff or a technician. It is unsafe to work when ill or unfit for work.

The above rules form the basis for our safety policy there are more specific rules for areas within the school and these are detailed below but remember to follow the above rules and if in doubt ask.

Animal Handling Policies and Procedures

- Staff and students must be aware at all times of the unpredictable nature of animals and understand that they can be frightened easily by a noise or sudden movement.
- Except for domestic pets and some experimental animals, most animals prefer to remain in groups. Separation away from their group can change their behaviour.
- All doors and gates to buildings or yards enclosing livestock must be kept closed and secured. Field gates must not be left open.
- Smoking is NOT permitted in or close to animal houses, stables, ménage, stock yards, or forage barns.

- Appropriate protective clothing, head wear and footwear must be worn when dealing with live animals. Guidance on protective clothing to be worn will be given by the member of academic staff or supervisor.
- Animals are often apprehensive of strangers. Animals which are accustomed to their owner/keeper could resent handling by instructors or by students. It may be advisable for the animal owner/keeper to be present when an individual animal is used for demonstration purposes.
- Treatments, or attempts to remove material from animals for examination, must not be carried out without assistance or before the animal has been appropriately restrained.
- Students and staff should ensure that all appropriate windows and doors are closed before animals are released from the kennels or cages. Dogs should always be on a lead, except when released in the exercise area. All animals should be moved around in an appropriate cage or with a lead or collar – they are not to be moved unrestrained at any time.
- Animals recovering from anaesthetic can be expected to behave unpredictably.
- No undergraduate student can enter stocks which are occupied by an animal. Under exceptional circumstances, experienced members of School staff may enter stocks when an animal is present. No person restraining an animal in the stocks must be allowed to place themselves between the animal and the metal uprights of the stocks.
- Some classes of livestock must be approached and handled with particular care, for example, bulls, stallions, boars, and females with young, especially sows, mares, bitches, and rats. No person must enter the pen of a bull or other potentially dangerous animal without assistance or supervision of trained personnel.
- Injury can be inflicted by vicious or difficult animals or can be caused accidentally by a nervous or frightened animal which is normally quiet and easy to handle. Animals coming into hospitals as patients are often stressed and their behaviour changes.
- Any animals that are known to be dangerous, to other animals or to people, must have their cages clearly labelled to identify this fact.
- Any person injured, bitten, or scratched by any animal must obtain immediate first-aid or medical attention, and must report the accident to the supervising member of staff as soon as possible.
- All large animals are potentially dangerous to their handlers, and this especially applies to horses and cows which are ill and in pain. For these reasons, there must be at least two people entering a large animal box, always.
- Persons working in the school are responsible for ensuring that the various areas are left in a clean and tidy condition after any procedures have been carried out. Faeces and blood stains must be removed from the floor promptly and as soon as possible. Disposable items must be disposed of in the correct manner.
- All species of animals can carry diseases which are directly transmissible to man (zoonotic diseases). To minimise the risk of contracting zoonotic disease students should wear appropriate clothing during practical's involving animals and carefully follow all safety protocols outlined by the member of staff (good personal hygiene, particularly thorough hand washing after handling animals is extremely important).

Laboratory policies and procedures

- Keep benches clean and put away all apparatus not in use, carelessness, and untidiness result
- in poor experiments and can lead to accidents.
- Equipment such as scalpels and saws used in dissection and other procedures should only be used after training with a period of supervision. Be aware of the location of the blade in relation to you and other people and behave responsibly.
- Do not operate any instrument in the school with which you are unfamiliar. Ask a technician to show you how to use it.
- Toxic and/or corrosive chemicals will normally be dispensed from burettes or automatic dispensers. Use rubber bulbs or safety pipettes for the transfer of all solutions, solvents, and micro-organisms. Pipetting by mouth is not permitted. If you are not familiar with the safety pipetting devices provided, ask for the help of a technician.

