

## Visitation to St. George's University, Grenada

2 – 5 April 2019

Report to the Council of the Royal College of Veterinary Surgeons (RCVS) in  
accordance with Section 6 of the Veterinary Surgeons Act 1966

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## List of Visitors

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Chair of the Visitors

**Professor Malcolm Bennett BVSc PhD FRCPath MRCVS**

**Dr Clare Tapsfield-Wright BVMS MRCVS**

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Observer

## Also present

**Mr Jordan Nicholls**

Senior Education Officer, RCVS

## Introduction

- Section 6 of the Veterinary Surgeons Act 1966** covers the registration of “Commonwealth or foreign” practitioners. RCVS must be satisfied that such registrants have “the requisite knowledge and skill to fit (them) for practising veterinary surgery in the United Kingdom”. “The Council, when deciding for the purposes of this section what standard of knowledge and skill is required to fit a person for practising veterinary surgery in the United Kingdom, must select a standard that is the same as, or exceeds, the standard of knowledge and skill that would be possessed by a person holding qualifications satisfying the minimum training requirements of Article 38 of Directive 2005/36/EC”.
- In order to determine whether an overseas qualification meets the necessary standards, RCVS can either require a university to go through the RCVS visitation process or may work in collaboration with other overseas accrediting bodies, through joint visitation and mutual recognition agreements. No veterinary degree will be approved by RCVS for registration purposes unless it has been through an accreditation process, including a visitation, undertaken either by RCVS, or by RCVS working jointly with another body, or by another national accrediting body recognised by RCVS for the purpose. The first accreditation visit to an overseas veterinary school not previously recognised by RCVS should normally be undertaken wholly by RCVS.
- To be considered for accreditation by RCVS, an overseas veterinary degree must satisfy the following:
  - The programme must be compatible with the requirements of EU Directive 2005/36/EC (as amended by Directive 2013/55/EU).
  - The level of clinical instruction must be comparable to that required of veterinary schools in the United Kingdom. Overseas veterinary degrees must meet the same accreditation criteria as UK schools, including the requirement for students to meet the RCVS Day One Competences by the time they graduate.
  - The degree of the overseas veterinary school must be recognised as a professional veterinary qualification by the relevant authorities (government and/or veterinary licensing body) in its own region/country.
  - The overseas veterinary school must normally have been producing graduates for at least five years or a sufficient number of its graduates must have submitted themselves for the statutory membership examination to allow a judgement of the standard of the overseas school to be reached.
- The re-visitation to St. George’s University in Grenada was conducted as a RCVS-only visit. The team stayed together for the entirety of the visit and worked together as a group on drafting the report. The report on each of the RCVS standards of accreditation, including the commendations and recommendations/suggestions, therefore represents the combined views of the whole team.
- The Chair and the visit team would like to thank the University and especially Dr. Neil C. Olson DVM, PhD, and his faculty and staff, for their cooperation and hospitality during the

visit. The team also wishes to thank Mrs Jessieanne Fullerton and her team for their hard work and dedication in coordinating the visit locally and ensuring that everything ran smoothly.

## Summary of findings

The commendations, recommendations and suggestions in the summary below are based on the visitors' review and are subject to confirmation, and possible revision or augmentation, by RCVS Primary Qualifications Sub-Committee (PQSC) and Education Committee.

### Standard 1 – Organisation

There were no recommendations or suggestions.

### Standard 2 – Finances

There were no recommendations or suggestions.

### Standard 3 – Facilities and equipment

#### Commendations

1. The school is to be commended on the new Belford Center building which provides a large well equipped and maintained fitness centre and underneath has an open sided, covered, patio area incorporating spaces for student group study, recreation and food provision. This is positioned with views out to sea and was designed and built in response to requests from the students for more facilities for exercise, study and recreation with an emphasis on wellbeing.
2. The school is to be commended on its attention to the continuing safety and security of everyone at the vet school which has been provided for by the health and safety management programme. This was commented on and much appreciated by the students who reported that they felt safe and well cared for, both on and off campus, by the provision of security arrangements coordinated from the Command Center.

#### Recommendations

3. The School must encourage good standards of animal welfare in all facilities used for student teaching. Animals in the lairage at the abattoir must have access to piped water.

