AMERICAN VETERINARY MEDICAL ASSOCIATION
COUNCIL ON EDUCATION
UNIVERSITY OF NOTTINGHAM SCHOOL OF VETERINARY MEDICINE AND SCIENCE
REPORT OF EVALUATION

Date of site visit

June 11-17, 2022

Site Team

Dr. John Pascoe, Chair, COE Site Visitor
Dr. Peggy Schmidt, Vice-Chair, COE Site Visitor
Dr. Shannon McGee, COE Site Visitor
Dr. Sylvie Latour, Canadian VMA
Dr. Niall Connell, Regional Representative
Prof. Matt Jones, Regional Representative

Observers

Mr. Jeff Pasek
Dr. H. Jay Kerr

COE Staff

Dr. Sheila Allen

PRINCIPAL UNIVERSITY ADMINISTRATIVE OFFICERS

Vice-Chancellor

Prof. Shearer West CBE

Deputy Vice-Chancellor

Prof. Andy Long

Pro-Vice Chancellor, Education and Student
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Prof. Sarah Speight

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Prof. Dame Jessica Corner

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Health Sciences

Prof. Sir Jonathan Van Tam

Registrar

Dr. Paul Greatrix

Chief Financial Officer

Mrs. Margaret Monckton

Dean, School of Veterinary Medicine & Science

Prof. Gary C.W. England

Site visit: University of Nottingham School of Veterinary Medicine and Science
THE STANDARDS OF ACCREDITATION
Report of Evaluation

<u>**Standard 1, Organization**</u>

The college must develop and follow its mission statement.

> Intent: A well-developed mission statement is helpful in communicating the values and purpose of the college, as long as it is followed and reflected in the actual practices of the college.
>
> What to look for: Evidence of overall teaching, research, and service commitment; commitment to professional DVM program or equivalent; commitment to provide instruction and clinical opportunities for students in a wide variety of domestic species, including food animal, equine, and companion animal; commitment to excellence in program delivery.

	Y	MD	N
The college has a well-developed mission statement that is followed.	☒	☐	☐

Comments:

The School has a mission statement with vision statements for research and education, and an articulated set of overarching aims (self-study, Section 1.1). Foundational to the School's mission and vision is its 'people/community' centric charter (Appendix 1.1). Equality, Diversity, and Inclusion (EDI) are regarded as fundamental.

An accredited college of veterinary medicine must be a part of an institution of higher learning accredited by an organization recognized for that purpose by its country's government.

> Intent: The COE is recognized by the US Department of Education and Council on Higher Education Accreditation as a programmatic accreditor and does not evaluate independent veterinary colleges. Institutional accreditation in the United States, provincial recognition in Canada, and governmental recognition in other countries provides a measure of institutional quality assurance and accountability beyond the college level.
>
> What to look for: The institutional accrediting body has been identified; the accreditation status of the university is provided; deficiencies noted by the accreditor that may impact compliance with the Standards of Accreditation are being addressed adequately.

	Y	MD	N
The college is part of an institution accredited or federally recognized for this purpose.	☒	☐	☐

Comments:

Established in 1881, the University of Nottingham (UoN) was awarded a Royal Charter in 1948. The Quality Assurance Agency for Higher Education (QAA) has responsibility for academic standards in the UK. The University was awarded a Quality Mark (2016) and Gold in the 2017 Teaching Excellence Framework. The Royal College of Veterinary Surgeons (RCVS) accredits UK veterinary programs, and the School was fully accredited after the 2021 site visit. The School was also granted full accreditation by the European Association of Establishments for Veterinary Education (EAEVE) in 2019.

> *A college may be accredited only when it is a major academic administrative division of the parent institution and is afforded the same recognition, status, and autonomy as other professional colleges in that institution.*

> Intent: Effective veterinary colleges are complex, multidisciplinary, and resource intensive. Access to senior institutional leaders is essential to ensure ongoing needs are fully appreciated and adequate resources are made available to sustain the teaching, research, and service mission of the college.

> What to look for: A flow chart indicating the position of the college of veterinary medicine in the university structure; lines of authority and responsibility are shown; names and titles of principal administrative officers are provided to the level of college.

	Y	**MD**	**N**
The college is a major academic administrative division of the university afforded the same recognition, status, and autonomy as other professional colleges.	☒	☐	☐

Comments:

The University has 5 academic Faculties (Medicine and Health Sciences; Science; Engineering; Arts; Social Sciences), each under the administrative oversight of a Faculty Pro Vice-Chancellor. The School is part of the Faculty of Medicine and Health Sciences, which has 4 Schools (Medicine; Veterinary Medicine and Science; Life Sciences; Health Sciences) – Appendix 1.2.

> *The chief executive officer or dean must be a veterinarian. This individual must have overall budgetary and supervisory authority necessary to assure compliance with accreditation standards. The officer(s) responsible for the professional, ethical, and academic affairs of the veterinary medical teaching hospital or equivalent must also be (a) veterinarian(s).*

> Intent: Veterinary medicine is a unique, multidisciplinary health profession. Decisions affecting the education of veterinarians are best understood and administered by veterinarians.

> What to look for: A flow chart of the organizational design of the college, listing names, titles (deans or chief executive officer, associate/assistant deans, directors, department heads, etc.), academic credentials, and assignments of the college administrators. Verify that the dean and chief academic officer of the hospital (or the individual with senior leadership responsibility for the clinical programs) are veterinarians.

	Y	**MD**	**N**
The dean and academic head of the veterinary teaching hospital are veterinarians.	☒	☐	☐

Comments:

The Dean and Head of School is a veterinarian, as are the Deputy Head of School; the Clinical Director who oversees clinical placements; the 4 Clinical Sub-Deans (Small Animal, Equine, Farm Animal, Pathology) who in partnership with the Clinical Director are responsible for oversight of clinical placements for their species/discipline; the Clinical Skills Sub-Dean; the Director of Education; the Programme Lead for the BVM BVS degree; 2 of the 4 Division Heads (Veterinary Clinical Sciences; Global Health); the Clinical Taught Postgraduate Sub-Dean; and the Director of Equality, Diversity and Inclusivity (EDI).

> *There must be sufficient administrative staff to adequately manage the affairs of the college as appropriate to the enrollment and operation.*

Intent: Administrative staff (including administrators) play an essential role in all phases of college operation. The administrative staff and structure must be adequate to support students and faculty and fulfill the teaching, research and service mission of the college.

What to look for: Description of the role of administrators (deans, associate/assistant deans, directors, department heads, including academic credentials), faculty, support staff, and students in the governance of the college; listing of major college committees including committee charge, appointment authority, terms of service (term length/rotation), and current members;

	Y	MD	N
College committee structure, representation, and function are adequate to meet the operational needs of the college effectively.	☒	☐	☐
Sufficient administrative staff is present to support the operational needs of the college.	☒	☐	☐

	YES	NO
Does the college plan to change its current organization?	☐	☒

Intent: Accreditation site visits represent a snapshot of current conditions. However, program sustainability can be positively or negatively impacted by planned organizational changes.

What to look for: A rationale and summary of planned organizational changes including timelines and how the planned changes are expected to improve the existing conditions or address anticipated future needs

Comments:

The School is organized into 4 Academic Divisions (Veterinary Clinical Sciences; Population Science; Global Health; Biomedical Sciences) each lead by a Head of Division; 2 Operational Divisions - Administration, Students, Finance, Planning and Technical, Research, Buildings, Equipment; and 3 groups – EDI, Education, and Research, each with a director. The leads of these units report to the Dean and the Deputy Head of School and comprise the School Executive Team (Appendix 1.3).

The School has a well-organized, logical committee structure (Appendix 1.5) with 10 standing committees that report to the School's Executive Committee, which is comprised of senior leadership and considers strategic and operational issues.

The School's committees have comprehensive TOR and there is BVM BVS student representation on appropriate committees (EDI; Health & Safety; Teaching, Learning & Assessment; Learning Community Fora; Student Academic Skills). The School is well represented on the Faculty of Medicine and Health Sciences committees.

Staff commented that the School has appropriately increased staffing to support the dual cohort intake. Staff feel very supported by the School and greatly value their working relationships with faculty and administration.

The college must create an academic environment that does not discriminate and seeks to enhance diversity, consistent with applicable law. Diversity may include, but is not limited to, race, religion, ethnicity, age, gender, gender identity, sexual orientation, cultural and socioeconomic background, national origin, and disability.

Intent: The college must have policies and activities that demonstrate the value of a diverse culture within the institution and the workplace outside the institution.

What to look for: policies and procedures, activities, recruiting strategies and other evidence to show that a diverse culture is valued.

	YES	NO
Policies and procedures and college activities demonstrate an institutional value and commitment to promoting a diverse academic and workplace environment.	☒	☐

Comments:

The School was established with a remit to increase diversity in the veterinary profession in the UK, and has a number of ongoing initiatives (Self-Study Section 1.7) to enhance diversity and enculturate EDI as evident from its committee structure and embedding EDI in its leadership team. The Director of EDI, is a faculty member who serves on the School's Executive Team, and chairs the EDI committee with a broad remit to oversee incorporation of EDI into all of the School's activities and to promote a culture of EDI, which includes embedding the University's EDI principles. The EDI committee has diverse representation, including BVM BVS and postgraduate student members. The Chair also serves on the Athena Swan Self-Assessment Team (SAT) charged with development and advancing implementation of EDI principles. The School was awarded Athena Swan (gender equality) Bronze status in 2018 and is seeking Silver status. The EDI Director also leads the Faculty of Medicine and Health Sciences EDI committee.

There is an EDI website providing information and support with many initiatives in place that demonstrate a robust EDI culture throughout. There is a BAME (black, Asian, and minority ethnic) student group that interfaces with the EDI committee and is working to enhance ethnic diversity.

The School's commitment to EDI was also recognized by selection as a runner-up in the National Times Higher Awards in Widening Participation (WP) for developing a publicly accessible MOOC (massive open online course) to assist in gaining veterinary work experience pre-application. The MOOC was developed to allow applicants who do not have the financial means or networks to gain veterinary placement experience; over 12,000 applicants have registered for this training, which satisfies 2 of the 4 weeks of required veterinary work experience.

Approximately 1/3 of the student cohort are WP applicants. The School's commitment to EDI is introduced to 1st year students during orientation and is reinforced through mandatory online EDI training.

Commendations:

The School is commended for the development of a nationally recognized MOOC that facilitates access to pre-admission veterinary work experience and has been broadly adopted by other UK veterinary schools.

	YES	MD	NO
Overall, can the college be said to be in compliance with Standard 1?	☒	☐	☐

Supplemental information provided prior to or during the site visit
1 – Overview.pptx

Standard 2, Finances

Finances must be adequate to sustain the educational programs and mission of the college.

Intent: Veterinary colleges must have adequate, sustainable financial resources to fulfill the teaching, research, and service mission.

What to look for: Documentation and data including a financial summary and analysis of actual revenues and expenses for the past five years; actual or projected revenues and expenses for current year; and actual or projected revenues and expenses for next year. Financial analyses must demonstrate adequate, sustainable financial resources to fulfill the teaching, research, and service mission

	Y	MD	N
Analysis of revenues and expenditures for the past five years demonstrate adequate, sustainable financial resources to fulfill the teaching, research, and service mission.	☒	☐	☐

Financial resources are adequate and deployed efficiently and effectively to:

	Y	MD	N
Support all aspects of the mission, goals, and strategic plan	☒	☐	☐
Ensure stability in the delivery of the program	☒	☐	☐
Allow effective faculty, administrator, and staff recruitment, retention, remuneration, and development	☒	☐	☐
Maintain and improve physical facilities, equipment, and other educational and research resources	☒	☐	☐
Enable innovation in education, inter-professional activities, research and other scholarly activities, and practice	☒	☐	☐
Measure, record, analyze, document, and distribute assessment and evaluation activities	☒	☐	☐
Ensure an adequate quantity and quality of practice sites and preceptors are provided to support the curriculum, as needed	☒	☐	☐

Comments:

UoN assigns each Faculty Pro-Vice Chancellor (PVC) an annual budget, which the PVC allocates to each School on an Activity Based Costing (ABC) basis, determined by individual activity (project codes), such that income (revenues) and expenditures are not linked. Other programs (e.g., Continuing Professional Development) have budgets independent of the School budget and are accounted on expected income/revenue basis. Except for research grants/contracts, unexpended funds cannot be carried forward.

The School budget covers all operational costs (including salaries) except those borne centrally by the University (e.g., library, IT, facility maintenance, utilities: see Appendix 2.2). The Dean meets with his financial team monthly and the Dean and Head of Operations meet quarterly with the Faculty PVC to assess financial performance. Capital requests are made after consultation with the School's Financial Adviser. Because the School has a distributed clinical model, there is no clinical revenue for the School. Any income earned by School faculty embedded in clinical sites remains with the Clinical Associate

practice. There is a small revenue stream from on-site diagnostic pathology services. Not unexpectedly, there were some overall budget contractions in 20-21 to mitigate the effects of the SARS-CoV-2 pandemic. Corrected Tables for Appendices 2.1, 2.2, 2.4 and 2.6 in US dollars were provided and are appended.

The dual cohort enrollment was approved after extensive UoN review of different models and a final business plan in 2019 that included expanded academic/staff (77 FTE by 2026) and capital improvements on campus and at Clinical Associate sites to accommodate the increased enrollment. The School's budget model is built largely on increased places for UK rather than international students.

The School's budget (revenue/expenditures) demonstrate temporal trends that reflect student enrollment with the principal contributions coming from UK government support largely for the veterinary (BVM BVS; £10,000/student) program and to a lesser extent the postgraduate (PG) programs (£11,023/student) and from enrolled student revenue. UK student BVM BVS tuition is £9,250, and international veterinary student tuition is £35,220 annually. Thus, with the dual intake of BVM BVS students, there is a commensurate increase in revenue and comparable trends in expenditures (increased academic staff, teaching resources) providing resources to support the expanded enrollment (Appendices 2.4, 2.1). The UK government determines higher education fees, which are also linked to the University's rating in the Teaching Excellence Framework, a national audit of teaching standards – UoN is rated in the highest (GOLD) category.