- Label containers clearly, indicating the nature of the contents, concentration, your full name, and the date and hazard warning label. This rule is especially important if the container if is to be returned for subsequent practical work.
- Never use a Bunsen burner unless the experimental protocol specifically instructs you to do so. Never light a Bunsen burner until you have checked that there are no inflammable solvents nearby.
- Many solvents are flammable and/or toxic. Whenever possible, use them only in a fume cabinet. Waste solvents must be disposed of in special containers. Specific instructions for waste disposal will be given in class schedules. Flammable solvents must never be poured down sinks.
- Report immediately any malfunction in electrical apparatus. Do not attempt to repair it yourself however minor the fault appears to be. Report worn leads or loose connections.
- Before leaving the laboratory or clinics work area, students must remove their protective gloves by carefully inverting them and disposing of them in the yellow clinical waste bag, removing lab coat then washing their hands thoroughly with germicidal soap.
- Lab coats or Howie coats must be worn in laboratory working areas and kept buttoned-up. Soiled laboratory coats are a potential hazard and must not be worn or taken into areas where food and drink are consumed. It is recommended that coats should be wrapped in a plastic bag when not in use and it is your responsibility to launder them regularly.
- Safety spectacles must be worn when working with anything potentially harmful or hazardous. Protective gloves and face masks are also available and will be recommended for use, when necessary, in specific experiments; if you cannot find them you must ask for them. Students not wearing correct protective clothing or eye protection will be excluded from Laboratories.
- All accidents or incidents must be reported immediately to the Lecturer in charge of the class, a class Demonstrator or Technician.

Common hazards and accident procedure in the laboratory

- The most common cause of laboratory accidents is broken glass. Inspect all glassware carefully before use. Do not use broken, jagged, or cracked glassware at any time. Return damaged apparatus and dispose of broken glass in the special bins provided. Do not attempt to pick up broken glass with your bare hands.
- Another common cause of accidents in the teaching laboratory is slippage on wet surfaces. Mop up any spillage of water or other fluid on the laboratory floor as soon as it occurs and report any other observed wet areas. If a strong acid or base is spilt, immediately seek the help of a technician.
- Each Teaching Laboratory has a first-aid box containing bandages, plasters, etc. for the treatment of minor accidents. Always consult a Technician, Demonstrator or Lecturer if you cut yourself.
- If chemicals are ingested immediately rinse your mouth or the affected area and report the accident to someone in charge. Do not try to make yourself sick before it has been established exactly what you have swallowed.
- If chemicals or other reagents meet skin wash the affected area with plenty of water and consult someone in charge. If possible, detailing what has been in contact with the skin.
- If chemicals meet your eyes wash the area with the eye wash provided for at least 15 minutes. If eye wash is unavailable water, is an acceptable substitute.

Ionising Radiation

- As students you will not be expected to work with sources of radiation within the school. If, however it is deemed necessary for project work, permission needs to be obtained from the University safety office. Further details can be obtained from the School Safety Officer.
- The most likely source of radiation students will encounter is X-rays.
- Any work should be carried out using the appropriate safety shielding and follow exposure guidelines as detailed by the Lecturer and/or Clinical Associate.
- Any questions regarding exposure to radiation and the procedure for approval needs to address to the School Safety Officer or Radiation Safety Officer.

Occupational Health Service

The primary function of the Occupational Health Service is to advise on matters relating to health and the working environment. This is carried out in close co-operation with the University Safety Office and the School Safety Officer. Certain types of work require the operator to undergo medical screening before the work is undertaken, and this is arranged by Occupational Health via the School Safety Officer. Examples include allergy screening for those working with animals and farm workers; and checks for prospective users of ionising radiations, lasers and certain hazardous chemicals (e.g., respiratory sensitisers).

10.5 Out of hours working

Staff and veterinary students who require to work alone between the hours of 7.00 p.m. and 7.00 a.m., Monday to Friday or at any time over the weekend may only do so following a suitable assessment of risk – you should discuss with your Personal Tutor. **Students are not allowed access to any laboratories out of hours.** Access to the Building always is via the swipe card system. During such out of hours working staff and vet students **must also** sign in using the 'Out of Hours' book provided in the foyer of the school. **Visitors are not allowed into the Veterinary School outside working hours without prior permission.**

10.6 Small Group Teaching Rooms

Groups are assigned to Small Group Teaching Rooms (SGTR) for each module in the 5-year course. Each student is given a key to the cupboard in their room, which allows you to access the resources out-of-hours. Keys to the tambour unit for books will be issued and if any keys are lost a replacement key charge of £10 will need to be paid.