### Standard 4 – Animal resources

#### Commendations

4. The junior surgery rotation, giving as it does, exposure to case responsibility pre, during and post-surgery, is commendable particularly as it is occurring in the third year of the programme. It is excellent preparation for students prior to their fourth year at affiliated schools.

## **Recommendations**

5. The School must find ways of increasing exposure to normal/healthy small companion animals, such as rabbits and guinea pigs. A student led initiative to keep a small number of rabbits and guinea pigs may give the students an opportunity to observe the normal behaviour and husbandry of small animals that they may see during the clinical years.

## **Standard 5 – Information resources**

### **Suggestions**

6. The School should continue to monitor student study spaces in light of the increasing student numbers across the campus.

## **Standard 6 – Students**

### **Commendations**

7. The visitors commend the excellent support for student wellbeing provided by the University, and in particular the Academic Enhancement Program (AEP) which supports students identified as requiring additional academic assistance as they transition into the programme.

## **Standard 7 – Admission and progression**

There were no recommendations or suggestions.

## **Standard 8 – Academic and support staff**

### **Commendations**

8. The School is to be commended on the strong spirit of collegiality and camaraderie within the faculty and staff of the School, which is recognised and appreciated by the students.

### **Suggestions**

9. The SVM should continue its work on a review of promotions criteria which is due to be completed by the end of 2019. The visiting team look forward to seeing updates on this situation, should accreditation be granted, through the routine annual monitoring process.

## **Standard 9 – Curriculum**

### **Suggestions**

10. The SVM should continue to implement its plans to ensure students on the GVH track have access to commercially run full throughput red and white meat abattoirs as part of the Food Hygiene and Meat Inspection course.

## **Standard 10 – Assessment**

There were no recommendations or suggestions.

## **Standard 11 – Research programmes, continuing and higher degree education**

There were no recommendations or suggestions.

## **Standard 12 – Outcomes assessment**

### **Commendations**

11. SVM is commended for the development of an Outcomes Assessment Committee which ensures holistic oversight of all outcomes assessment data and a robust approach to quality assurance.

### **Suggestions**

12. The SVM should continue the good work in developing and mapping Programme Learning Outcomes to assessments to facilitate future tracking of the development of clinical competences at the individual student level.



## Standard 1 – Organisation

**The school must develop and follow its mission statement which must, as a minimum, embrace all the accreditation standards.**

**The school must have a strategic plan and an operating plan.**

**An accredited school of veterinary medicine must be part of an institution of higher learning accredited by an organisation recognised for that purpose by its country's government. A school 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 schools in that institution.**

**The head of school or dean must be a veterinarian and must have control of the budget for the veterinary programme. There must be a veterinary surgeon(s) responsible for the professional, ethical, and academic affairs of the veterinary medical teaching hospital(s)/clinic(s).**

**There must be sufficient administrative staff to adequately manage the affairs of the school as appropriate to the enrolment and operation.**