PG tuition is course dependent ranging from £2,670 (Veterinary Education) to £14,715 (Veterinary Physiotherapy) for UK students and, except for Veterinary Education, substantially higher international tuition fees. Annual PG research student fees are dependent on type of research projects and range from £23,760-43,500/year.

University student aid is managed centrally and comprises emergency hardship funds and scholarships. The School provides each 5th year student with a £300 (£400 for farm track) bursary to cover fuel costs for intramural clinical rotations. All 1st year students are provided £400 towards educational expenses, e.g., laptop computer.

Research funding is largely determined by the University's ranking in the national Research in Excellence Framework (REF), which is conducted every 7 years (most recently in 2021) and explains the relatively modest temporal increases in research support and, in part, reflects increased research faculty aligned with increased student enrollment, and improved faculty mentoring and grant review.

Philanthropy is fairly consistent and is mostly gifts in support of equipment, postgraduate students, and small research projects. As a relatively new School (first graduating class 2011) the alumni base is not yet at a career point to contribute substantially to philanthropy, nor is philanthropy culturally strong in UK veterinary schools.

Potential future vulnerabilities are largely related to any changes in government funding under the Teaching Excellence Framework and, to a lesser extent, the impact on the BVM BVS program under the Research Excellence Framework. Another potential vulnerability is the opening of new undergraduate veterinary programs in the UK (2 currently in planning), which may require additional investment in student recruitment by the School. Another possible risk is the potential loss of Clinical Associates, although the School is trialing additional sites to ensure it has adequate capacity and redundancy.

Overall, the School has adequate resources, based on sound financial planning that is regularly monitored, including quarterly at the Faculty level. The financial model is conservatively based on increased UK student enrolment rather than international intake. The ABC budgeting process, although ultimately reliant on the annual allocation to the Faculty, has historically worked well, and the School acknowledges

that this needs continual monitoring to ensure future strong budget support. The School has an ethos built around providing an exceptional student experience, as borne out by the National Student Survey, and its investments are targeted to sustain that excellence.

Colleges with non DVM undergraduate degree programs must clearly report finances (expenditures and revenues) specific to those programs separately from finances (expenditures and revenues) dedicated to all other educational programs.

> Intent: It is important to evaluate the impact non DVM, undergraduate degree programs offered by the college have on the professional program.

> What to look for: Clear reporting of the expenditures and revenues specific to non DVM, undergraduate degree programs offered by the college and impact on the DVM program.

	Y	MD	N
Non DVM undergraduate degree programs offered by the college do not adversely affect resources available to deliver the professional program.	☒	☐	☐

Comments:

The School does not have a non-DVM undergraduate program. Postgraduate degree programs are budgeted separately as is Continuing Professional Development (CPD) and novel 'apprenticeship' courses offered by the School.

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

> Intent: Efficient operation of clinical services is highly encouraged, but must not take precedence over the educational mission of the college.

> What to look for: Evidence that adequate resources for instruction and clinical opportunities are provided for students in a wide variety of domestic species, including food animal, equine, and companion animal; commitment to excellence in program delivery.

	Y	MD	N
Clinical services, field services, and teaching hospitals function as instructional resources	☒	☐	☐
Instructional integrity of these resources takes priority over financial self-sufficiency of clinical services operations (educational objectives take priority)	☒	☐	☐

Comments:

The School invests substantially in its teaching resources and in support of clinical teaching at Clinical Associate sites, including, personnel, equipment, space.

	YES	MD	NO
Overall, can the college be said to be in compliance with Standard 2?	☒	☐	☐

Supplemental information provided prior to or during the site visit
2 – Finances.pptx
2 - Corrected Financial Tables

Accreditation Policies and Procedures of the AVMA Council on Education December 2020

> *All aspects of the physical facilities must provide an appropriate learning environment. Safety of personnel and animals must be a high priority. Classrooms, teaching laboratories, teaching hospitals, which may include but are not limited to ambulatory/field service vehicles, seminar rooms, and other teaching spaces shall be clean, maintained in good repair, and adequate in number, size, and equipment for the instructional purposes intended and the number of students enrolled.*
>
> *Offices, workspaces, laboratories, toilets, and locker rooms must be sufficient for the needs of the students, faculty, and staff.*
>
> *An accredited college must maintain an on-campus veterinary teaching hospital(s), or have formal affiliation with one or more off-campus veterinary hospitals or other training sites used for teaching. Appropriate diagnostic and therapeutic service components must be present to meet the expectations of the practice type. These include, but are not limited to, pharmacy, diagnostic imaging, diagnostic support services, isolation facilities, intensive/critical care, ambulatory/field service vehicles, and necropsy facilities in the teaching hospital(s) and/or facilities that provide core clinical training. Operational policies and procedures must be posted in appropriate places. Standards related to providing an adequate teaching environment and safety of personnel and animals shall apply to all teaching hospitals and core training sites.*

Intent: Colleges must have adequate and appropriate physical facilities to facilitate interaction among administration, faculty and students. The physical facilities must meet legal standards and be safe, well maintained, and adequately equipped. Colleges must demonstrate compliance with relevant institutional practices and the American Disabilities Act to provide appropriate access to learning and clinical facilities for students with disabilities.

What to look for:

Evidence that all aspects of the physical facilities provide an appropriate learning environment for the number of students enrolled, including students with disabilities. Effective biosecurity and safety measures are in place and regularly monitored.

Classrooms, teaching laboratories, teaching hospitals, which may include but are not limited to ambulatory/field services vehicles, seminar rooms, and other teaching spaces are:

	Y	MD	N
Clean and well maintained	☒	☐	☐
Adequate in number, size, and equipment for the instructional purposes intended.	☒	☐	☐
Adequate in number, size, and equipment for the number of students enrolled.	☒	☐	☐
Administrative and faculty offices and research laboratories are sufficient for the needs of faculty and staff.	☒	☐	☐
Adequate on-campus veterinary teaching hospital(s), or formal affiliation with one or more adequate off-campus veterinary hospitals are provided for teaching.	☒	☐	☐

Diagnostic and therapeutic service components, including but not limited to the following are available that reflect contemporary standards and provide an adequate learning environment:

	Y	MD	N
Pharmacy	☒	☐	☐
Diagnostic imaging	☒	☐	☐
Diagnostic support services	☒	☐	☐
Isolation facilities	☒	☐	☐
Intensive/critical care	☒	☐	☐
Ambulatory/field service vehicles	☒	☐	☐
Necropsy facilities	☒	☐	☐
Effective college and/or institutional biosecurity officer/committee and safety officers responsible for clinical and research facilities in place	☒	☐	☐
Evidence that building materials, especially flooring and wall surfaces are in good repair, promote animal and personnel safety, and can be adequately disinfected for infectious disease control	☒	☐	☐
Operational policies and procedures are posted in appropriate places.	☒	☐	☐
Protocols (SOP's) for Isolation units or other biosecurity areas are posted or readily accessible	☒	☐	☐
If Isolation units do not have separate external entrances, appropriate protocols for admission of isolation patients are in place	☒	☐	☐
Evidence of appropriate controlled substance management and auditing in the hospital pharmacy, at distributed dispensing sites in clinical facilities and in ambulatory facilities, including policies related to student access to/use of controlled substances	☒	☐	☐
Evidence of safe handling of chemotherapeutic/cytotoxic drugs	☒	☐	☐
Evidence of regular monitoring of radiation safety	☒	☐	☐
Evidence of regular monitoring (at least annually) of formaldehyde levels in anatomy laboratories and compliance with OSHA or other state regulations	☒	☐	☐
Evidence that learning and clinical facilities are accessible to disabled students	☒	☐	☐

Comments:

The School has its primary teaching and research facilities located on the Sutton Bonington (SB) campus of the University, and delivers its clinical training program (core; track) largely through external Clinical Associates sites. The campus also includes the School of Biosciences, central teaching and research facilities, the James Cameron-Gifford Library, student residences, a music room and sports center, as well as essential amenities including a restaurant and café.

Sutton Bonington campus

The School has 4 specific major buildings together with access to multiple animal and farm facilities and shared teaching and research facilities.

The 4 specific buildings (Self-Study Section 3.1) are:

- an Academic Building that is the main hub of the School and is comprised of lecture and seminar spaces, a computer room, small group teaching rooms, laboratories, offices and social spaces;

- a Clinical Teaching Building comprised of a dissection room, cadaver surgery suite, small group teaching rooms, seminar room, clinical teaching laboratory, Clinical Skills Centre, Surgical Skills Centre, simulated radiography suite, museum, offices and support facilities;

- the Gateway Building includes a seminar room, a computer room, and offices;

- a Pathology Building that includes a postmortem suite, cold storage facilities, a seminar/teaching room and offices.

The School also uses a 200-seat campus high specification general teaching laboratory (Super Lab – slide 1 of Facilities Photos) for the delivery of basic science practical sessions.

The School has an extensive array of clinical skills training facilities using inanimate and live-animal models. The School is currently investing in a Centre for Veterinary Innovation and Design, equipped with facilities and resources for the design and manufacture of veterinary clinical task trainers and teaching aids.

The School has a teaching abattoir that is used for small-scale teaching of students in food safety in a safe, controlled environment.

To support the dual entry model, significant investment (£7M) in facilities has been made by the University and developed in 4 phases. Three phases are completed and phase 4, the development of a "mock practice" split across 2 buildings (small animal/academic building and equine/farm animal building), will be completed in early to mid 2023.

Clinical Associate Sites

The School's clinical training program is largely delivered through contractual arrangements with Clinical Associate sites and it invests in faculty, staff, equipment and, in some cases, infrastructure at each site. Clinical income generated by embedded School faculty is retained by the Clinical Associate. Four Clinical Associates provide student accommodation at no cost (Dick White Referrals; Pool House; Oakham Veterinary Hospital; Your Vets).

The School actively recruits additional Clinical Associate sites for core and track rotations. The following new sites will be added in 2022: RSPCA Leicester, RSPCA Bolton (which will also provide student accommodation), and the new PDSA Nottingham hospital (to which the School is making a financial

contribution for construction). RSPCA Leicester and the PDSA Nottingham construction were visited by the team. The team reviewed photos of RSPCA Bolton.

The School assigns student groups for core rotations and ensures there is at least 1 driver in each student group. Students commute to sites within 1 hour of the School. For more distant core sites, the School provides an allowance for fuel and accommodation. The School has purchased 2 electric vehicles for student use, and a Land Rover is available for University certified student drivers. The School has budgeted for an additional 3 vehicles for student use.

The site team visited 16 Clinical Associate sites and virtually interviewed representatives from 2 ambulatory rotations, 1 associated with Wright & Morten (mixed/farm ambulatory) and the other with Farm Vet Solutions (farm ambulatory). The School does not use facilities associated with these 2 ambulatory practices, but provides its own ambulatory vehicles (for faculty/students) to visit farms where there are clients of these practices. Students do not enter the practices, nor do they interact with non-university veterinarians; therefore, these are not considered Clinical Associate facilities.

The following Clinical Associate sites were inspected and no concerns were identified: Pinfold Vets; Twycross Zoo; Pride Veterinary Center; Oakham Veterinary Hospital - SA; Scarsdale Vets - Shelton Lock; Dovecote Veterinary Hospital; Your Vets Practice; Scarsdale Farm Practice.

Concerns were identified at the following sites (see Site Inspection Summary).

Dick White Referrals (slides 3 & 4 in Facilities Photos): Ward areas are in need of renovation (worn floors, crowded conditions), but there are no safety concerns. These areas will be renovated after the new building under construction is occupied, which is scheduled for December 2022. The building under construction was visited and floor plans provided. It will include new reception, triage, consultation rooms, diagnostic imaging suite, clinical pathology laboratory, seminar room, and office space for residents, specialists, and administrative offices.

Radcliffe RSPCA (slide 5 of Facilities Photos): This is a new, well-designed and managed charity facility. Ovariohysterectomy and castration in dogs, cats, rabbits, and guinea pigs is routinely performed with only sterile gloves (no cap, mask, or gown).

Pool House Equine Centre (slide 6 of Facilities Photos): This is a very good equine 1st opinion ambulatory and referral practice that also performs equine dentistry. Ketamine was not securely stored in an ambulatory vehicle. There is no equipment restraint provided in the passenger compartment of vehicles (photo). Protective metal barriers in examination and imaging rooms had exposed metal and rusted surfaces at floor level (photo) making disinfection difficult; some areas of flooring in examination rooms required sealing (photo); wall paneling in one examination room required repair.

Oakham Veterinary Hospital – Equine (slide 7 of Facilities Photos): This is a very busy equine specialty and ambulatory practice with a high caseload. The client areas and the student support areas are clean and well-maintained. There was a general lack of cleanliness in hospital barns where in-patients are housed.

Defence Animal Training Regiment (slide 8 of Facilities Photos): Students are involved in preventive health care of a large herd of horses. There are some deteriorated surfaces in the exam and surgery area. Surgical procedures conducted are infrequent (~50/year) and are relatively minor, often standing, procedures. Abdominal surgery and other major procedures are referred to Oakham Veterinary Hospital.

Nottingham PDSA: This new facility will be opened in the summer of 2022. The construction was visited by the team. It is a well-designed facility for students to practice first-opinion practice and surgery

(primarily spays and neuters). The only concern was that only sterile gloves are used for spays and neuters.

Derby PDSA: One vaporizer in the prep area had "service due date of May 2022", other vaporizers were in date. Sterile gloves only are used for spays and neuters.

RSPCA Leicester (slide 9 of Facilities Photos): This clinic is not yet used for student teaching. The current isolation room in the cattery has no signage indicating it is an isolation room, nor are biosecurity protocols posted for entry/exit. The facility laundry is located between interior and exterior isolation doors. The center manager did not know if kittens currently housed in the room were isolation cases or overflow housing, and there was no posted signage to clarify status of the kittens.

Dean's Comments:

I am delighted that the Site Team were able to visit our Clinical Associate sites along with the university facilities. The Team noted that we provide an allowance to students for fuel and accommodation (or that we provide accommodation), and also noted our electric vehicles for student use. I can confirm that since the site visit we have purchased an additional 3 vehicles as were indicated in our budget to the Site Team.