The SGTRs will be shared with other students and staff. Users of room are responsible for the resources in the small group teaching rooms, so it would be useful in an early session to discuss how the groups will work together to look after them and use them, to mutual best advantage; you will be required to do regular inventory checks. If any of the resources are lost or damaged, the group will be required to pay for the cost of replacement and / or any fine.

10.7 Preliminary/Gateway Year Teaching Room

Each Preliminary/Gateway Year student is given a key to the Preliminary/Gateway Year Teaching Room, which allows you to access the room and its resources out-of-hours; you will be required to pay a £10 deposit for the key. If you lose the key, you will be required to pay for a replacement. These payments can all be made via the online shop.

Users are responsible for the resources in the room, so it would be useful in an early session to discuss how the group will work together to look after them and use them, and the room itself, to mutual best advantage. If any of the resources are lost or damaged, the group will be required to pay for the cost of replacement and / or any fine. Students will also be required to pay for the cost for excess cleaning of the room if this becomes necessary.

10.8 Pets on Campus

The school has limited facilities for students' horses, but no other animals (including pets) are allowed on campus.

You should realise that the course is very demanding, and you need to carefully consider how you will look after any pet throughout the 5-6 years of the course, which will involve time spend on EMS placements and at Clinical Associates where facilities for students' pets will not be available.

10.9 Photography

There should be no photography except of teaching materials, animals, or clinical cases, if you wish to take photographs to enhance your learning you need to obtain permission from the relevant lecturer and/or the animal's owner/keeper. Students who take photographs without permission will be subject to the Schools Discipline Code.

10.10 Facebook and social networking

Throughout the course you are expected to behave in a professional manner and observe strict confidentiality. You should never discuss details of animals or their owners outside of clinical discussions with colleagues, either verbally or through the internet.

If you obtain permission to take photographs or video of animals or specimens, you must not post these onto social networking sites (e.g., Facebook) or image databases (e.g., Flickr). Any photographs placed in the public domain must receive the authorisation from the animal's owner using a specific form available to academic staff within the school. You MAY upload images on your portfolio with the verbal permission of the owner or a member of staff.

You must not post information about the school, its staff or students, its Clinical Associates or their staff or clients on social networking sites. Bullying (offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate, or injure the recipient) whether directly or indirectly, or libel via electronic media, will not be tolerated.

If you are in any doubt about whether something can safely be posted on the internet, it is safest not to.

To view the University Social Media Policy, visit:
https://www.nottingham.ac.uk/governance/documents/social-media-policy-for-students.pdf

10.11 Student Personal Belongings

Student belongings must not be left lying about as they pose both a safety and security risk. Coats, bags, lecture notes and other personal items must be left in the lockers provided for this purpose. **It is very important that you name your belongings so that we can trace the owner if required.**

If you lose the key to your locker a replacement cost of £10 will need to be paid before we can open your locker.

It is your responsibility to have all PPE and equipment required for teaching or assessment sessions. You should not expect to be able to borrow, or worse, just take other belongings at will! If you do not have the correct PPE, you will not be able to undertake the practical session or assessment.

10.13 Students' Grievances and Complaints

The Veterinary School aims to provide high-quality teaching to students but recognises that occasionally things may go wrong. In many cases problems or misunderstandings can be dealt with by discussion between the teacher and students, or through the Learning Community Forum, but in other instances it may be appropriate to pursue the matter in a more formal way. What follows is a summary of some of the channels open to you. You can expect that your complaint will be dealt with promptly and fairly, and in accordance with the University's official procedure.