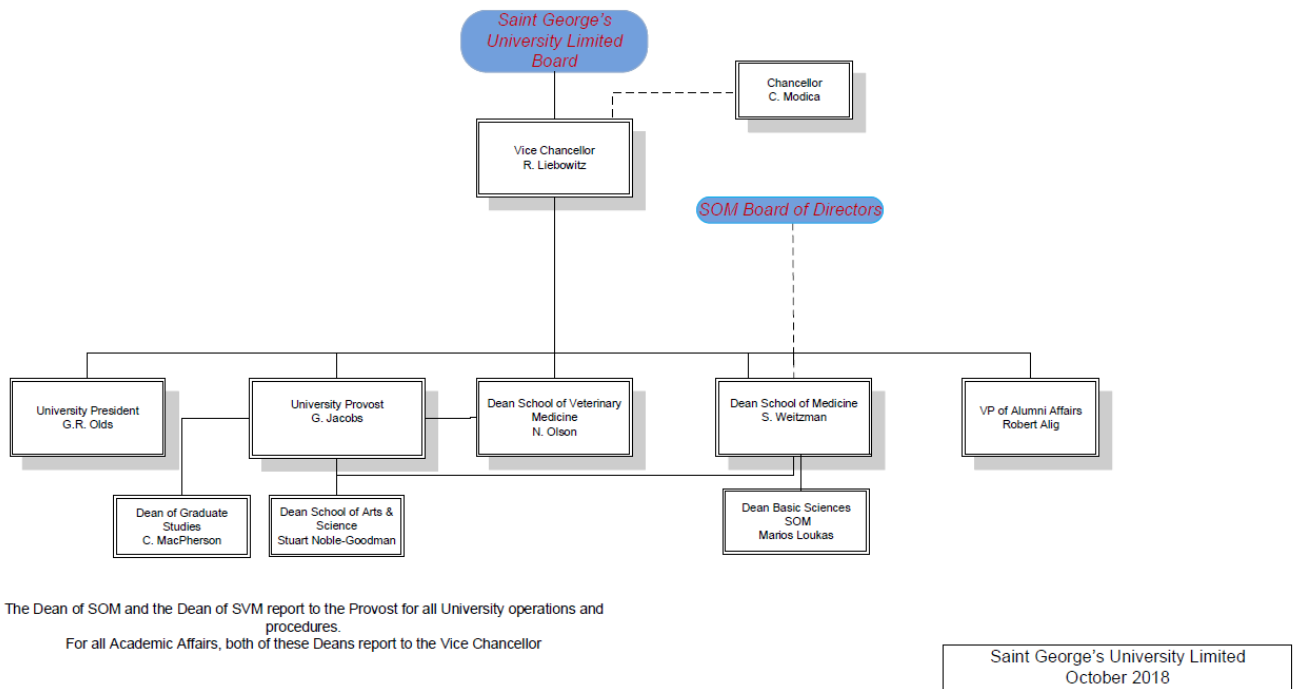
**The school must provide evidence that it manages concerns about, or risks to, the quality of any aspects of the veterinary programme.**

### Background

- 1.1. St. George's University School of Veterinary Medicine (SGUSVM) is based in Grenada, West Indies and awards the DVM (Doctor of Veterinary Medicine) degree. The SVM is afforded the same recognition, status, and autonomy as other professional schools within the University. The current Dean is Dr. Neil C. Olson DVM, PhD.
- 1.2. Accreditation of the University is overseen by the Grenada National Accreditation Board (GNAB), which is under the aegis of the Ministry of Education of the Government of Grenada. The SGUSVM was initially accredited by GNAB in 1999 and was reaccredited by GNAB in 2013 and fully accredited by the AVMA COE in 2011 and 2018.
- 1.3 The mission of St. George's University School of Veterinary Medicine is to provide an internationally-based and multispecies-based veterinary medical education with worldwide practice application through high quality undergraduate, graduate, and professional programmes, community service, diversity, and exposure to biomedical and translational research.
- 1.4. The SVM strategic plan spanning 2015-2020 lists seven critical strategic issues that must be addressed in order to achieve its vision:
  - Ensuring the most effective curriculum for educating veterinary students to be career ready on day one
  - Strengthening SVM research and graduate education

- Ensuring a student body that is well-recruited, guided through its education and properly assessed
  - Ensuring a fully adequate faculty/staff to fulfil the mission of the school
  - Providing fully adequate facilities to support the school's education, research, and clinical activities
  - Ensuring that all students, faculty, prospective students and faculty, and others have ready access to essential communication
  - Providing a robust governance structure that enables proper leadership, decision making, execution, and accountability for the school's development and operations
- 1.5. The decision-making body of the SVM is the SVM Dean's Council which meets twice monthly and advises the Dean on management and operations of the SVM. The team consists of the Dean, Senior Associate Dean, Associate Deans (4<sup>th</sup> Year Clinical Training, Academics, Research, and Students), Director of the Small Animal Clinic (SAC), and the four Department Chairs (Department of Anatomy, Physiology and Pharmacology (ANPH), Department of Pathobiology (PTHB), Department of Small Animal Medicine and Surgery (SAMS), and the Department of Large Animal Medicine and Surgery (LAMS)). Both the Dean and Director of the SAC are veterinarians.
- 1.6. SVM committees are composed of equal representation from each Department. Committee members are appointed by the Dean of SVM after recommendations from the Department Chairs and consultation with members of the SVM Dean's Council. Two exceptions to this method of appointment are the: (1) Committee for Satisfactory Academic Progress and Professional Standards (CAPPS) which is composed of course directors and is chaired by the Associate Dean of Students, and (2) Selection Committee on Admission (SCOA).
- 1.7. Each class of students elects representatives who meet with the Dean of the SVM each term to provide input from the student body regarding academic and non-academic affairs. This group is referred to as the Student Government Association (SGA). The Curriculum Committee (CC) selects the student representatives. Other student representatives to committees are appointed by the Dean of the SVM after consultation with Department Chairs. Also, the Dean of the SVM attends Student Chapter of American Veterinary Medical Association (SCAVMA) meetings as another avenue of regular contact with students. Students also participate in the Academic Affairs Committee of the Faculty Senate.