The Site Team indicated concerns at eight sites, which have been addressed thus:

Dick White Referrals

We have performed a focused visit to this site and confirm the Site Teams view that there are no safety concerns but the Ward Areas need renovation. This is in plan, but chronologically makes no sense until the move into the new building is completed. Our Clinical Associate partners confirm that the changes will be undertaken from January 2023 after the move into the new building which is on schedule for December 2022.

Radcliffe RSPCA

Educationally we had thought it was a valuable experience for students to be exposed to the ovariohysterectomy and castration procedures as performed in a charity clinic environment. We recognise that this does not meet COE standards of providing a 'professionally accepted standard of care for aseptic surgery is used at all teaching sites'. We have therefore updated our SOP (see Doc 2) for all the charity sites, provided the necessary PPE and enacted the changes. Thus, personnel directly involved in the surgical procedure do wear sterile gowns and gloves, and wear a mask and a cap. For open cat castrations, cap, mask and sterile gloves are worn.

Pool House

Professor Sarah Freeman (Equine Clinical Sub-Dean) has met with the individual involved in the incident involving the loose bottle of ketamine and emphasised the importance of national guidance. Furthermore, there have been meetings with all ambulatory clinicians to ensure that guidelines are understood. A check-list notice has been produced for each car and appropriate containers for the storage of controlled drugs have been purchased where needed (see Doc 1)

A copy of the RCVS Controlled Drugs Guidance has been printed and placed in each car https://www.rcvs.org.uk/news-and-views/publications/controlled-drugs-guidance/

Equipment restraints (cargo nets) have been purchased and fitted into each vehicle that doesn't already have a suitable means of securing equipment – other vehicles already have fitted sliding shelves that

pull over the cargo area and secure any equipment that is stored there. This has been extended to cover all School vehicles as required (see Doc 1)

Protective metal barriers in imaging and examination rooms are being treated and re-painted on week beginning 15th August 2022.

Floor sealing has been performed (see Doc 1)

Wall panelling is being repaired on week beginning 15th August 2022.

Oakham Veterinary Hospital

The hospital has been thoroughly cleaned by the practice and we have provided additional storage facilities to enable barns to function better and facilitate cleaning in the future. In addition, the University have instructed an industrial cleaning company to carry out a further high level clean of the 3 in-patient barns (see Doc 1)

Defence Animal Training Regiment

DATR have actioned the repair of these facilities. New materials have been ordered by DATR but are yet to be fitted. We are unable to speed this process because the Ministry of Defence will only allow specific contractors onto site (see Doc 1)

Nottingham PDSA

Educationally we had thought it was a valuable experience for students to be exposed to the ovariohysterectomy and castration procedures as performed in a charity clinic environment. We recognise that this does not meet COE standards of providing a 'professionally accepted standard of care for aseptic surgery is used at all teaching sites'. We have therefore updated our SOP (see Doc 2) for all the charity sites, provided the necessary PPE and enacted the changes. Thus, personnel directly involved in the surgical procedure do wear sterile gowns and gloves, and wear a mask and a cap. For open cat castrations, cap, mask and sterile gloves are worn.

Derby PDSA

Educationally we had thought it was a valuable experience for students to be exposed to the ovariohysterectomy and castration procedures as performed in a charity clinic environment. We recognise that this does not meet COE standards of providing a 'professionally accepted standard of care for aseptic surgery is used at all teaching sites'. We have therefore updated our SOP (see Doc 2) for all the charity sites, provided the necessary PPE and enacted the changes. Thus, personnel directly involved in the surgical procedure do wear sterile gowns and gloves, and wear a mask and a cap. For open cat castrations, cap, mask and sterile gloves are worn.

The vaporiser with the out of date service interval was reported to the practice and has now been serviced and returned to use.

RSPCA Leicester

As noted, the clinic is new and is therefore not yet used for student teaching. Before any students are placed in the clinic, a full inspection will be carried out to ensure that all protocols, procedures and signage are in place

Facilities for the housing of animals used for teaching and research shall be sufficient in number, properly constructed, and maintained in a manner consistent with accepted animal welfare standards. Adequate teaching, laboratory, research, and clinical equipment must be available for examination, diagnosis, and treatment of all animals used by the college.

Intent: Teaching and research animals must be maintained and cared for in accordance with the accepted animal welfare standards including the Animal Welfare Act

What to look for: Evidence that the housing and care provided for teaching and research animals is consistent with the Animal Welfare Act and other accepted animal welfare standards, for example, an appropriately functioning Institutional Animal Care and Use Committee (IACUC) is in place, favorable USDA inspection reports, and AAALAC accreditation (not required). Evidence that the college/institutional biosecurity/safety committee is appropriately structured and functions effectively are covered above.

	Y	MD	N
Housing for teaching and research animals provides sufficient space that is properly constructed and maintained in accordance with accepted animal welfare standards.	☒	☐	☐
Adequate teaching, laboratory, research, and clinical equipment are available for examination, diagnosis, and treatment of all animals used by the college.	☒	☐	☐
Adequate safety and facilities management plans are in place and followed.	☒	☐	☐

- a small holding facility that contains accommodation pens for cattle, sheep, and pigs; an examination area, and static crush and student changing and washroom facilities.

- an on-site fully licensed abattoir with all the facilities expected of a commercial slaughterhouse (see above); and

- a facility for housing small rodents (mice, rats, guinea pigs) and reptiles (snakes, turtles, bearded dragons) for teaching animal handling (slide 2 Facilities Photos).

Overall, can the college be said to be in compliance with Standard 3? **YES MD NO**

☒ ☐ ☐

Supplemental information provided prior to or during the site visit
3 – Site Inspection Summary
3 – Facilities Photos.pptx

Standard 4, Clinical Resources

> *Normal and diseased animals of various domestic and exotic species must be available for instructional purposes, either as clinical patients or provided by the institution. While precise numbers are not specified, in-hospital patients and outpatients including field service/ambulatory and herd health/production medicine programs are required to provide the necessary quantity and quality of clinical instruction. The program must be able to demonstrate, using its assessment of clinical competency outcomes data, that the clinical resources are sufficient to achieve the stated educational goals and mission.*
>
> *It is essential that a diverse and sufficient number of surgical and medical patients be available during an on-campus clinical activity for students' clinical educational experience. Experience can include exposure to clinical education at off-campus sites, provided the college reviews and regularly monitors these clinical experiences and educational outcomes. Further, such clinical experiences should occur in a setting that provides access to subject matter experts, reference resources, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation (including necropsy). Such examples could include a contractual arrangement with nearby practitioners who serve as adjunct faculty members and off-campus field practice centers. The teaching hospital(s) shall provide nursing care and instruction in nursing procedures. A supervised field service and/or ambulatory program must be maintained in which students are offered multiple opportunities to obtain clinical experience under field conditions. Under all situations students must be active participants in the workup of the patient, including physical diagnosis and diagnostic problem oriented decision-making.*

Intent: The clinical resources available through the veterinary college should be sufficient to ensure the breadth and quality of outpatient and inpatient teaching. These resources include adequate numbers and types of patients (e.g., species, physiologic status, intended use) and physical resources in appropriate learning environments.

What to look for: Documentation and analysis of caseload in the Teaching Hospital, Ambulatory/Field Service, Herd/Flock Programs, and Off-campus Facilities for the past five years; Analysis must demonstrate the availability of adequate, sustainable numbers of diseased animals to fulfill the teaching, research, and service mission. The number and variety of normal animals must be consistent with student enrollment. Assess the college response to increasing/decreasing medical resources and efforts to maximize the teaching value of each case across the curriculum. Core off-campus clinical sites must provide an appropriate learning environment and be regularly reviewed and monitored.

	Y	MD	N
There are adequate numbers of normal and diseased animals; analysis of five-year caseload data are consistent with student enrollment	☒	☐	☐

	Y	MD	N
There is an adequate mix of domestic and exotic animal species	☒	☐	☐

	Y	MD	N
There are adequate numbers of in-hospital patients and outpatients	☒	☐	☐

	Y	MD	N
There is adequate access to a reasonable number of surgical and medical patients	☒	☐	☐

There are adequate number of patients available for instructional purposes, either as clinical patients or provided by the institution.

Y	MD	N
☒	☐	☐

Core off-campus clinical experiences occur in settings/field practice centers that provide:

Consistent and appropriate access to subject matter expertise.

Y	MD	N
☒	☐	☐

Adequate reference resources

Y	MD	N
☒	☐	☐

Access to modern and complete clinical laboratories

Y	MD	N
☒	☐	☐

Sufficient access to advanced diagnostic instrumentation and ready confirmation (including necropsy)

Y	MD	N
☒	☐	☐

Appropriate numbers of adjunct faculty members

Y	MD	N
☒	☐	☐

Students have multiple opportunities to obtain clinical experience under field conditions.

Y	MD	N
☒	☐	☐

Students are active participants in the workup of the patient including physical diagnosis and diagnostic problem-oriented decision making and client communication

Y	MD	N
☒	☐	☐

Comments:

The School provides clinical training in the 5th year through a combination of School-managed intramural rotations (IMR), primarily at Clinical Associate sites, and student selected extramural studies (EMS) rotations, the latter mandated for all UK veterinary schools by the RCVS. IMR consists of 26 weeks (Self-Study Section 9.1; 20 weeks core, 6 weeks track) scheduled by the School, and delivered by faculty who teach on campus and who are embedded at Clinical Associate sites. Eight weeks are delivered on campus and 18 weeks at Clinical Associate practices or government facilities through contractual agreements between the Associates and the University. These off-campus experiences are supervised by embedded UoN faculty in all but one practice (Appendix 4.7). These are structured clinical activities supervised by faculty with assessments completed by the rotation lead in cooperation with on-site supervising veterinarians. There is workplace assessment at each IMR placement. Core rotations are 8 weeks small animal, 4 weeks equine, 4 weeks farm, 2 weeks veterinary public health and 2 weeks pathology (includes clinical pathology). The 6 weeks of track allow students to focus on additional species or specialty discipline training to supplement the core.

The clinical training framework delivered at the Clinical Associate sites is mapped to RCVS Day 1 competences, and by extension to the 9 COE clinical competencies. Rotations and the selection of clinical sites was designed to ensure a graduate had acquired the necessary training

and experience for their first position in practice irrespective of species, with an emphasis on design, and subsequent refinement. To achieve this objective the species Sub Deans, Clinical Director and Rotation leads have constructed rotations to meet these outcomes rather than rely on general exposure to caseload or replicate discipline specific rotations that may be more appropriate for specialization. Specific learning objectives are assigned to each rotation and clinical site, such that with completion of all intramural rotations, the overall clinical program learning objectives are achieved. Using small

animal-VETS5004 (Self-Study Appendix 9; p 117-119) as an exemplar, broadly (and briefly), 2 weeks is focused on consulting and preventive care at 1st opinion (primary care) and charity practices; 2 weeks of primary care surgical and anaesthesia experience at charity practices focused on developing competency in spay/neuter surgery and primary care dentistry; 2 weeks in busy primary care and referral hospitals providing nursing care to inpatients and working in a health care team (1 week) and decision making in a referral setting (1 week); and 2 weeks of emergency and out of hours experience.

Quality assurance is monitored by having embedded faculty at Clinical Associate sites and through student and faculty feedback, graduate outcome surveys, external examiner feedback (on knowledge in year 5 final exams), and 6 monthly and annual reviews of all rotations. Equine and Farm animal core rotations are modelled similarly with 2 weeks of on campus instruction in advanced equine or farm animal skills complementing the experience at clinical sites.

The EMS are 38 weeks: 12 weeks of Preclinical EMS (the animal husbandry component of EMS) and 26 weeks of clinical EMS (CEMS). Preclinical EMS have to be completed before the end of 3rd year and most students do so by the end of 2nd year. CEMS can start after Preclinical EMS and must be completed before graduation. Placements are student selected and booked with assistance from the School's EMS office, if needed. The EMS placement program (InPlace) demonstrated by the EMS office appears practical and functionally easy to use and students were very appreciative of this computer program and the support offered by the EMS staff. Learning objectives at the EMS sites are determined by the student in conjunction with, and approved by a School faculty member. EMS is student-driven without direct faculty supervision. EMS experiences are not part of the BVM BVS curriculum, and thus not directly assessed; but student reflection on the experience is a required part of their portfolio, which is reviewed and assessed (formatively in year 3, summatively in year 5) by the School. The EMS office and School provide health and safety support while students are on EMS, and can arrange for replacement or adjustment at EMS sites if warranted. If there is a problem at an EMS site, the EMS office is "nimble to find another practice if needed". The combination of practices and external sites provide a wide range of veterinary experiences for students, considering the nature of the caseload and level of participation.

Pathology is a 2-week rotation incorporating anatomic and clinical pathology, staffed by 7 pathologists, 2 clinical pathologists, and 3 anatomic pathology residents. Students learn to perform a systematic necropsy of poultry and production animals (calves and sheep, mostly acquired from a fallen stock company [renderer]), and are required to pass a Directly Observed Procedural Skills (DOPS) assessment performing a systematic necropsy. Teams of 2-3 students perform necropsies of animals submitted, and complete a report describing the gross morphologic findings. Students also communicate those findings to the referring veterinarian. Accessions are derived from Clinical Associates (the School provides a courier service for small animals and necropsies are performed at no cost to the owner), submissions from veterinarians, producers, and owners. Necropsies are supplemented with examination of specimens frozen or saved in Klotz, and the use of extensive learning resources on Moodle. Students are each required to make a presentation of a submitted case on the last Friday incorporating relevant clinical pathology.

For the current student enrollment, the number of necropsies is marginally adequate for all species and low for horses (see Appendix 4.4). Acquisition of horses for necropsy is limited by horse owners' reluctance to give permission for necropsy. The School is exploring opportunities for subsidizing transport of equine carcasses from its 2 large equine Clinical Associate practices to supplement the caseload. The School recognizes the need to increase accessions of animals with spontaneous diseases to support the dual cohort in 2024-25. Interviewed students reported a positive experience with the pathology rotation including integration and consolidation of clinical pathology. The experience is often

identified as an excellent rotation for final year students, and the senior poultry pathologist as an excellent instructor. Alumni also confirmed the value of the pathology rotation in preparation for clinical practice.