The levels of service that you may expect from the University are set out in the Guide for Students, and the Students' Complaints Procedure (summarised below) can be accessed at:

http://www.nottingham.ac.uk/academicservices/qualitymanual/student-engagement-and-complaints/studentcomplaintspolicy.aspx

This is distinct from the Academic Appeals Procedure at:

http://www.nottingham.ac.uk/academicservices/qualitymanual/assessmentandawar
ds/academic-appeals-policy-and-procedure.aspx

Complaints Related to Academic Study

- If you have a complaint about any aspect of your course which has not been able to be resolved through informal means, you should, in the first instance, discuss the problem with your Personal Tutor. If you do not feel comfortable approaching your Tutor or if they are not available and you need to speak to someone urgently, you may prefer to talk to the Sub-Dean for Teaching, Learning and Assessment, Module Convenor, or Senior Tutors.
- If your complaint concerns a member of staff or fellow student or is of a confidential nature, you should approach the Dean of School. If your complaint concerns
- the Dean of School or you do not feel comfortable approaching the Dean, you should contact the Pro-Vice-Chancellor of the Medical and Health Sciences Faculty via Student Registry, who will arrange to discuss the matter with you.
- If, having discussed the matter, you feel that your concern has not been dealt with satisfactorily, you should put your complaint in writing to the Dean of the School. You may wish to consult the University Student Advice Centre before making a written complaint. All written complaints received by the school are initially considered by the Dean (provided it is appropriate in the circumstances), in consultation with other appropriate staff. All actions are documented and are kept on file.
- When making a written complaint, it is helpful if you give as much information as possible and set out the precise details of your complaint in the letter. You should explain the steps that you have taken in pursuing your complaint and mention any discussions that you have already had about the matter, attaching copies of any earlier correspondence.
- You should normally receive a written response within 10 working days although it may take longer for the matter to be investigated. You may be invited to discuss the matter with the Dean and, if you wish, you may be accompanied by a UNU officer or any other current member of the University, at the meeting.
- If the problem has still not been resolved satisfactorily, you can make a formal written complaint to the Pro-Vice-Chancellor for Student Affairs within the University. You may expect an acknowledgement of your complaint within 10 working days and a timely written response.

- As a last resort, students are entitled to complain to the Independent Adjudicator for Higher Education who will only consider complaints once all internal routes have been exhausted and the University has issued a Completion of Procedures letter. The OIAHE will not consider complaints relating to Academic Issues, more details can be found at http://www.oiahe.org.uk

Non-Academic Complaints

If you are not satisfied about some non-academic matter such as the facilities or service provided by a section of the University, you should, in the first instance, discuss the matter with staff of the relevant service. The University's Guide for Students will give you details of the levels of service that you may expect from the various services and should help you decide who is the appropriate person to contact. For example, matters concerning catering or housekeeping in Halls of Residence should be raised with the Catering or Hall Manager in the first instance. Again, the provisions outlined in (iii) to (vi) above apply here also.

Matters which are not covered by the Complaints Procedure

The University has several agreed policies and procedures; issues covered by other such policies cannot be dealt with under these Complaints Procedures. For example, this procedure cannot be used to appeal against a decision made under the Code of Discipline for Students (which is set out in the Regulations section of the University Calendar), matters may be more appropriately pursued under the University's policies on Racial and Sexual Harassment or Equal Opportunities, which are available from the Student Registry.

If you have had your course recommended for termination on grounds of academic failure, you are entitled to a hearing, and a separate procedure applies. Within 10 days of the Teaching, Learning and Assessment Committee making the recommendation for termination, you will receive a letter from the University informing you how to request a hearing. This falls under the Academic Appeals Procedure, mentioned in section 8.8.1.

The University's regulations do not permit an appeal against the academic judgement of the Examiners in reaching a decision about degree classifications. However, exceptionally, if you believe there have been procedural irregularities you may appeal under the Academic Appeals Procedure.

11 OTHER USEFUL INFORMATION

Banking and cashpoints

A fee-free cash machine is situated in the Barn. Further cashpoint facilities are available in Sutton Bonington village (at the Post Office), in East Leake and Kegworth.