Figure 1 – University Organisational Chart showing the school in relation to the university



**Comments**

- 1.8. The School has appointed a new Dean and has recently been re-accredited by the AVMA.
- 1.9. The current strategic plan spans 2015-2020. Having addressed most of these issues (listed in 1.4), work is to begin later in 2019 on the strategic plan for 2020-2025.
- 1.10. An EMS committee has been recently established which reports to the Curriculum Committee and to the Dean.

**Recommendations**

None

**Suggestions**

None

## Standard 2 – Finances

**Finances must be demonstrably adequate to sustain the educational programmes and the requirements for the school to meet its mission.**

**Schools with other veterinary-related professional and non-professional (eg. veterinary nursing, animal science) undergraduate degree programmes must clearly report finances (expenditures and revenues) specific to those programmes separately from finances (expenditures and revenues) dedicated to all other educational programmes.**

**Resources allocation must be regularly reviewed to ensure it meets the requirements for accreditation of the professional veterinary degree.**

**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. Clinics must be run as efficiently as possible, for example with transparent business plans, in order to set an example of good business practice for students.**

### Findings

- 2.1. SGU collects all tuition and other fees for students enrolled in SVM. All clinical and diagnostic services income is forwarded to the University Business Office. Likewise, all research funds are administered through central university administration. Funding is allocated to SVM by SGU's University Support Services (USS) Financial Office in consultation with the Dean's Office. Allocations are linked to revenues but 'based on need'. The further allocation of SVM budgets between Dean's Office, Departments and the Small Animal Clinic is decided by the SGU Financial Office in consultation with the Dean and Department Chairs. Final budgets are approved by the University Board of Directors.
- 2.2. Once budgets are finalised, expenditure is made by Department Chairs, with the approval of the Dean, Provost and Vice Chancellor's Office and Finance Office. Budgets for construction/renovations costs are developed by the Office of the Chief Operating Officer of the University, agreed to by the Dean and approved by the Financial Offices. Final approvals again reside with the University Board of Directors.
- 2.3. Expenses that support the general operations of campus are allocated to the SVM in a variety of ways. Utilities costs are allocated to the school based on the proportion of the campus allocated exclusively to SVM. Shared space such as the Library, Gym and Dorm are allocated to SVM based on the proportion of total revenue tied to SVM. Administrative support, such as the Provost's Office, DES, and Dean of Students Office is allocated based on the proportion of enrolment tied to the SVM. Marketing and Recruitment costs are tracked and are allocated directly. No allocations are made for back office support, as these are considered general overhead expenses of the organisation.
- 2.4. Although SGUSVM runs diagnostic and clinical facilities, and these provide services to the community, local private veterinarians and government, they are run in order to generate teaching material and not as stand-alone businesses. Most clinical teaching are provided, under contract, by Affiliated Schools (in the USA, UK and Ireland), to which SVM pays an

agreed fee. The Affiliated schools are all AVMA, and in the UK RCVS, accredited and therefore meet the requirement for functioning as instructional resources.

- 2.5 SVM's revenues are primarily driven by tuition and other fees for teaching veterinary students. These are determined through market analysis performed each year. The school has not increased tuition fees in FY2016-19 owing to uncertainty regarding US Department of Education (USDoE) Gainful Employment Regulations and student access to federal loans for tuition.

### Comments

- 2.6. The centralisation of income and budgeting to the University, plus much of the School's research, and therefore income and spend, being through the Windward Islands Research and Education Foundation (WINDREF), means that it is difficult to determine precise breakdowns of income and expenditure for the School. Table 2.1 shows the overall income to the School (apart from large external grants handled through WINDREF) and overall spend by SVM (including operating costs), rounded to the nearest US\$M.