Dean's Comments:

The Site Team noted that further equine necropsies will be required to service the requirements for the dual cohort. Most of the equine necropsies originate from our Clinical Associate practices, and at the time of data input the Pool House practice was not a Clinical Associate and not providing cases to the School. This situation has now changed and we are already growing our equine necropsy case numbers.

We have already trialed the use of a transport subsidy for selected cases, and confirm that this will further increase case number submissions. We will more widely adopt this policy when we need to increase case numbers further.

To clarify, assessment of the reflective portfolio occurs in all years. The portfolio is summatively assessed in years 1-3 and year 5, as part of the professional skills module s assessments. In addition to the written portfolio, students participate in a defence viva for the portfolio in years 3 and 5. The viva component is formative in year 3 and summative in year 5. The portfolio assessment is formative only in Y4, providing feedback in preparation for the Y5 assessment.

Site Team's Assessment:

The School's response to managing the number of equine necropsy accessions was discussed during the site visit and action has been taken by the School. The site team recommends the COE require periodic progress updates on the number of horses available for pathology teaching relative to class size in the 5th year.

Additional Reporting:

The School must provide an update on the necropsy numbers by species and a description of what types of learning modalities are used when the caseload is low.

Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the college. Students should be trained in the use of an electronic medical record system.

Intent: Comprehensive, retrievable medical records are an essential instructional resource for student learning and fulfillment of the research and service mission.
Although not specifically mentioned in the P&P, it is understood that the medical records include the record keeping and tracking of controlled substances. This is considered under pharmacy in Standard 3 but should be documented within this standard as well.

What to look for: Evidence of effective, retrievable medical recordkeeping across clinical service areas.

	Y	MD	N
A comprehensive medical records system is maintained and kept in an effective retrieval system for major species	☒	☐	☐
Students have the opportunity to learn the use of an electronic medical records system.	☒	☐	☐

Overall, can the college be said to be in compliance with Standard 4?

YES MD NO
☒ ☐ ☐

Standard 5, Information Resources

> *Timely access to information resources and information professionals must be available to students and faculty at core training sites. The college must have access to up-to-date human, digital, and physical resources for retrieval of relevant veterinary and supporting literature and for development of instructional materials, and provide appropriate training and technical support for students and faculty. The program must be able to demonstrate, using its outcomes assessment data, that students are competent in retrieving, evaluating, and applying information through the use of electronic and other appropriate information technologies.*

Intent: Timely access to information resources and information professionals is essential to veterinary medical education, research, public service, and continuing education.

What to look for: Evidence that the college provides adequate access to the human, digital, and physical resources for students, faculty, staff, and graduate students for information retrieval and the development of instructional materials.

	Y	MD	N
Access to information resources for students and faculty is adequate on and off-campus	☒	☐	☐
The qualifications of personnel who support learning and information technology resources for faculty and students are adequate	☒	☐	☐
Access to personnel who support learning and information technology resources for faculty and students is adequate	☒	☐	☐
Access to qualified personnel necessary for development of instructional materials is adequate	☒	☐	☐
The college provides adequate access to the information technology resources necessary for development of instructional materials.	☒	☐	☐
The college provides adequate resources (training, support) for students to improve their skills in accessing and evaluating information relevant to veterinary medicine from sources in various media	☒	☐	☐
Students demonstrate skills in retrieving, evaluating, and applying information through information technologies	☒	☐	☐
Current plans for improvement are adequate, if indicated.	☒	☐	☐

Comments:

The School provides a robust, comprehensive array of learning resources for students on and off-campus; appropriate development and IT support personnel/resources for teaching faculty; and skill development courses through UoN Libraries and Staff Development. Additionally, the on-campus Gifford library, with appropriately qualified librarians, provides adequate study space for ~350 students (including individual carrels, group tables, and small group rooms, informal reading spaces and vending/coffee), extended library hours, and sufficient hardcopy and electronic resources to support teaching/learning and research. The NU search interface accesses holdings in all 8 UoN libraries. The library primarily serves the School and the School of Biosciences.

The Student Academic Skills Chair serves as liaison to the Gifford Library and updates School faculty on library changes and provides input to the library from the School. The Teaching, Learning and Assessment (TLA) Team meet with BVM BVS curriculum module conveners quarterly to review resource requests and liaise with library staff to ensure learning resources are available and accessible. Module reading lists are fulfilled using a starting formula for ratios of hard copy textbooks per cohort and e-copies are provided and use monitored to assess the need for purchase of additional licenses. The librarian confirmed that central funds were used (a 'flexible library budget') for purchase and that no School requests had been turned down for budgetary (or any other) reasons. Journal use was monitored and those unused discontinued. Ninety percent of journal access was online (compared with 50% for textbooks).

The TLA team also provides specialist advice for teaching faculty on new learning technology/teaching techniques.

Robust physical and digital security measures are in place for the libraries and digital learning resources, including multifactor authentication, anti-virus software, use of VPN connections from remote sites, and required cybersecurity training.

Students are provided a £400 bursary for educational expenses (e.g., laptop purchase with specifications provided by the School) and have free access to Microsoft 365 (all Office Applications) and Sophos anti-virus software. UoN Digital Technology Services (DTS) unit provides excellent support including trouble shooting, repairs, virus removal etc. with a 24-hour manned e-mail/telephone help line. There is a 5-person campus-based DTS team; the School's Head of Operations meets regularly with the on-campus DTS group IT lead. Loan laptops are available in the library.

Students learning groups are assigned to 1 of 28 Small Group teaching rooms (SGTR) as a learning/study space (24/7 access) that has a laptop/smartboard, and readily accessible information/learning resources including a mini-library (see Academic SGTR inventory.docx). Mini-libraries are provided at Clinical Associate sites (see Clinical SGTR inventory.docx), with some having teaching rooms equipped similar to SGTR. Dedicated highspeed networking is provided to most Clinical Associate sites through the common University Eduroam platform as on campus, otherwise British Telecom wi-fi dongles or access to practice wi-fi is provided. The School Computer room has 30 desktop PCs for student use. WhatsApp groups are used as a common communication method with students on intramural rotations (Clinical Associate sites).

Moodle, a readily accessible (including remotely) virtual learning environment, is a central repository providing course schedules, course materials, interactive activities and resources, an extensive video bank (MediaSpace) with >1000 videos, an online anatomy museum, virtual patients and cases (using digital toolkits) and a clinical image repository. Lectures (audio/video) are captured with Echo360 – livestream function allows synchronous and remote access. Microsoft Teams is used extensively for communication. These learning resources are supplemented with a Clinical Skills Center/Laboratory.

A Digital Innovations and Media Officer (DIMO) is responsible for development and management of digital assets and a Digital Learning Group provides faculty with a comprehensive guidebook of available services and resources.

The School's Student Academic Skills (SAS) team provides study skills sessions to accommodate neurodiverse learners, and liaises with the TLA to ensure the BVM BVS curriculum is accessible to all learners.

The Libraries Teaching and Learning team has specific responsibility for delivery of Information Skills to BVM BVS students. The School integrates and assesses learning activities related to retrieving and

assessing information throughout the BVM BVS curriculum, notably in Years 1 (accessing using information resources); 2 (evidence-based research/literature search and review); 3 (6-week research module); and 5 (evidence-based veterinary medicine). Years 1 and 2 skills are reinforced through research laboratory rotations of their choice in year 3 with completion of a written research proposal (see Standard 10). Students are required to maintain, an annually reviewed (Personal Tutor providing formative feedback) longitudinal personal professional portfolio that is a requirement for completion of the Veterinary Professional Skills module. The e-portfolio documents experiential learning, including EMS, and requires written student reflection on learning development. An oral examination is given at the end of years 3 (formative group assessment) and 5 (individual summative assessment) to evaluate the portfolios. During years 4 & 5, students map learning to day 1 RCVS competencies and are required to complete 4 clinical case studies that require supporting evidence-based documentation. The year 5 Veterinary Public Health rotation has a required evidence-based assignment developing a PICO (patient intervention comparator outcome) based question and development of an evidence summary.

The School has a robust Social Media policy with an emphasis on professionalism linked to the RCVS 'Code of Professional Conduct for Veterinary Surgeons' (https://www.rcvs.org.uk/setting-standards/advice-and-guidance/code-ofprofessional-conduct-for-veterinary-surgeons/supportingguidance/social-media-and-online-networking-forums/).

The School's commitment to continued development of enhanced information technology in teaching and research is evident through its organizational structure, feedback, and training mechanisms.

YES MD NO

Overall, can the college be said to be in compliance with Standard 5? ☒ ☐ ☐

Supplemental information
5 - Academic SGTR inventory.docx
5 - Clinical SGTR inventory.docx

Standard 6, Students

> *The number of professional degree students, DVM or equivalent, must be consistent with the resources and the mission of the college. The program must be able to demonstrate, using its outcomes assessment data, that the resources are sufficient to achieve the stated educational goals for all enrolled students.*
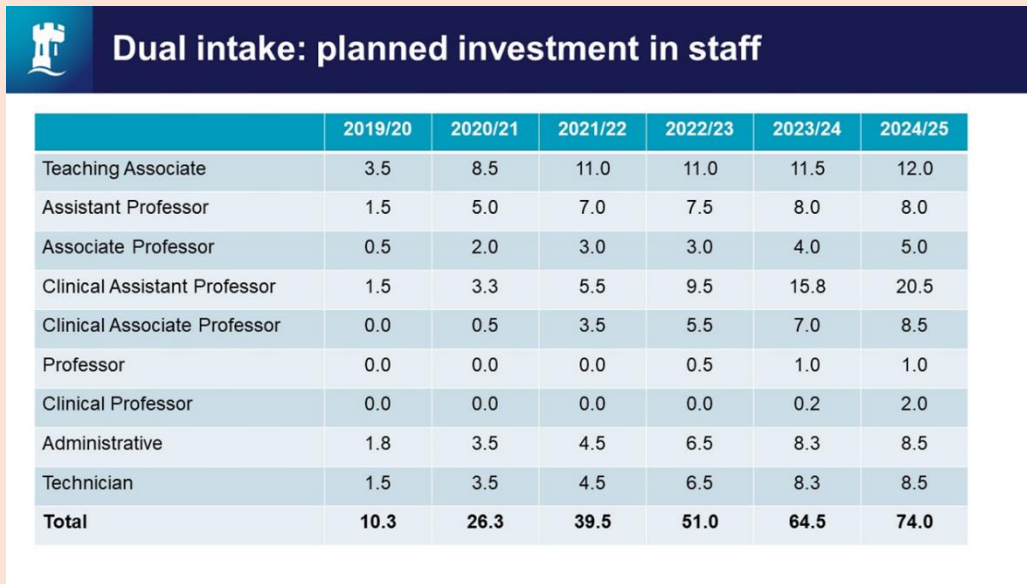
Intent: Accredited colleges must have sufficient resources to accommodate the number of students enrolled and meet the stated mission.

What to look for: Evidence that the facilities, number of faculty and staff, and pre-clinical/clinical resources are sufficient to meet student needs. Analyze five-year trends for enrollment, the percent minorities, and the number of students in other educational programs offered by the college.

	Y	**MD**	**N**
Facilities, number of faculty and staff, and pre-clinical/clinical resources are sufficient to meet student needs	☒	☐	☐

Comments:

Faculty and staff numbers are increasing during the implementation of the dual cohort intake to provide sufficient human resources to meet student needs (see slide 6, Finances PPT presentation "Dual intake: planned investment in staff" below). Facilities have been expanded, including the dissection room and the Clinical Skills Centre, to accommodate dual intake numbers. Clinical Associate resources are also expanding to meet the needs of increasing student numbers (e.g., RSPCA Leicester and Wright & Morton).

Dual intake: planned investment in staff

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Teaching Associate	3.5	8.5	11.0	11.0	11.5	12.0
Assistant Professor	1.5	5.0	7.0	7.5	8.0	8.0
Associate Professor	0.5	2.0	3.0	3.0	4.0	5.0
Clinical Assistant Professor	1.5	3.3	5.5	9.5	15.8	20.5
Clinical Associate Professor	0.0	0.5	3.5	5.5	7.0	8.5
Professor	0.0	0.0	0.0	0.5	1.0	1.0
Clinical Professor	0.0	0.0	0.0	0.0	0.2	2.0
Administrative	1.8	3.5	4.5	6.5	8.3	8.5
Technician	1.5	3.5	4.5	6.5	8.3	8.5
Total	**10.3**	**26.3**	**39.5**	**51.0**	**64.5**	**74.0**

> *Colleges should establish post-DVM/VMD programs such as internships, residencies and advanced degrees (e.g., MS, PhD), that complement and strengthen the professional program and not adversely affect the student experience.*

Intent: Post-DVM training programs and the presence of interns, residents, and graduate students enrich the learning environment for professional students

What to look for: The number of post-DVM students over the last five years and evidence of appropriate integration of interns, residents, and graduate students into the education of professional students. On clinical rotations, there should be sufficient caseload to support the education of professional students and interns and residents with appropriate balance between professional student and intern exposure to, and opportunity to participate in, entry-level clinical skills/competencies.

	Y	**MD**	**N**
College has established post-DVM/VMD programs such as internships, residencies and advanced degrees (e.g., MS, PhD), that complement and strengthen the professional program and do not adversely affect the student experience	☒	☐	☐

Comments:

The School offers MRes and PhD degrees in a wide range of veterinary, biomedical, biological, educational and statistical research fields (Appendix 6.2) as well as MSc program in Veterinary Physiotherapy and degree apprenticeships in Bioinformatics and Advanced Clinical Practice (Veterinary). The school also has PG Certificate courses in Veterinary Education and in Veterinary Medicine and Surgery.

The School offers a PGCert Internship and clinical residencies with MVM/MVS and DVetMed/DVetSurg degrees commonly combined with a clinical Certificate or Diploma (awarded by a European Specialty College).