Bicycles

Bikes can be left at the owner's risk, chained to the bike rack outside the Academic building. Bonington Hall

All University accommodation on Sutton Bonington campus is collectively known as Bonington Hall. There are approximately 650 rooms, housing students from its two Schools, Veterinary Medicine and Science, and Biosciences. The Hall buildings are owned and managed by a company called CLV; lots of useful information can be found on their site at: www.clvuk.com/locations/bonington-hall/

There are several Resident Hall Tutors on Campus. The title Tutor is a term from the past: Tutors are neither teacher nor counsellors. They bring to the community a variety of academic and other experience. They are appointed to assist 'in the smooth running of the hall' and to be helpful whenever their assistance is requested. They will liaise with the Student Support and Wellbeing Manager and Senior Tutors only when necessary.

The Tutors will be happy to see students at any mutually convenient time. In any emergency it should always be possible to contact a member of hall staff or a duty Hall Tutor.

Campus Facilities

Sutton Bonington Campus contains virtually all the amenities you require for both your academic and social life. A shop and a café operate from 8am – 8pm, Monday to Friday, as well as opening at the weekend.

Other facilities include the Guild, support services such as the University Counselling Service, the Chaplaincy and Financial Support. In addition, there is a Prayer Room and a Muslim Prayer Room.

The Music Society has a music room on site, and this is available to all its members.

There is a Sports Centre on the campus and comprises a 4-badminton court sports hall, 2 squash courts, a practice room and a fitness suite. The Fitness Suite incorporates Cybex equipment including powerjoggers, rowing ergometers, upright and recumbent bikes, cross trainers, and resistance machinery. Other facilities at Sutton Bonington include tennis courts, rugby/football pitch, floodlit synthetic turf surface and an indoor climbing wall. Further details are available at: http://www.nottingham.ac.uk/sport/facilities/suttonbonington

A new, purpose built, extensive Amenities Building was opened in 2015 and consolidates several student facilities into the one building containing catering provision which includes a dining hall, a café and Bar.

Car Parking

You may bring your car to the Sutton Bonington campus. However, car parking will be for permit holders only and clamping is in operation on this campus for cars found without permits. It is very important that you only park in your assigned student car parking area, otherwise the University Security will issue you with a fine.

Provision is always made for drop off slots at the start and end of your tenancy so parents/friends can bring and collect you, but we do require that parents/friends move their car to one of the main car park areas, once they have unloaded near your Hall, to make space for another person to unload.

If you do require a parking permit, then application forms can be obtained from the Security Office in the Main Building or:

http://www.nottingham.ac.uk/estates/security/carparking/student-parking.aspx

If there is a good reason for you needing a car parking space, such as having a disability, please make this clear on the application form, so that special consideration can be given to your application.

Council Tax

Students are exempt from Council Tax.

Drinks and snacks

Sandwiches, main meals, and hot drinks may be purchased from the Café or the Rushcliffe Restaurant. ***Food and drink are not permitted in any laboratory, the computer rooms or the Lecture Theatres.***

Emergency Contact

In an emergency, students can be contacted via the School Office; we will endeavour to contact the student as soon as possible. Contacts are:

Joanne Flewitt	**Student Support and Wellbeing Manager**	**Tel. (0115 95) 16419**	**joanne.flewitt@nottingham.ac.uk**
Pamela Oldham	Student Experience Officer	Tel. (0115 95) 16552	pamela.oldham@nottingham.ac.uk
Dr Karen Braithwaite	Head of Operations	Tel. (0115 95) 16413	karen.braithwaite@nottingham.ac.uk

Finance

The tuition fee for 2021/2022 for UK undergraduate students is £9,250 and students can apply for a loan from the Student Loans Company to cover this. This is not means-tested. A second loan is available from the Student Loans Company which is means-tested and although everybody can get a basic amount some students will get more depending upon individual circumstances. Both loans constitute one single loan and will not need to be repaid until you have finished university and are in employment (see http://www.nottingham.ac.uk/student-support/studentloans.htm).

International students are subject to different arrangements and should see http://www.nottingham.ac.uk/international/ the University's International Office, for further information. Graduates should refer to their Local Education Authority for information regarding finance.