	FY18	FY17	FY16	FY15	FY14
Cost	30	25	23	21	20
Income	35	34	33	29	21
Difference	5	9	11	8	2
Difference as % of income	15	27	32	27	7

Table 2.1 Annual income and expenditure by SVM US\$M

- 2.7. The Visiting Team were assured that the SGU's support of SVM is not affected by the recent reduction in the school's contribution to the central University, which largely results from holding tuition fees level for several years and increased investment in research. Projected revenues and spend are based on conservative estimations and do not include possible fee increases following an ongoing review of USDoE regulations and student loans.

### Commendations

None

### Recommendations

None

### Suggestions

None

## Standard 3 – Facilities and equipment

All aspects of the physical facilities must provide an environment conducive to learning.

The veterinary school must describe a clear strategy and programme for maintaining and upgrading its buildings and equipment.

Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, and equipped for the instructional purposes and must be well maintained. Students must have ready access to adequate study, recreation, locker and food services facilities.

Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.

Facilities must comply with all relevant jurisdictional legislation including health, safety, biosecurity and UK animal welfare and care standards.

The institutions' livestock facilities, animal housing, core clinical teaching facilities and equipment must:

- be sufficient in capacity
- be of a high standard and well maintained
- be fit for purpose
- promote best husbandry, welfare and management practices
- ensure relevant biosecurity and bio-containment
- be designed to enhance learning

### Clinical teaching facilities

Core clinical teaching facilities may be provided on campus and/or externally through a 'distributed' model. The school must ensure any hospitals and practices involved with core teaching must meet the relevant RCVS Practice Standards and (for UK schools) be accredited under the RCVS Practice Standards Scheme or to the relevant standard for the teaching undertaken at the establishment.

All core teaching sites (whether on campus or external) should provide dedicated learning spaces including adequate internet access.

The School must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, primary care settings, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.

Operational policies and procedures must be posted for staff, visitors and students.

Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care in accordance with accepted modern methods for prevention of spread of infectious agents.

- 3.1. All lecture rooms as well as most teaching laboratories are adequate to accommodate the number of students enrolled in each of the six terms in Grenada. The appropriateness of the physical facilities is under continuous review in order to identify the need for adaptations, alterations, or any other form of improvement.
- 3.2. The Small Animal Clinic (SAC) is equipped with a reception/waiting area, four consultation rooms, food and equipment storage rooms, separate isolation unit, in house laboratory, treatment and ICU ward, kennel ward, a separate cat ward, dental area, multi-functional operating suite with scrub room, anaesthesia and preparation room, pharmacy, laundry and kitchen. Equipment used in clinical teaching include, but is not limited to, flexible endoscopy equipment, two ultrasound machines, digital radiography, dental digital radiography with full dental unit, a well-equipped operating theatre, in-house lab equipment , and Cubex automated dispensing pharmacy. All equipment is regularly inspected and serviced. The SAC is accredited by the American Animal Hospital Association (AAHA). All SVM students receive hands-on clinical training in these facilities during their first three years of training at SGU.
- 3.3. The Large Animal Resource Facility (LARF) area contains a covered concrete teaching area with 2 horse stalls, 3 horse stocks, 1 cow chute, 1 squeeze chute and 15 cow stanchions. There is also an air-conditioned storage/teaching area where medication, teaching material for labs and veterinary material is stored. This air-conditioned area holds a maximum of 15 students for small group teaching activities.
- 3.4. An Ambulatory Service takes groups of students to the rural areas, to gain field experience under direct supervision of the School's large animal clinicians. Biosecurity is maintained by regulating the use of proper clothing (coveralls, rubber boots, etc.) and the use of a footbath when entering and exiting the facility.
- 3.5. The facilities in Grenada are largely sufficient for the maintenance of teaching and research animals. Small animals used in the teaching programme are either client-owned patients housed in the SAC or animals that are privately owned by SGUSVM faculty, students and general public. Large animals used in teaching are housed at the Large Animal Teaching Resources Facility; Mt. Hartman Estates is used for holding large animals for teaching and research. Fish used for teaching are kept in the tanks at the Aquatic Animal Medicine Research Laboratory. All housing of teaching and research animals used in SVM programmes is under the supervision of the SGU Institutional Animal Care and Use Committee (IACUC).

### **Other buildings**

- 3.6. Other buildings on-site include:
  - Marion Hall: located in the lower campus, houses laboratories and offices for faculty and staff
  - Cassia Building: is a two-storey office building dedicated to accommodate personnel of the Small and Large Animal Departments
  - Chancellery Building: the second floor of the building is the home of the SVM administrative offices.
- 3.7. A red meat slaughter facility, funded by the Caribbean Development Bank, which meets international standards has been established in the town of Mirabeau (Grenada) and is now

operational. This will give SGUSVM students exposure to the ante and post-mortem inspection process of food animals destined for human consumption.