Interns and residents may be involved in teaching activities in years 1-4, including laboratories. All interns and residents are involved in clinical training of students in year 5; however, they do not directly assess students. Interns and residents frequently complete the Teaching and Learning Development Programme to enhance teaching skills and/or participate in other professional development opportunities related to teaching and learning which results in Fellowship or Associate Fellowship of Advanced HE.

Student support services must be available within the college or university. These must include, but are not limited to, appropriate services to support student wellness and to assist with meeting the academic and personal challenges of the DVM program; support for students with learning or other disabilities; and support extra-curricular activities relevant to veterinary medicine and professional growth.

The college or parent institution must provide information and access to counseling services regarding financial aid, debt management, and career advising. Career advising must include selection of clinical experiences.

Intent: To ensure student support services are readily available and adequate.

What to look for: Evidence that the college provides adequate student services for the number of students enrolled, including registration, testing, mentoring/advising, counseling (career and mental health), tutoring, services for students with disabilities, financial aid, debt management, peer assistance, and clubs and organizations

	Y	**MD**	**N**
Adequate student support services are available within the college or university, including mental health counseling, career, and financial advising	☒	☐	☐

Comments:

All students have access to University support and advice services (e.g., disability support, confidential counselling, mental health advisors, career development, advice and support on financial matters, accommodation advice, legal advice, visa advice to international students, etc.).

School specific support services and resources include:

- Personal Tutor (review academic progress, provide pastoral support, support specific academic requirements, etc.);
- Tutor "veterinary family" (family comprises tutees from 2 Personal Tutors);
- Senior Tutor Team;
- Student Welfare Manager;
- Student Academic Skills (SAS) vet team;
- Big Vet/Little Vet program.

All students are required to complete a medical assessment form which is reviewed by the University Occupational Health Team before joining the veterinary program. This may result in referral to Occupational Health and possible preparation of either an Academic or Disability Referral Form. These will provide for reasonable adjustments to be implemented for teaching or examinations, which will be discussed with the School to determine whether providing these adjustments are feasible and academically reasonable. The Occupational Health team assesses students against national Higher Education Occupational Physicians guidance (http://www.heops.org.uk/guide.php) to ensure that students are able to meet RCVS Day 1 competences. All students undertake a mandatory online dyslexia assessment during 1st year.

Students receive a session on personal finance in the 3rd year Business module. Students have access to high levels of advice and support through the University Support Services financial teams who provide information and expert support on every aspect of student finance, including tuition fees, student loans, university scholarships and bursaries (https://www.nottingham.ac.uk/studentservices/index.aspx).

The main student club is VetSoc, a club that is part of the Sutton Bonington Guild, which oversees and supports all campus clubs and societies. Other Vet specific clubs are VetCoach (providing peer advice), Vet Pathology, Vet Surgery Soc, Shelter Medicine, Vets in the Community and Vets Zoo Soc. There are a wide variety of clubs and societies on campus https://su.nottingham.ac.uk/activities/list/sb/societies, and at University Park. The School assists students with creation of new clubs or societies for professional or personal interests (e.g., Paddle Board club recently created by veterinary students).

Transportation (buses) between SB campus and the village of Kegworth are inadequate, leading to students driving to campus for coursework or requiring a 40+ minute walk for those living on the far side of the village. Buses between SB campus and the main campus in Nottingham are inadequate, especially in summer months. Students travel to Nottingham to use the more robust gym facilities or participate in club/societies based on the main campus. Students reported concerns related to housing availability in Kegworth with increasing dual cohort numbers leading to housing in other local communities without adequate bussing options to campus.

On-campus parking can be challenging for employees and students.

Dean's Comments:

The Site Team noted that students reported that transportation (buses) between SB Campus and Kegworth are inadequate, and that buses between SB Campus and the Main Camps are inadequate. These student reports originate from April Cohort students because the University Estates team

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reduced the frequency of buses when September Cohort students left campus and there was many buses running with no passengers. We have involved the University Sustainability team, and engaged with the Estates team and all April students, to recently undertake a survey of needs so that additional buses can be provided when they are required. We are also exploring a smaller mini bus service rather than standard bus sizes when passenger numbers are low.

We have met with local Real Estate Agents to establish where housing vacancies exist so that we can proactively inform students, rather than them needing to gather this information. The long-term Campus plan is for additional student houses on campus.

Site Team's Assessment:

The School has been responsive to the site team's reporting to student comments related to public transportation services and inventory of available housing in the vicinity of the campus.

Suggestions:

Expanding housing options within Kegworth or improving transportation options (e.g., bus) to other local communities could decrease student expenses and stress.

As the number of students increases, the School is encouraged to facilitate parking for students and employees.

The college must promote an inclusive institutional climate that fosters diversity within the student body, consistent with applicable law.

Intent: Accredited colleges must demonstrate through policies, procedures, and activities that a diverse student body is valued.

What to look for: Evidence that the college has policies and procedures in place that are enforced to promote diversity and inclusion within the student body.

	Y	MD	N
The college has policies and procedures in place that are enforced to promote diversity within the student body.	☒	☐	☐

Comments:

The School was established with a remit to increase diversity in the veterinary profession in the UK, including a range of measures (e.g., summer workshops, School visits, contextual offers, Preliminary Year and Gateway courses) to enhance diversity.

Within admissions, applicants complete an on-line further information paper to supply further information for Widening Participation criteria and work experience.

In relationship to enrollment, the colleges must provide accurate information for all advertisements regarding the educational program by providing clear and current information for prospective students. Further, printed catalog or electronic information, must state the purpose and goals of the program, provide admission requirements and procedures, state degree requirements, present faculty descriptions, provide an accurate academic calendar, clearly state information on educational cost and debt risk, for the college. The college must provide information on procedures for withdrawal including the refund of student's tuition and fees as allowable. Information available to prospective students must include relevant requirements for professional licensure.

Intent: Accredited colleges must provide accurate, complete information for recruiting purposes. The college catalog should provide accurate admission requirements and procedures, withdrawal processes, financial aid information, licensure requirements, and an accurate academic calendar.

What to look for: Evidence the college provides accurate, complete information for recruiting purposes on its web site, catalog, and advertisements covering area listed below

	Y	MD	N
College provides clear and current information for prospective students	☒	☐	☐

Printed catalog or electronic information:

	Y	MD	N
States the purpose and goals of the program	☒	☐	☐
Provides admission requirements and procedures	☒	☐	☐
States degree requirements	☒	☐	☐
Presents faculty descriptions	☒	☐	☐
States information on tuition and fees	☒	☐	☐
States procedures for withdrawal	☒	☐	☐
Gives necessary information for financial aid programs	☒	☐	☐
Provides an accurate academic calendar	☒	☐	☐
Includes relevant requirements for licensure	☒	☐	☐

Each accredited college must provide a mechanism for students, anonymously if they wish, to offer suggestions, comments, and complaints regarding compliance of the college with the Standards of Accreditation. These materials shall be made available to the Council annually.

Intent: This is a USDE recognition requirement. It represents another method to help ensure that the evidence gathered for accreditation decisions is complete.

What to look for: A reasonable mechanism for students to comment anonymously regarding the college's compliance with the 11 Standards of Accreditation. If comments have been received – how has the College responded?

College provides a mechanism for students, including anonymous means, if students wish, to offer suggestions, comments, and complaints regarding compliance of the college with the Standards of Accreditation.

Y MD N

☒ ☐ ☐

Student comments have been made available to the Council annually

Y MD N

☐ ☐ ☐

N/A ☒

Comments:

Students complete multiple questionnaires, participate in committees, have access to anonymous suggestion boxes, and there is an open-door policy with the administration.

YES MD NO

Overall, can the college be said to be in compliance with Standard 6?

☒ ☐ ☐

Standard 7, Admission

> *The college must have a well-defined and officially stated admissions policy and a process that ensures a fair and consistent assessment of applicants.*

Intent: Accredited colleges are expected to have a fair and unbiased admission policy (selection process and minimum criteria) that is clearly stated and easily accessible for prospective students.

What to look for: The admissions process should be standardized as much as possible to ensure applicants are evaluated fairly and consistently. The admissions process and minimum criteria for acceptance must be clearly stated in the college catalogue and web site.

The college has a well-defined admissions policy that is fair and unbiased

	Y	MD	N
The selection process is fair and unbiased	☒	☐	☐
Academic performance criteria indicate reasonable potential for successful completion of the professional curriculum	☒	☐	☐
The admissions policy is clearly stated and readily accessible	☒	☐	☐

Comments:

The School has a formal Admissions policy, approved by the Admissions Committee. The minimum academic requirements for undergraduate admission are detailed in School brochures, the University website, and through the University's and School's Admissions Services (www.ucas.com), and are higher than the University minimum.

Other qualifications, including alternative routes into education, are considered. The School offers a 6-year program to widen participation by accepting students who may have been disadvantaged during their education (Gateway Year) and also for high achieving non-science students (Preliminary Year). The Gateway Year is only open to students who are living in the UK and have UK home status, indefinite leave to remain, or refugee status at the time of application. Applicants must also meet the University's contextual admissions criteria, or two of (1) First in the family to enter higher education, (2) Have disadvantaging circumstances that the exam board(s) has not already taken into consideration, or (3) Be a "carer".

The admissions process has been developed with consideration of attributes and qualities required of a new veterinarian, as articulated in the RCVS 'Day One Competencies' and 'Code of Professional Conduct for Veterinary Surgeons'. The different phases are:

- Phase 1 – Academic Review: all students must apply through UCAS; all applications are initially reviewed to check that applications meet minimum academic standards.

- Phase 2 – Non-Academic Personal Qualities Review: to assess understanding of the profession, motivation, interests.

- Phase 3 – Widening Participation and Work Experience Detail Collection (via online survey): applicants are requested to complete an on-line further information paper to supply further information for Widening Participation criteria and work experience.

- Phase 4 – Motivation, ability, attitude and attribute assessment: this includes considering an individual's other experiences or achievements (e.g., sporting achievements, expeditions, music, etc.).

- Phase 5 - Situational Judgement Test (SJT): applicants are presented with a set of hypothetical, but relevant scenarios associated with the veterinary profession and asked to make judgements about possible responses. The competency framework consists of 4 attributes: empathy and building client relationships; professional integrity and trust; resilience; and teamwork. The SJT was developed in conjunction with psychologists.

- Phase 6 - Assessment Centre: candidates are ranked on their scores and the top applicants are invited to attend their Assessment Centre to undertake a practical aptitude assessment, including animal material and clinical information, and be interviewed by a faculty or staff member and either Nottingham alumni or an associate veterinarian.

All applicants are required to have a minimum of 4 weeks animal-related work experience before application; 2 weeks of this requirement can be from attending the virtual work experience MOOC (https://www.futurelearn.com/courses/vet-school-application-support). Over 12,000 applicants have registered on this virtual work experience, which aims to increase diversity by providing an online mechanism to understand the UK veterinary profession for those who may lack the social capital and networks to gain work or volunteer placements. The MOOC has been recommended by most UK vet schools to their applicants as a valuable addition to their experience (see Standard 1).

Over the last 2 years, during the COVID pandemic, a modified admissions process has been undertaken. In order to manage faculty and staff workloads, assess remotely, and ensure fairness to all students, the School omitted Phases 2 and 4 (UCAS form and online questionnaire review) and selected the top 50% of applicants for interview based on the SJT. The Phase 6 Assessment Centre was held online, with 6 short video-based observational tasks replacing the practical assessment.

Following the success of elements of the admissions process during COVID, an Admissions working group is currently reviewing the admissions process, with any changes due for implementation in 2023. If possible, the Admissions Committee would like to have candidates interviewed in person next year.

Dean's Comments:

We learned much during the COVID pandemic, and I am pleased that our Admissions Working Group is examining those aspects that were delivered on-line but worked well especially for widening access. We are indeed planning for face to face interviews for this year's admissions.

The policy must provide for an admissions committee, a majority of whom must be full-time faculty members. The committee must make recommendations regarding the students to be admitted to the professional curriculum upon consideration of applications of candidates who meet the academic and other requirements as defined in the college's formal admission policy.

Intent: A properly appointed faculty committee is expected to be responsible for developing and implementing the admissions process and criteria, and making recommendations regarding the candidates admitted to college.

What to look for: The majority of the admissions committee must be full-time faculty members. Adequate training should be provided for committee members and others involved in the selection process to ensure applicants are evaluated fairly and consistently. Rotating terms for committee members is considered best practice. Recommendations for admission to the college

are made by the admissions committee according to the stated criteria. The admissions committee should periodically evaluate the success of the admissions process.

	Y	MD	N
Admission policy provides for an admissions committee	☒	☐	☐

	Y	MD	N
Majority of the admission committee are full-time faculty members.	☒	☐	☐

	Y	MD	N
An adequate training program is in place to ensure the admissions process is conducted fairly and consistently for all applicants	☒	☐	☐

	Y	MD	N
Committee makes recommendations regarding the students to be admitted to the professional curriculum	☒	☐	☐

	Y	MD	N
Candidates recommended meet the academic and other requirements defined in the college's formal admission policy	☒	☐	☐

	Y	MD	N
Five-year trends for applicant/position and offers made/acceptances are stable	☒	☐	☐

	Y	MD	N
Five-year trends for absolute and relative student attrition are consistent with the mission of the college	☒	☐	☐

	YES	NO
The admissions committee periodically assesses the success of the selection process to meet the mission of the college	☒	☐

Comments:

Appendix 7.1 Table A (Applications, offers, and acceptances data) was corrected.

Academic Year (entry)	UK and EU students		Overseas students		Total students	
	App/P*	O/A	App/P*	O/A	App/P*	O/A
2021/22 Sept	1427/300	191/145	111*	7/1	1,538/300	198/146
2021/22 April		316/144		17/3		333/147
2020/21 Sept	1,373/300	214/163	126*	5/2	1,499/300	219/165
2020/21 April		299/144		15/1		304/145
2019/20 Sept	1,466/300	183/149	123*	8/5	1,589/300	191/154
2019/20 April		302/148		9/4		311/152
2018/19	1,342/300	302/161	143*	11/2	1,485/150	313/163
2017/18	1,256/300	255/164	145*	15/2	1,401/150	270/166
2016/17	1,274/300	296/158	128*	9/1	1,402/150	305/159

App/P Applications/Places available   O/A Offers made/Acceptances (i.e., registered students)

Note: Acceptances include any students progressing from year 0 and students accepted during "Clearing" (the period post A level exam results, when we may interview and place students who contact us directly, usually this is normally at most <5 students.