For full information from the Financial Support Student Services from the University of Nottingham, you can visit their online brochure at the address given below which provides full information regarding university bursaries, scholarships and Government support. There is a great deal of information including a FAQ's web page, which should answer all your questions. If not, you can contact them directly with any queries you may have. The following are useful sources of information: http://www.nottingham.ac.uk/financialsupport

The Student Support Centre also runs an emergency hardship fund for students in financial distress. Contact their financial team via ssc@nottingham.ac.uk

The Student Union also offer a wide range of advice on managing your finances at http://www.su.nottingham.ac.uk/advice/money

As well as the different bursaries available across the University, the School Office holds a list of sources of financial assistance specific to the Vet School. This includes details of special bursaries and scholarships.

Library

The James Cameron-Gifford Library contains a wide range of books and journals on veterinary-related topics. These resources are supplemented by the stock of the other University libraries at Nottingham, available to readers from the campus either personally or via interlibrary loan. The library catalogue and other electronic resources including indexing and abstracting databases and over 7000 electronic journals are available within the Nottingham e-Library Gateway via the internet. Specialised advice on subject literature is available as part of the wider information service provided by the library staff for its users. All University students may join the library. Your University Student Card is also a Library Card and can be used to borrow material from University Libraries. For further information please visit the Information Services website: http://www.nottingham.ac.uk/is

The library is normally open at the following times during term time:

- Monday-Friday 8.00 is to 9.45 pm ■ Saturday 9.00 is - 4.45 pm ■ Sunday 9.30 am- 4.45pm

The library opens 24 hours a day during exam periods. Hours of opening are reduced during vacations.

Your Small Group Teaching Room contains several key texts and other resources.

Local Facilities

Sutton Bonington is well placed for access to several local towns and cities, as well as having facilities within the village itself. Sutton Bonington is a small, quiet village; ideally positioned right on the edge of our Campus, with some very nice housing, a few shops (Post Office, small supermarket, hairdressers) and other traditional village essentials (3 churches and 3 pubs) to keep you well looked after.

After Sutton Bonington, Kegworth is home to your nearest set of amenities, with several pubs, restaurants and takeaways, a taxi firm, a selection of shops, hairdressers, and pharmacy. Kegworth is a 20-minute walk from Sutton Bonington.

With over 100,000 students at the city's universities and colleges, Nottingham is a vibrant city with plenty to keep its youthful population busy. Its compact city centre, only twenty minutes away from Sutton Bonington by bus or car, combines heritage and history with contemporary culture.

Loughborough is a thriving market town in the East Midlands and is about 15 minutes' drive from Sutton Bonington. It has a large student community and very good sports facilities because of Loughborough University being based at the edge of town. An open-air market operates twice a week on Thursdays and Saturdays.

Post and Post Office

Personal post should normally be sent to your Hall of Residence where it is delivered to your flat mailbox for distribution, only in an emergency may it be sent to the Vet School.

You should check the pigeonholes outside the School Office regularly for Vet School mail.

A Post Office is in Sutton Bonington village. A post-box for stamped mail is available in the School Office.

Printers and Photocopiers

Printing facilities are available in the School Computer Room, SB Computer Rooms and in the library. There are three self-service photocopiers downstairs in the old section of the James Cameron Gifford Library. The costs of copying/printing are displayed in the photocopy areas.

Public Transport

There are local public services, which run past the campus (Indigo 5b service, except on Sundays) and the Paul Winson 65 service to Nottingham). Timetables are held at the Porters Office in the Main Building and are also displayed on noticeboards in the Vet School.

Security

Bonington Hall accommodation is equipped with 24-hour manned security and closed-circuit television and there is a store for bicycles. In addition, the University Security Section has a satellite office at Sutton Bonington campus, providing a 24-hour uniformed presence. Please visit the following for useful security information: http://www.nottingham.ac.uk/estate/security.htm

If you have an EMERGENCY, please

Tel: 8888

School Cars

Students can drive the school vehicles only on School business (e.g., driving to Clinical Associates). They are not available for social activities, and they cannot be used at weekends by students. All drivers need to be over 21, possess a university permit and have held a licence for at least 3 years.