### **Recreational and living facilities**

- 3.8. SGU students can access recreational and sports facilities located at the Student Center and throughout the Campus giving access to a wide range of sports and other activities. A new building incorporating a large well equipped fitness centre and patio below overlooking the sea was opened in August 2018. The geographical location of the True Blue Campus allows access to several nearby beaches giving easy access to water sports. Food is provided at the Student Center and Independent food vendors are licensed by SGU to sell a range of local and international foods on campus.
- 3.9. Residential buildings are distributed throughout the campus to provide a wide range of accommodation to best suit the needs of SGU's multi-aged and multicultural student community.
- 3.10. SGU Health Services, bookstore, bank and postal services are located on campus near the Student Center. SGU operates a bus system that runs between campus and many local communities from 7:00 a.m. to 2:00 a.m. Transportation is free for SGU students, faculty, and staff.

### **Maintenance programme**

- 3.11. The SVM Facilities Management Plan includes information about: (1) future goals, (2) the action plan, (3) work order system improvement, (4) preventative maintenance, (5) working with the business administrator, (6) purchase order system improvement, (7) facility staff needs, (8) how to address a project, (9) appearance of facilities, (10) inventory, and (11) an overview. The SGU Director of Facilities does annual audits for general building maintenance and office space. Building renovations and improvements are also supervised and monitored by the Director of Facilities; the latter reports to the Chief Operation Officer of SGU.
- 3.12. The SVM infrastructure includes water, electricity, plumbing, sewer lines, a central air conditioning system for air handling in each building, vented hoods, and lighting that are maintained by the SGU Maintenance Department. The SGU Office of Information Technology maintains communication and network systems. In addition, the University has two desalination plants and a large emergency generator for the campus to ensure adequate continuous operation of electrical infrastructure.

### **Safety and security**

- 3.13. SGU has established the Health and Safety Committee (HSC) to implement SGU's Health and Safety Management Program. Four subcommittees of the HSC include Facilities, Disaster Mitigation, Hazard Materials, and Training. The subcommittees identify corrective measures needed to eliminate or control recognised health, safety, and security hazards. The SGU Department of Public Safety and Security (DPSS) conducts regular fire drills functional exercises, table top exercises, and inspections. SGU has made a significant investment in safety and security on and off campus over the past several years, including the "SGU Safety App".



- 3.14. In addition to the HSC of the University, the SVM has its own Safety Committee. The SVM Safety Committee is responsible for the SVM safety plan or standard operating procedures (SOP) related to safety and security in the SVM.
- 3.15. Within the SVM, each Department Chair is aware of safety procedures in their facilities. The Department Chair and a designated Building Warden are supplied with safety equipment and materials. The Building Wardens are appointed by the Office of the Dean. The Building Wardens act in coordination with SGU safety officers during evacuation drills. All Departments are in possession of the necessary equipment to execute safety procedures in a timely manner.
- 3.16. Defibrillation stations are distributed around the campus and are maintained by DPSS.
- 3.17. Each facility has posted evacuation routes with emergency contact numbers. Satellite phones have been assigned to DPSS

### Comments

- 3.18. Vehicles used for the ambulatory service are now equipped with netting to provide safe physical separation from transported equipment. Temperature controlled storage of medications was provided for by the use of cool boxes as appropriate and their internal temperature monitored to ensure that medicines were stored at the correct temperature.
- 3.19. The GSPCA clinic offers valuable experience in small animal consulting with client owned animals and examination and treatment of rescue animals, supported by SGU veterinary personnel. Student activity is undertaken in an identified room, which is managed by the SAC of SGU providing drugs and other supplies for student use. Other areas of this distributed site, not used by students, do not operate to the same standards of drug rotation and biosecurity maintained in the SGU SAC.
- 3.20. Whilst the visiting team appreciates that the abattoir does not belong to SVM, they were disappointed to see tethered animals without access to fresh water.
- 3.21. The fourth year of the DVM programme, of clinical rotations, occurs at AVMA-accredited, and in some cases RCVS-accredited, affiliated veterinary schools in the USA, UK and Ireland. The visiting team toured two of these Schools (Cornell and Illinois) in 2016.