*P Places are not assigned to home or overseas students, as the School will admit the best student irrespective of home location. There are 150 places on each intake of the 5-year course (of which 25 progress from year 0).

All Assessment Centre data is compiled and standardized to reduce any differences in marking between assessors. Students are then ranked. The information is reviewed by the Admissions Team and Admissions Sub-Deans. Applicants are considered solely based on their merits, abilities and potential, regardless of gender, ethnic or national origin, age (subject to the University regulations on minimum

age), disability, religion, sexual orientation or any other characteristic. Decisions on offers are made by comparison with the candidate pool, rather than by individual.

The decision regarding the students to be admitted to the professional curriculum is made by the Admissions Sub-Dean and the Admissions Manager, based on the ranking.

Applicants are then telephoned by one of their interviewers and made a conditional or unconditional offer, or are rejected and informed of alternative course options within the University by email correspondence. Any offer is made contingent on an Occupational Health assessment.

The Admissions process for veterinary students is overseen by the Admissions Sub-Dean and reviewed annually by the Admissions Committee, which considers information such as demographics and admissions performance. In this way, the School monitors the Admissions process to ensure a fair and consistent process and that there is no discrimination.

Admissions policies and procedures are validated through feedback on the performance of students on the course and reviewed by Admissions Committee. Analysis is undertaken on cohorts of students admitted to the course. Data are cross checked against the admissions process for that cohort to highlight whether the admissions process has impacted success in the course.

The School has recruited students from a wide range of backgrounds, with normally over a third of any year being Widening Participation, above the sector average.

The student attrition level is low.

The college must demonstrate its commitment to diversity and inclusion through its recruitment and admission processes, as consistent with applicable law. The college's admissions policies must be non-discriminatory, as consistent with applicable law.

> Intent: The college must demonstrate its commitment to a diverse student body through its admissions policies and procedures.

> What to look for: A commitment to a diverse student body, as is consistent with applicable laws.

	YES	**NO**
The admissions policies and procedures demonstrate a commitment to a diverse and inclusive student body.	☒	☐

Comments:

The School was established with a remit to increase diversity in the veterinary profession in the UK, and as detailed previously implements a range of measures (e.g., summer workshops, School visits, contextual offers, Preliminary and Gateway Year courses) to enhance diversity. Multiple criteria are incorporated to ensure the widest range of disadvantaging factors is considered. Outreach activities are targeted accordingly.

The admissions policy for the veterinary courses aims to encourage a more diverse candidates to study veterinary medicine. The School is particularly successful in attracting a wide range of applicants, especially via the Preliminary and Gateway Year route. The School also has a Black, Asian and Minority Ethnic (BAME) student group that is working with School Equality Diversity and Inclusion committee to develop initiatives to enhance ethnic diversity.

> *Subjects for admission must include those courses prerequisite to the professional program in veterinary medicine, as well as courses that contribute to a broad general education. The goal of pre-veterinary education shall be to provide a broad base upon which professional education may be built, leading to lifelong learning with continued professional and personal development.*

Intent: The goal of pre-veterinary education shall be to provide a broad base upon which professional education may be built, leading to lifelong learning with continued professional and personal development.

What to look for: The pre-veterinary curriculum includes requirements to prepare students for the professional curriculum, as well as a broad base for professional and personal development and lifelong learning.

	Y	MD	N
Subjects for admission include courses prerequisite to the professional program in veterinary medicine	☒	☐	☐

	Y	MD	N
Subjects for admission include courses that contribute to a broad general education.	☒	☐	☐

> *Factors other than academic achievement must be considered for admission criteria.*

Intent: Effective veterinarians have a number of attributes unrelated to academic performance. Accredited colleges are required to consider other factors that contribute to the ability of their graduates to be successful members of the profession

What to look for: Non-academic factors must be included in the selection process, for example, experience with animals and an understanding of veterinary medicine, effective interpersonal skills, leadership experience, economically disadvantaged background, etc.

	Y	MD	N
Factors other than academic achievement are considered for admission	☒	☐	☐
Selected candidates meet academic and non-academic requirements as defined in the college's formal admission policy	☒	☐	☐
Transfer policies are academically appropriate and the five-year trend for admittance is reasonable based on available resources.	☐	☐	☐
	N/A ☒		

	YES	MD	NO
Overall, can the college be said to be in compliance with Standard 7?	☒	☐	☐

Supplemental information provided prior to or during the site visit
7 – Admissions.pptx

Standard 8, Faculty

> ***Faculty numbers and qualifications must be sufficient to deliver the educational program and fulfill the mission of the college.***

Intent: Accredited veterinary colleges must have a cohort of faculty members with the qualifications and time needed to deliver the curriculum and to meet the other needs and mission of the college.

What to look for: Evidence that the number of faculty with appropriate qualifications in each functional area are adequate to deliver the didactic and clinical curriculum and fulfill the mission of the college.

	Y	MD	N
The curricular responsibilities of faculty lost over the last five years have been replaced through faculty renewal, other appropriate personnel, or mitigated by curricular change.	☒	☐	☐
Faculty numbers and qualifications in each functional area are sufficient to deliver the educational program and fulfill the mission of the college.	☒	☐	☐

Comments:

The site team interviewed representatives of each of the faculty titles (Teaching Associates, Professor series, Clinical Professor series). Many of the faculty interviewed were Nottingham graduates (veterinary, postgraduate, postdoctoral training); however, faculty who trained elsewhere were equally and enthusiastically positive about their recruitment experience and support by the School after appointment.

Faculty numbers, qualifications, and assignments are more than adequate to deliver the didactic and clinical curriculum. The School has a forward-looking recruitment strategy over the next few years to support the dual cohort as it progresses through the curriculum. Faculty commented that the School was responsive to requests to recruit faculty and staff in advance of the plan when potential gaps in support or changes in workload were predicted.

Faculty participating on recruitment panels receive appropriate training and have keen awareness to proactively increase faculty diversity. Interviewed faculty commented that the administration was responsive to replacing any faculty losses quickly, and were generally satisfied with applicant pools. In addition to disciplinary expertise, recruitment panels were seeking faculty who fit the School's 'family' ethos and sharing culture. It was apparent there is good interaction between module conveners, rotation leads, and faculty more generally in deciding discipline priorities for recruitment. The Dean is a member of recruitment panels and, for clinical positions, the Clinical Director or the relevant species Sub-Dean also were typically on the recruitment panel.

> ***Participation in scholarly activities is an important criterion in evaluating the faculty and the college. The college must provide evidence that it utilizes a well-defined and comprehensive program for the evaluation of the professional growth, development, and scholarly activities of the faculty.***

Intent: A comprehensive faculty evaluation program stimulates continuous professional development

What to look for: Evidence that promotion and tenure policies and procedures and annual performance review process include consideration of professional growth, development, and

scholarly activity, for example, student and peer course evaluations, publications, research funding, etc.

	Y	MD	N
The college utilizes a well-defined and comprehensive program for the evaluation of professional growth, development, and scholarly activities of the faculty	☒	☐	☐
Appropriate weight is assigned to teaching, research and service activities for career advancement	☒	☐	☐

Comments:

There is a robust informal and formal process for monitoring faculty achievement and advancement. Faculty reported that line managers were accessible and interactions comfortable and typically occurred informally bimonthly. A formal annual Appraisal and Development Conversation (ADC) occurs and is finalized in July. This reflects current year achievements and planned activities/goals for the next year, and is reviewed at School/University levels. Integrated into these sessions is a review of progress towards advancement and planning to facilitate meeting requirements.

Faculty are encouraged to draft their documentation for promotion/advancement and are encouraged to have it reviewed at the School's Promotion Panel before finalizing it and submitting it to the Faculty Promotions Committee. The School review may identify areas where the record can be strengthened before submission to the Faculty Promotions committee. Promotion to the highest rank (level 7) is reviewed by a University Promotions Committee. Faculty also reported the willingness of colleagues to review their dossiers as they developed, as a form of mentoring.

There is a formal mentoring process including assignment of faculty beyond the School (School of Medicine Mentoring Scheme); however, faculty felt that there was also a strong collegial and supportive informal mentoring process.

Advancement policies and procedures are posted on the University website. Interviewed faculty were aware of these and University workshops/resources to guide them through the process. Flow charts showing the progressions pathways were provided (see Faculty Progression flow chart PDF).

The School has been successful with support from the Faculty PVC in providing guidelines for evaluation of clinical faculty to supplement the University promotion criteria.

Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the faculty.

> Intent: Accredited colleges must provide adequate security and benefits to maintain a stable group of core faculty to provide continuity and assure ongoing faculty competence

> What to look for: Evidence that security and benefits are adequate to attract and retain competent faculty, for example, competitive salary and benefit packages, adequate start-up funds, support for professional activities, such as, scientific meetings, invited presentations, sabbatical leave, development in methods of effective teaching.

	Y	MD	N
Faculty turnover the last five years is within normal limits (typically $\leq$ 10%)	☒	☐	☐
Adequate professional development opportunities are available for faculty growth	☒	☐	☐

Academic positions offer adequate security and benefits to attract and retain qualified faculty	**Y**	**MD**	**N**
	☒	☐	☐

Comments:

The University has professional development training courses available to faculty, many at no cost. At the University level, there is a Leadership and Management Academy providing training and support in leadership/management development. The School is supportive of faculty development including covering tuition costs for additional training and faculty reported strong administrative support for protected time to pursue these opportunities. All faculty are given the opportunity to complete the Postgraduate Certificate in Higher Education (PGCHE) and are encouraged to complete this in the 1st year of appointment; ~80% of faculty are PGCHE certified. The School also encourages faculty to attain recognition as a Fellow of the Higher Education Academy (HEA); 48 faculty are Fellows/Senior Fellows. The University also offers peer observation of teaching and there is a School culture of informal peer observation of teaching.

Interviewed faculty were positive about their Nottingham experience, including those who had worked at other institutions commenting that it was a much more supportive environment than they had experienced previously. Protected reductions in appointment time are available for caregiving (maternity, elder care, bereavement, etc.) and faculty feel comfortable taking time and stated that line managers and the administration were very supportive. This was also echoed by interviewed staff. Flex-time appointments were also facilitated for faculty and staff.

The School is able to use financial supplements to recruit clinical faculty and those faculty working at Clinical Associates also receive salary augmentations to assist with recruitment/retention. Faculty salaries are regularly reviewed at the School, Faculty and University levels and also by the School's EDI Director.

The college must cultivate a diverse faculty through its hiring policies and retention practices, consistent with applicable law. The college must demonstrate its ongoing efforts to achieve parity in advancement opportunities and compensation

> Intent: Accredited colleges must demonstrate a commitment to diversity among the faculty.

> What to look for: Policies and procedures in recruiting and retention activities that promote a diverse faculty.

The college demonstrates that it values faculty diversity through its recruitment and retention policies	**Y**	**MD**	**N**
	☒	☐	☐

Comments:

There is a strong commitment at the University level to recruiting and retaining a diverse faculty. The Equality, Diversity, and Inclusion Committee is well supported and contributes to faculty recruiting efforts.

A BAME faculty member shared an immediate post-appointment experience where they were asked if they had any particular requests to accommodate their religion and the School made immediate arrangements to provide appropriate space at the School and at 2 Clinical Associate sites. This individual indicated they had never been asked this at any previous employment site and shared it as evidence of the School's commitment to diversity.

> ***Part-time faculty, residents, and graduate students may supplement the teaching efforts of the full-time permanent faculty if appropriately integrated into the instructional program.***

Intent: To ensure adequate full-time, permanent faculty members are present to effectively supervise teaching assignments of part-time faculty, residents, and interns. Whereas colleges may need to engage part-time faculty or locums for didactic teaching or clinical rotations, to meet curricular objectives, it is important to assess plans for hiring permanent faculty to provide this instruction, especially in core disciplines, so that there is stability, so students have regular access to this disciplinary expertise.

What to look for: Evidence that full-time, permanent faculty provide adequate supervision of part-time faculty, residents, and interns. If part-time faculty are used, evidence that there is stability/consistency of curricular contributions and that there are plans to replace these faculty with permanent faculty. If residents and graduate students are used in instruction of professional students, evidence that they are appropriately mentored in effective teaching and not solely responsible for student grades for didactic and clinical courses/rotations.

	Y	MD	N
Full-time, permanent faculty ensure supplementary teaching efforts by part-time faculty, residents, and graduate students are appropriately integrated into the instructional program	☒	☐	☐

	Y	MD	N
The amount of the core curriculum delivered by part-time faculty does not impact the effectiveness or quality of the educational program and that student access to this disciplinary expertise is not compromised	☒	☐	☐

Comments:

Relatively few external part-time instructors are used in the curriculum (~4% curriculum content in years 1-4).

House officers are involved in clinical instruction primarily at Clinical Associates and in Pathology, they may assess DOPS, and contribute to clinical rotation feedback, but do not grade performance. PG students assist as demonstrators in some laboratory sessions in years 1-4. House officers and PG students receive introductory training in teaching and demonstrating and are encouraged to take the Teaching and Learning Development Programme.

	YES	MD	NO
Overall, can the college be said to be in compliance with Standard 8?	☒	☐	☐

Supplemental information provided prior to or during the site visit
8 - Faculty Progression flow chart.pdf

Standard 9, Curriculum

> *The curriculum shall extend over a period equivalent to a minimum of four academic years, including a minimum of one academic year of hands-on clinical education. The curriculum and educational process should initiate and promote lifelong learning in each professional degree candidate.*

Intent: Adequate coverage of the material necessary to educate a competent veterinarian requires a minimum of four academic years, including at least one academic year of hands-on clinical education.