Students are also required to complete a competency driving test if you wish to use the landrovers - the school will pay for students to take the test.

To apply for a drivers University permit you need to apply online: https://driverspermits.nottingham.ac.uk/default.aspx

All University-owned vehicles driven on university business are insured under the University of Nottingham insurance policy.

School Shop

The School Shop stocks several items for the course, including clothing, equipment and books; a list of these items is available online https://store.nottingham.ac.uk/

An email will be sent to you once your order is ready to collect and can be collected from the School Office during opening times 9am – 4pm Mon-Fri. The Student Experience Team manage the shop and can be contacted with regards to any shop queries sv-studentexpteam@nottingham.ac.uk

School Stables

We have 16 stables for students' horses subject to availability, early booking is essential as demand is great. Stabling must be rebooked every year as it is allocated on a first come first-served basis across all 6 years of the Vet School.

Students can bring their own horse to the Vet School on the understanding that all horses must be available for occasional teaching purposes within formal teaching classes and that livery is provided on a DIY basis. However please note we cannot accommodate stallions or difficult or dangerous horses.

Further details are available from:

Emily Gill, Senior Teaching Technician

svzejh@exmail.nottingham.ac.uk

Hopper Bus

A hopper bus service runs regularly between Sutton Bonington and University Park, and at weekends, into Nottingham, dropping off at the Showcase cinema. The bus stop at SB is at the entrance to the Orchard car park, and the stop at University Park is on the East Drive. For information regarding the bus services between campuses, it is recommended you visit the Estates Office website. They are responsible for publishing and maintaining the most up to date information regarding the Hopper Bus that transports students between campuses. You can visit their website at the following address:

http://www.nottingham.ac.uk/about/visitorinformation/busservices.aspx

Smoking

Smoking is prohibited in university buildings. Smokers should not congregate outside the main entrance to the Vet School building but use the designated area in the garden to the north of the Academic Building instead. Cigarette butts are rubbish and should be put in bins not on the floor.

Student Card

On registration you will be provided with a photo ID card which will allow you access to buildings and act as your library card; you should always wear this. This card is also your NUS card and can be used to obtain discounts at a variety of outlets. If you lose this card, you should contact the School Office.

Student Support

There is extensive support provided to Vet students by Vet School staff and through central University support mechanisms and outside agencies as detailed in sections 2.3 and 2.4. Key people to contact in the school are your Personal Tutor and the following:

Senior Tutor – Welfare support	Imogen Richens Morag Hunter Mike Clarke Sabine Totemeyer Rebecca Blanchard		SV-Senior-Tutor@exmail.nottingham.ac.uk
Student Support & Wellbeing	Jo Flewitt Sam Tointon Charlotte Line	Tel. (0115 95) 16419	SS-Sup-MedHealthSci@exmail.nottingham.ac.
Caroline Watson	Disability Liaison Officer	Tel. (0115 95) 16481	Caroline.Watson@nottingham.ac.uk
Pamela Oldham	Student Experience Manager	Tel. (0115 95) 16552	pamela.oldham@nottingham.ac.uk
Dianne Hill	Student Placement Officer	Tel. (0115 95) 16479	dianne.hill@nottingham.ac.uk
Dr Karen Braithwaite	Head of Operations	Tel. (0115 95) 16413	karen.braithwaite@nottingham.ac.uk
Dr Bob Robinson	Student Academic skills vet team leader	Tel. (0115 95) 16452	Bob.robinson@nottingham.ac.uk
Prof Jasmeet Kaler	Equality Diversity and Inclusion	Tel. (0115 95 16564)	Jasmeeet.kaler@nottingham.ac.uk

Sutton Bonington Guild

The Sutton Bonington Guild is part of the Student Union (based on Main Campus); details of Guild activities are displayed in the Amenities Block and outside the JCR. The Student Union website has
plenty of useful information, including details of all its clubs, sport clubs and societies: http://www.su.nottingham.ac.uk

TV Licences

Students do have to pay for a TV Licence. If you intend to use a television, you must
complete the appropriate paperwork and obtain a licence. Full details are available at http://www.tvlicensing.co.uk/students

Vet School Term Dates

Please be aware that the Vet School term is different to the University term; dates will be available on your year notice board and on Moodle. This may mean that your Hall or accommodation contract should be checked to ensure it covers the full Vet School term or whether you need to make other catering or accommodation arrangements, in addition you should be aware that normally Hall meal provision is limited to university term time only.