### Commendations

- 3.22. The school is to be commended on the new Belford Center building which provides a large well equipped and maintained fitness centre and underneath has an open sided, covered, patio area incorporating spaces for student group study, recreation and food provision. This is positioned with views out to sea and was designed and built in response to requests from the students for more facilities for exercise, study and recreation with an emphasis on wellbeing.
- 3.23. The school is to be commended on its attention to the continuing safety and security of everyone at the vet school which has been provided for by the health and safety management programme. This was commented on and much appreciated by the students who reported that they felt safe and well cared for, both on and off campus, by the provision of security arrangements coordinated from the Command Center.

### Recommendations

- 3.24. The School must encourage good standards of animal welfare in all facilities used for student teaching. Animals in the lairage at the abattoir must have access to piped water.

### Suggestion

None

## Standard 4 – Animal 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. Whilst precise numbers are not specified, the school must provide access to sufficient numbers of animals and quality of animal material to provide the necessary quantity and quality of animal husbandry and clinical instruction.

Schools must ensure that students are competent in animal handling relevant to the workplace learning and clinical work to be undertaken and that Health and Safety matters are briefed before the student begins their placement

It is essential that a diverse and sufficient number of surgical and medical patients be available for the students' clinical experience including patients in primary care settings.

Experience can include exposure to clinical education at external sites, provided the school quality assures these clinical experiments and education outcomes to at least the same standard as university owned facilities. Further, such clinical experiences should occur in a setting that provides access to subject matter experts at the appropriate level, 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 centres.

The teaching hospital(s) must provide nursing care and instruction in nursing procedures. A supervised field service and/or ambulatory programme 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.

Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programmes of the school.

### Anatomy

- 4.1. A range of fixed, fresh and frozen animal specimens are used for teaching anatomy. Primarily these are composed of canine, feline, bovine, ovine, caprine, equine (horse and donkey), avian (chicken), fish and occasionally other wildlife species (sea turtle, iguana, Grenadian tree boa, etc).
- 4.2. Fixed anatomy samples are either stored in appropriately sized buffered formalin tanks/jars or in a walk in cold room. The skeletal anatomy samples are in the form of complete skeletons, partial skeletons and individual bones in boxes; all major species are covered. Canine and feline samples are obtained from the USA. Specimens arrive fully embalmed. Arteries and veins are injected with latex for identification. Bovine, ovine, caprine and avian samples are obtained locally from Grenadian suppliers. Equine samples are obtained locally or from euthanased SGU owned horses, donkeys are obtained from the USA and arrive embalmed

and with latex injected arteries and veins. Fish samples are obtained from the St George's Fish Market the day prior and kept refrigerated until needed. Students also study live anatomy in different courses during their pre-clinical training. These include SGU student and faculty owned dogs and cats, SGU owned cattle, horses and donkeys, SGU owned Tilapia and purchased adult chickens.

## Pathology

- 4.3. Students' exposure to necropsies during their first 3 years varies based on specimen availability. All students have small group exposure to canine necropsies to teach basic necropsy techniques. All students during their pre-clinical training are also involved with chicken and fish necropsies. Samples coming to the SGUSVM necropsy service are submitted primarily by the SAC and LARF but the service is also open to the GSPCA, Grenada Ministry of Health, Grenada Ministry of Agriculture and local practising veterinarians. During the first three years of training SGUSVM estimates, an average student performs approximately 1 canine, ½ an avian and ½ a fish necropsy.
- 4.4. The number of necropsies performed by 4th year students varies based on the affiliated school chosen and number of necropsy rotations elected by the individual student. Summary statistics are shown in Table 4b, and a breakdown by affiliated veterinary school. In Appendix 1. Ratios of students/necropsies vary between 4 and 59 with most schools recoding >90% necropsies involving students but those with very high necropsy numbers involving students in down to 10% necropsies. Overall the numbers of necropsies, and the range of species, that involve students is adequate to good.