What to look for: The curriculum extends an equivalent of four academic years, including a minimum of one academic year of hands-on, clinical education

The curriculum extends an equivalent of four academic years; including a minimum of one academic year of hands-on, clinical education	**Y**	**MD**	**N**
	☒	☐	☐

Comments:

The 5-year veterinary curriculum culminates in the awarding of 2 degrees:

- Bachelor of Veterinary Medical Sciences (BVMedSci) at the end of Year 3;

- Bachelor of Veterinary Medicine (BVM) and Bachelor of Veterinary Surgery (BVS) at the end of Year 5 (awarded jointly).

Hands-on clinical education during year 5 includes 26 weeks of intramural rotations (20 weeks core + 6 weeks tracking) and by the end of year 5 completion of 26 weeks of clinical extramural studies (CEMS; to satisfy RCVS requirements). CEMS rotations can begin after Preclinical EMS are completed, typically after the end of 2nd year.

> *The curriculum in veterinary medicine is the purview of the faculty of each college, but must be managed centrally based upon the mission and resources of the college. There must be sufficient flexibility in curriculum planning and management to facilitate timely revisions in response to emerging issues, and advancements in knowledge and technology. The curriculum must be guided by a college curriculum committee. The curriculum as a whole must be reviewed at least every seven (7) years. The majority of the members of the curriculum committee must be full-time faculty. Curriculum evaluations should include the gathering of sufficient qualitative and quantitative information to ensure the curriculum content provides current concepts and principles as well as instructional quality and effectiveness.*

Intent: The curriculum must be established by a competent faculty and managed centrally by the dean's office in conjunction with an appropriately configured faculty curriculum committee according to the stated mission of the college. The curriculum requires regular review and management by the curriculum committee based on the collection and analysis of sufficient qualitative and quantitative evidence.

What to look for: The curriculum is regularly reviewed and managed by an appropriately configured faculty curriculum committee (e.g., staggered terms of appointment or rotating membership). A holistic review of the curriculum that has occurred within the last seven years or is currently in review. This does not require the curriculum to be revised, but that all facets of the curriculum, as one unit, is reviewed Curricular review should include the collection and analysis of sufficient qualitative and quantitative data to ensure curricular revisions promote

instructional quality and effectiveness and include current concepts and principles necessary to meet societal needs.

	Y	MD	N
The majority of the members of the curriculum committee are full-time faculty.	☒	☐	☐

	Y	MD	N
The curriculum is regularly reviewed and managed (revised), as indicated, by the dean's office in conjunction with an appropriately configured college curriculum committee.	☒	☐	☐

	Y	MD	N
Adequate process for assessing curricular overlaps, redundancies, omissions	☒	☐	☐

	Y	MD	N
The curriculum, as a whole has been reviewed within the last seven years.	☒	☐	☐

Comments:

The Teaching, Learning, and Assessment Committee (TLA) serves the purpose of a Curriculum Committee.

Annual Module reviews are the primary mechanism to identify good practice, overlaps, redundancies and omissions, and are undertaken annually by the Module Convenor, with the aid of contributors to the module. A Module Review document is subsequently presented to the TLA for discussion.

Ongoing required changes to outcomes on a module basis are proposed by the Module Convener before review and approval by the TLA to ensure the overall curriculum content is maintained.

The University conducts holistic Educational Enhancement and Assurance Reviews (EEARs) every 3 years to ensure high quality, competitive, and well-managed academic programs are maintained.

The curriculum must provide:

    a. *an understanding of the central biological principles and mechanisms that underlie animal health and disease from the molecular and cellular level to organismal and population manifestations.*

    b. *scientific, discipline-based instruction in an orderly and concise manner so that students gain an understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important animal diseases, both domestic and foreign.*

    c. *instruction in both the theory and practice of medicine and surgery applicable to a broad range of species. The instruction must include principles and hands-on experiences in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy), disease prevention, biosecurity, therapeutic intervention (including surgery and dentistry), and patient management and care (including intensive care, emergency medicine and isolation procedures) involving clinical diseases of individual animals and populations. Instruction should emphasize problem solving that results in making and applying medical judgments.*

> *d. instruction in the principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams.*
>
> *e. opportunities for students to learn how to acquire information from clients (e.g. history) and about patients (e.g. medical records), to obtain, store and retrieve such information, and to communicate effectively with clients and colleagues.*
>
> *f. opportunities throughout the curriculum for students to gain an understanding of professional ethical, legal, economic, and regulatory principles related to the delivery of veterinary medical services; personal and business finance and management skills; and gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession.*
>
> *g. Opportunities throughout the curriculum for students to gain and integrate an understanding of the important influences of diversity and inclusion in veterinary medicine, including the impact of implicit bias related to an individual's personal circumstance on the delivery of veterinary medical services.*
>
> *h. knowledge, skills, values, attitudes, aptitudes and behaviors necessary to address responsibly the health and well-being of animals in the context of ever-changing societal expectations.*
>
> *i. fair and equitable assessment of student progress. The grading system for the college must be relevant and applied to all students in a fair and uniform manner.*

Intent: Accredited veterinary colleges must prepare entry level veterinarians with sufficient understanding of basic biomedical sciences, clinical sciences, and effective clinical and professional skills to meet societal needs

What to look for: Evidence that the curriculum provides all the curricular elements listed in the standard.

	Y	MD	N
Stated curricular objectives are appropriate and clearly integrated into individual courses	☒	☐	☐
The curricular digest indicates courses and rotations as a whole provide appropriate rigor and sequence to meet curricular objectives and the mission of the college	☒	☐	☐
Curricular changes since the last accreditation site visit reflect appropriate curricular review and management	☐	☐	☐
	N/A ☒		
Self-identified curricular weaknesses have been or are being addressed by the curriculum committee in a timely manner	☒	☐	☐
Preceptor and externship programs are effectively managed and evaluated by faculty to ensure educational objectives are met	☒	☐	☐
Curriculum content provides current concepts and principles that underlie animal health and disease	☒	☐	☐
Curriculum covers mechanisms from the molecular and cellular level to organismal and population manifestations	☒	☐	☐

	Y	MD	N
Evidence of students' understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important domestic animal diseases is adequate	☒	☐	☐
Evidence of students' understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important foreign animal diseases is adequate	☒	☐	☐
Curricular delivery is rooted in scientific, discipline-based instruction	☒	☐	☐
Evidence of high quality and effective instruction in theory and practice of medicine and surgery applicable to a broad range of species is adequate	☒	☐	☐
Instruction includes principles and hands-on experience in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy)	☒	☐	☐
Instruction includes principles and hands-on experience in disease prevention	☒	☐	☐
Instruction includes principles and hands-on experience in biosecurity	☒	☐	☐
Instruction includes principles and hands-on experience in therapeutic intervention (including surgery)	☒	☐	☐
Instruction includes patient management and care (including intensive care, emergency medicine and isolation procedures)	☒	☐	☐
Instruction includes principles and hands-on experience involving clinical diseases of individual animals and populations	☒	☐	☐
Instruction emphasizes problem-solving that results in making and applying medical judgments	☒	☐	☐
Instruction includes principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams	☒	☐	☐
Instruction allows for opportunities for students to learn how to acquire information from clients (e.g. history) and about patients (e.g. medical records).	☒	☐	☐
Instruction allows for opportunities to obtain, store and retrieve medical records information, and to communicate effectively with clients and colleagues.	☒	☐	☐
Opportunities throughout the curriculum for students to gain an understanding of professional ethical, legal, economic, and regulatory principles related to the delivery of veterinary medical services; personal and business finance and management skills; and gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession*.	☒	☐	☐

	Y	MD	N
Opportunities throughout the curriculum for students to gain an understanding of the influence of diversity and inclusion in veterinary medicine, and the impact of implicit bias related to personal circumstance in the delivery of veterinary medical services.	☒	☐	☐
Opportunities throughout the curriculum for students to gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession.	☒	☐	☐
Curriculum provides for knowledge, skills, values, attitudes, aptitudes and behaviors necessary to address responsibly the health and well-being of animals in the context of ever-changing societal expectations	☒	☐	☐
Assessment of student progress is fair and equitable.	☒	☐	☐
Adequate procedures in place to uphold academic standards	☒	☐	☐
The grading system is relevant and applied to all students in a fair and uniform manner.	☒	☐	☐

Comments:

The BVM BVS curriculum is highly horizontally and vertically integrated with a significant amount of early, hands-on educational experiences (practicals). Years 1 & 2 are organized around 5 body systems. Year 3 includes a research module, a veterinary public health module, and fundamentals of clinical practice and professional skills modules. Year 4 has been recently reorganized from 8 body system modules to 3 species-based modules. Year 5 begins with an introductory week covering biosecurity, health and safety, clinical training expectations etc., followed by 26 weeks of IMR rotations and up to 20 weeks of CEMS, and culminates with a week of summative assessments.

Assessment is embedded and aligned in the curriculum so that students can use assessment to inform their learning and map their progression to competency. Assessment methods are selected based on the content to be assessed and stage of the course, optimizing validity and reliability and ensuring constructive alignment within the curriculum.

Students commented that they appreciated the global feedback on examinations, but would prefer to be able to review their individual examinations to identify specific gaps in knowledge.

Post assessment delivery, all grades (marks) are moderated by someone other than the 1st grader. Moderation methods include:

- Standardization process to ensure consistent grading schemes and interrater reliability in course exams and portfolios;

- Sampling by an External Examiner or by an internal 2nd grader;

- Review of scripts of borderline students, highest students, and failing students;

- Review of scripts where there is significant disparity between the different elements of assessment for an individual student, in a unit or across the program;

- Review of scripts or standardization where there is significant disparity between the grades of different graders in a particular unit or program.

The School was awarded the Association of Medical Educators of Europe (AMEE) ASPIRE-to-Excellence Award in 2016 for achieving excellence in student engagement through active student participation in a variety of areas within and external to the academic community and students being consulted about and formally participating in shaping the teaching and learning experience.

Dean's Comments:

In response to the student comment that they would prefer to review their individual examinations, we don't return examination scripts to preserve the security of our question bank. We do however tag all single best answer questions to module learning outcomes (LOs), students then receive an individual report on which outcomes they performed well on and which they need to work on. This is a RAG rated list of LOs assessed for each student, and so they do in fact get bespoke individual feedback.

In addition they receive individual feedback from their summative portfolio assessments each year, from their research module coursework, from the business plan coursework, from their AH DOPS in year 1 and from their year 5 DOPS and RPA assessments.

Suggestions:

The School is encouraged to review the degree of individual student feedback provided on summative assessments to enable students to identify deficits in knowledge in a timely manner to inform future study plans or remediate deficits.

	YES	MD	NO
Overall, can the college be said to be in compliance with Standard 9?	☒	☐	☐

Supplemental information provided prior to or during the site visit
9 - Teaching Learning and Assessment.pptx

Standard 10, Research Programs

> *The college must maintain substantial research activities of high quality that integrate with and strengthen the professional program. The college must demonstrate continuing scholarly productivity and must provide opportunities for any interested student in the professional veterinary program to be exposed to or participate in on-going high-quality research. All students must receive training in the principles and application of research methods and in the appraisal and integration of research into veterinary medicine and animal health.*

Intent: The research standard serves to ensure student exposure to performance of high quality research and ability to acquire, evaluate, and use new knowledge. The development and maintenance of a community of scholars enhances the educational experience for students. DVM students must be introduced to how new knowledge is developed and disseminated and have access to participation in coursework and career development in research.

What to look for: The existence of a college research program that is adequate in scope and quality to expose students to high quality research. Examples of learning objectives may include acquisition and evaluation of scientific literature, experimental and non-experimental design, critical analysis of data, scientific writing including writing of research proposals and submission of manuscripts for publication, and hands-on experience in bench, clinical, or field research.

	Y	MD	N
Objective metrics indicate substantial, high quality level of faculty research activity, for example:	☒	☐	☐

	YES	NO
Number of individual faculty members within each department involved in research (total research FTE)	☒	☐
Number of publications in refereed scientific journals, book chapters, case-reports	☒	☐
Regular participation and presentation of original research in scientific meetings, poster sessions, publication of abstracts	☒	☐
Involvement in external research panels, commissions, and advisory or editorial boards	☒	☐
Number and amount of competitive, extramural research funding	☒	☐
National and international research awards received	☒	☐

D.V.M. program learning objectives demonstrate emphasis on which of the following:

	YES	NO
Acquisition and evaluation of scientific literature	☒	☐
Experimental and non-experimental research design	☒	☐
Critical analysis of data	☒	☐
Scientific writing	☒	☐

Students have had opportunities to do which of the following:

	YES	NO
Write research proposals	⊠	☐

	YES	NO
Submit manuscripts for publication	⊠	☐

	YES	NO
Hands-on experience in bench, clinical, or field research	⊠	☐

	YES	NO
Interaction with graduate students	⊠	☐

	YES	NO
Evidence that students learn to acquire, evaluate, and use new knowledge	⊠	☐

	YES	NO	
Evidence of student involvement in research after graduation	⊠	☐	
Adequate student exposure to performance of high-quality research	**Y** ⊠	**MD** ☐	**N** ☐

Comments:

Currently, there is a 30 credit, 6-week research project module required of all 3rd year students. This module provides for exposure to contemporary research and the research project was universally appreciated by the students and faculty the site team interviewed. The final end-product of the research module is a research paper. Many students present their findings outside of the University and some also progress to publication.

This 6-week research module is transitioning to a new 6-week rotation with the current student cohort. For the 6-week rotation, there is an introductory week of intensive didactic and practical training on basic research skills taught by experienced researchers. Students then do 1-week rotations in 3 research laboratories selected from 8 thematic research areas. In the final 2 weeks, students complete a 3,000-word research proposal that demonstrates their ability to retrieve, evaluate and apply pertinent information and reinforces their development as evidence-based veterinary medicine practitioners. This module is required of all 3rd year students.

Studies are also allowed to take a maximum of 6 weeks of research during the CEMS time.

School funds and *INspire* awards from the Academy of Medical Sciences are used to fund extra-curricular student research projects and funding for conference attendance, including overseas meetings. Ten to 25 students attend the *INspire* undergraduate conference annually.

A very flexible approach allows veterinary students to intercalate a variety of research tracks (PGCert, PhD) beginning in year 3 or 4. Additionally, the School funds 1 PhD and 2-3 MRes and 4 PGCertificate (Veterinary Education) positions for intercalating year 3 or 4 students annually. Where PhD candidates do not apply, an extra MRes scholarship is made available.