APPENDIX A WEEKLY TIMETABLES

You should ensure that you check your Year noticeboard and Moodle for specific information for each week.

Weekly timetables use a repeated pattern for each year (shown on subsequent pages), although this may sometimes be modified.
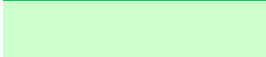
Each hourly teaching block details:

	Monday 26th September 2016
9am – 10am	**Musculoskeleta** **l** Dog palpation A29 G England 1/2/3/9

Module Title &	Room	Initial and full	Session identifier
Session Title		surname of Lecturer	[Year/Academic Week/Day
			of Week/Time (24hr)]

Delivery methods and free periods are colour coded as below:

Colour	**Session type**
	Lecture - External Provider
	Lecture
	Practical
	Practical-Case Discussion
	Directed Study: DSL Directed Self Study DGL or Directed Group
	Learning Clinical Relevance (Preliminary Year Only - Hypothesis
	Seminar) Tutorial
	Assessment Private Study

Year 1

9	Lecture/Self study	Self-Study	Lecture	Practical	Lecture
10	Lecture/Self study	Self-Study	Lecture	Practical	Lecture
11:15	Lecture	Self-Study	Lecture	Practical	Lecture
12:15	Lecture	Self-Study	Clinical Relevance - Facilitated	Practical	Lunch
1	Lunch	Lunch	Lunch	Lunch	Clinical Relevance - Facilitated
2	Clinical Relevance - Facilitated	Practical		Lecture/Practical	Self-Study
3	Lecture	Practical		Lecture/Practical	Self-Study
4	Lecture	Practical		Lecture/Practical	Lecture

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Year 2

9	Lecture	Practical	Self-Study	Lecture/Practical	Lecture
10	Lecture	Practical	Lecture	Lecture/Practical	Self-Study/ Lecture
11:15	Self-Study	Practical	Clinical Relevance - Facilitated	Lecture/Practical	Self-Study/ Lecture
12:15	Self-Study	Practical	Self-Study/ Lecture	Lecture/Practical	Clinical Relevance - Facilitated
1	Lunch	Lunch	Lunch	Lunch	Lunch
2	Lecture	Lecture		Practical	Lecture
3	Lecture	Lecture		Practical	Lecture
4	Lecture	Lecture		Practical	Self-Study

Year 3

9	Lecture	Lecture	Practical	Lecture	Practical
10	Lecture	Self-Study/ Lecture	Practical	Lecture	Practical
11:15	Self-Study	Self-Study/ Lecture	Practical	Self-Study	Practical
12:15	Lunch	Self-Study/ Lecture	Practical/ Self Study	Lunch	Practical
1	Clinical Relevance - Facilitated	Lunch	Lunch	Lecture	Lunch
2	Practical	Self-Study/ Lecture		Self-Study	Clinical Relevance
3	Practical	Self-Study/ Lecture		Self-Study	Self-Study/ Lecture
4	Practical	Self-Study		Self-Study	Self-Study

Year 4

9	Self-Study/ Lecture		Self-Study/ Lecture	Self-Study	Self-Study
10	Practical	Self-Study/ Lecture	Self-Study/ Lecture	Self-Study	Self-Study
11:15	Practical	Self-Study/ Lecture	Self-Study/ Lecture	Lecture	Clinical Relevance - Facilitated
12:15	Practical	Lunch	Self-Study/ Lecture	Self-Study/ Lecture	Lunch
1	Practical	Self-Study/ Lecture	Lunch	Lunch	Practical
2	Lunch	Self-Study/ Lecture		Self-Study/ Lecture	Practical
3	Clinical Relevance	Self-Study/ Lecture		Self-Study/ Lecture	Practical