To further emphasize the importance of research, the School developed the 'Nottingham Advantage Award', which is reflected on student transcripts and their degree paperwork and awarded at graduation. In addition to being engaged in research activities, students also complete a 10-credit module.

Overall, can the college be said to be in compliance with Standard 10?

☒ ☐ ☐
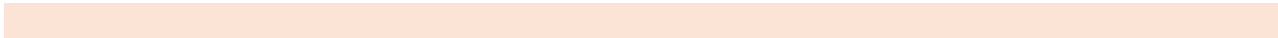
Standard 11, Outcomes Assessment

Outcomes of the veterinary medical degree program must be measured, analyzed, and considered to improve the program. New graduates must have the basic scientific knowledge, skills, and values to provide entry-level health care, independently, at the time of graduation. Student achievement must be included in outcome assessment. Processes must be in place to remediate students who do not demonstrate competence in one or more of the nine competencies.

The college should have in place a system to gather outcomes data on recent graduates to ensure that the competencies and learning objectives in the program result in relevant entry level competencies.

The college must have processes in place whereby students are observed and assessed formatively and summatively, with timely documentation to assure accuracy of the assessment for having attained each of the following competencies:

1. *comprehensive patient diagnosis (problem solving skills), appropriate use of diagnostic testing, and record management*
2. *comprehensive treatment planning including patient referral when indicated*
3. *anesthesia and pain management, patient welfare*
4. *basic surgery skills and case management*
5. *basic medicine skills and case management*
6. *emergency and intensive care case management*
7. *understanding of health promotion and biosecurity, prevention and control of disease including zoonoses, and principles of food safety*
8. *ethical and professional conduct; communication skills including those that demonstrate an understanding and sensitivity to how clients' diversity and individual circumstance can impact health care*
9. *critical analysis of new information and research findings relevant to veterinary medicine.*

The Council on Education expects that 80% or more of each college's graduating senior students sitting for the NAVLE will have passed at the time of graduation.*

*Colleges that do not meet this criterion will be subjected to the following analysis. The Council will calculate a 95% exact binomial confidence interval for the NAVLE scores for colleges whose NAVLE pass rate falls below 80%. Colleges with an upper limit of an exact 95% binomial confidence interval less than 85% for two successive years in which scores are available will be placed on Probationary Accreditation. Colleges with an upper limit of an exact 95% binomial confidence level less than 85% for four successive years in which scores are available will, for cause, be placed on Terminal Accreditation. If no program graduates take the NAVLE, the Council will use other student educational outcomes in assessing compliance with the standard including those listed in 12.11.1.

Intent:

Outcomes of the DVM program must be measured, analyzed, and acted upon, as needed, to maintain compliance with the standards of accreditation and promote continuous program improvement.

What to look for:

Student achievement during the pre-clinical and clinical curriculum and after graduation must be included in outcome assessment. Evidence produced through outcomes assessment data collection and analysis must demonstrate that new graduates have the basic scientific

knowledge, skills, and values to provide entry-level health care, independently, at the time of graduation.

Learning objectives for each of the nine listed competencies and a summary of the analysis of evidence-based data collected for each of the nine competencies must demonstrate graduates are prepared for entry-level practice. Evidence that there is a process to provide remediation for those students who have not demonstrated competence in one or more of the nine competencies. Evidence of student learning outcomes for the nine clinical competencies must be obtained and that students are observed and assessed formatively and summatively. Evidence that outcomes assessment results have been used to improve the curriculum are required for compliance.

Outcome assessment includes evidence of student achievement during the:

	Y	MD	N
Pre-clinical years	☒	☐	☐

	Y	MD	N
Clinical years	☒	☐	☐

	Y	MD	N
After graduation	☒	☐	☐

Outcome assessment includes evidence that students and graduates at the time of graduation, have:

	Y	MD	N
Basic scientific knowledge	☒	☐	☐

	Y	MD	N
Entry-level clinical skills	☒	☐	☐

	Y	MD	N
Values to provide entry-level health care independently	☒	☐	☐

Direct and indirect evidence exists for student competency in:

	Y	MD	N
Comprehensive patient diagnosis (problem solving skills)	☒	☐	☐
Appropriate use of clinical laboratory testing	☒	☐	☐
Record management	☒	☐	☐
Comprehensive treatment planning including patient referral when indicated	☒	☐	☐
Patient welfare	☒	☐	☐
Anesthesia and pain management	☒	☐	☐
Basic surgery skills, experience, case management	☒	☐	☐

	Y	MD	N
Basic medicine skills, experience, case management	☒	☐	☐
Emergency and intensive care case management	☒	☐	☐
Health promotion, disease prevention/biosecurity	☒	☐	☐
Zoonoses and food safety	☒	☐	☐
Client communications	☒	☐	☐
Ethical conduct	☒	☐	☐
Communication skills including those that demonstrate an understanding and sensitivity to how clients' diversity and individual circumstance can impact health care	☒	☐	☐
Critical analysis of new information and research findings relevant to veterinary medicine	☒	☐	☐
Evidence that students have been assessed formatively and summatively.	☒	☐	☐
Evidence of a process for remediation of students who have not demonstrated attainment of each of the clinical competencies.	☒	☐	☐
Evidence of plan to reverse negative trend(s) if and when necessary	☒	☐	☐

	Y	MD	N
Adequacy of NAVLE School Score Report within expected range of NAVLE passing percentages	☐	☐	☐

N/A ☒

	Y	MD	N
If applicable, adequate explanation and corrective remediation measures for decrease in in NAVLE passing percentages	☐	☐	☐

N/A ☒

Evidence of assessments of educational preparedness and employment satisfaction of:

	Y	MD	N
Graduating seniors	☒	☐	☐

	Y	MD	N
Alumni at some post-graduation point.	☒	☐	☐

	Y	MD	N
Employers of graduates	☒	☐	☐

Program Outcomes:

	Y	N
Five-year trends in student attrition rates within reason	☒	☐

	Y	N
If applicable, adequate explanation and corrective remediation measures for increase in student attrition rates	☐	☐
	N/A ☒	

	Y	N
Five-year trends in one-year post-graduation employment rates	☒	☐

	Y	N
If applicable, adequate explanation and corrective remediation measures for decrease in employment rates	☐	☐
	N/A ☒	

	Y	MD	N
Evidence of assessments of faculty, instructors, interns, residents	☒	☐	☐
Evidence of assessments of adequacy of clinical resources, facilities and equipment	☒	☐	☐

Institutional Outcomes

	Y	MD	N
Evidence of evaluation of college progress	☒	☐	☐
Adequacy of resources and organizational structure to meet the educational purposes	☒	☐	☐
Appropriateness of outcomes assessed that are meaningful for the overall educational process	☒	☐	☐
Evidence that outcome findings are used by the college to improve the educational program	☒	☐	☐

Comments:

The School uses a comprehensive approach to outcomes assessment for program outcomes, School outcomes, student outcomes, and the student experience (Outcomes presentation, slide 2 - below).

Direct and indirect assessments feed into a programmatic assessment scheme to track and assess development of competence across the full 5-year BVM BVS course. Data is continually collected and analyzed to demonstrate growth in competence for each student in the 9 AVMA competencies (see Outcomes presentation, slide 6 - below).

Each student is assigned a Personal Tutor who reviews academic progress, provides pastoral support, facilitates specific academic requirements, and helps failing students understand and resolve their weaknesses.

Students receive a summative assessment via individual feedback through a discussion with the module leader. Students who fail examinations are encouraged to attend a Student Academic Support meeting during which mechanisms for remediation are discussed. A student who cannot progress into the BVM BVS has multiple options of pursuit, including appealing the outcome (Student Attrition Flowchart). Students who are struggling academically in the first 3 years of the program may complete Year 3 and leave with a BVMedSci degree. Students voluntarily or involuntarily leaving the program after Year 3 retain the BVMedSci degree.

Students who fail a rotation in year 5 are required to meet with the Clinical Review Panel to understand reasons for failure and ways to improve. Students may remediate through further assessment or

repeating a rotation. Students who fail end of year assessments in year 5 may be able to repeat rotations before retaking the assessment. The algorithm for student attrition is below (Student Attrition Flowchart).

No students to date have reported taking the NAVLE before graduation.
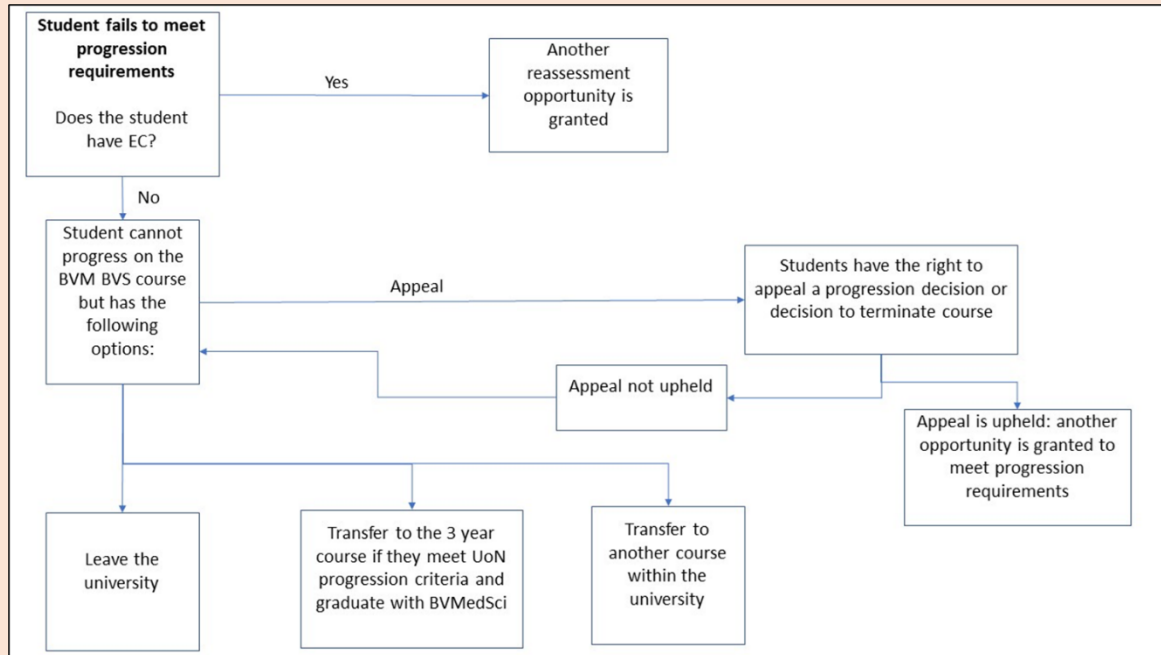
Outcomes presentation, slide 2
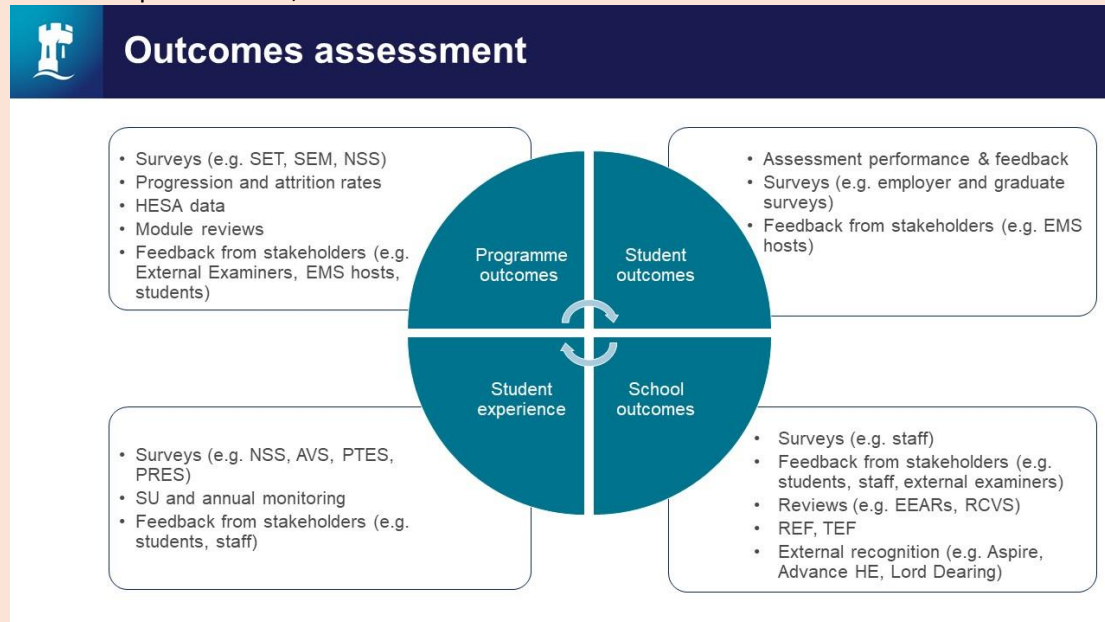
Outcomes presentation, slide 6

	Online MCQ/SA	OSPE & OSCE	DOPS Y1 & Y5	Research coursework	Business plan	Portfolio	RPA
1. Diagnostics	√	√	√				
2. Treatment	√	√	√				
3. Anaesthesia	√	√	√				
4. Surgery		√	√				
5. Medicine	√	√	√				
6. ECC	√	√	√				
7. Prevention	√		√				
8. Professionalism	√	√			√	√	√
9. Research				√		√	

Student Attrition Flowchart

Dean's Comments:

To Clarify, students receive feedback on their summative work through a variety of formats including global feedback to the year group as a whole, and individualized reports. Those failing a module are invited to a feedback discussion meeting with the module leader and encouraged to attend a Student Academic Support meeting.

	YES	MD	NO
Overall, can the college be said to be in compliance with Standard 11?	☒	☐	☐

Supplemental information provided prior to or during the site visit
Outcomes.pptx

CLASSIFICATION OF ACCREDITATION

The University of Nottingham School of Veterinary Medicine and Science is granted Accredited status for up to seven years.