<u>Number of students graduated in the last year (~170)</u>	<u>1</u>	
Number of cadavers necropsied at SGUSVM 2017 (~104) =	0.61	= 1.64

<u>Number of students graduated at selected affiliates* (~2343)</u>	<u>1</u>	
Number of cadavers necropsied at selected affiliates* (~26775) =	11.4	= 0.09

\*based on 21 affiliate veterinary schools taking year 4 SGUSVM students in 2017-18

**Table 4a: Number of necropsies at SGU over the past five years**

The results below do not include the 4<sup>th</sup> year affiliated school numbers – numbers for these are shown in Table 4b

Specimens		Number of necropsies undertaken						Estimated % of necropsies observed by or undertaken by veterinary undergraduate students in most recent full year
		2013	2014	2015	2016	2017	2018	
Food producing animals	Cattle	0	0	1	0	1	1	90%
	Small ruminants	16	9	26	15	12	9	90%
	Porcine	3	1	4	1	1	0	90%
Equine		0	2	0	0	0	0	90%
Poultry		127	135	126	11	1	2	90%
Rabbit		0	1	0	0	0	0	90%
Dogs		149	131	145	112	80	67	90%
Cats		14	10	11	13	8	14	90%
Exotics/Other		69	64	74	12	32	34	90%

**Table 4b: Average number of necropsies at 17 affiliate veterinary schools over the past five years\***

Specimens		Number of necropsies undertaken						Estimated % of necropsies observed by or undertaken by veterinary undergraduate students in most recent full year
		Total (average per School)						
		2013	2014	2015	2016	2017	2018***	
		N=15	N=17	N=19	N=20	N=20	N=21	
Food producing animals	Cattle	2647 (176)	2807 (175)	3387 (178)	4938 (260)	2640 (132)	8660 (412)	
	Small ruminants	954 (66)	1500 (88)	1623 (85)	1063 (53)	1490 (75)		

<b>Porcine</b>	3053	3406	3616	3664	3397	
	(203)	(227)	(190)	(183)	(170)	
<b>Other farm anima</b>	69	211	221	113	178	
	(5)	(14)	(12)	(6)	(9)	
<b>Equine</b>	1701	4683	2346	8704	2009	2373
	(113)	(312)	(123)	(435)	(100)	((113)
<b>Poultry</b>	3414	4450	4354	4795	3772	
	(228)	(297)	(229)	(240)	(189)	
<b>Rabbit</b>	154	313	286	411	1283	
	(10)	(20)	(15)	(21)	(64)	
<b>Dogs</b>	3073	4171	5551	5678	5861	
	(205)	(278)	(292)	(284)	(293)	8271
<b>Cats</b>	1394	1662	1486	1386	2113	(394)
	(93)	(111)	(77)	(69)	(106)	
<b>Exotics/Other</b>	13562	1748	1372	1414	2115	7471***
	(90)	(117)	(72)	(71)	(105)	(356)

\*N is the number of affiliate veterinary schools for which data were available in that year – NB not all affiliates are used in any year

\*\*the mean number of necropsies at a selection of US and UK affiliate veterinary schools.

\*\*\* Data for 2018 (see Appendix 1 for Affiliate breakdowns) not collected by species – other for 2018 therefore includes poultry, rabbits exotics, wildlife etc.

#### **Animal handling/husbandry**

4.4. Approximately 25 cattle and 10 horses are owned by SGU and used for practical teaching. The LAMS department provides an ambulatory service that serves Grenada. Third year students participate on visits to local farms throughout Grenada and provide services as needed. These calls involve cattle, sheep, goats, horses, donkeys and pigs but other species may be encountered. In order to assist the large animal veterinarians with the animals in the teaching herds, the SVM Large Animal Society club now organises groups of students to be “on call” to aid when any animal within the teaching herd requires additional care or monitoring.

#### **Food hygiene and public health**

4.5. All SGUSVM students are exposed to and involved in whole carcass necropsies on food producing animals in their pathology courses (see section 4.1.2 on page 14), during which lesions found with importance to food hygiene and inspection are highlighted by the pathology

faculty. The exposure that each student obtains during their final year at the affiliated schools will vary based on the curriculum of the school and rotations selected by the individual.

- 4.6 The Global Veterinary Health (GVH) Track has been established in order to meet the specific requirements for RCVS accreditation. Standard 9 describes the mandatory courses taken by GVH Track students which involve red and white meat abattoir and food processing experience. Students undertaking their year 4 clinical course at a UK or Irish veterinary School are likely to see additional food and public health animal material during clinical rotations.

### **Organisation of clinical services**

- 4.7. The SGUSVM offers its students 3 years of 'pre-clinical' education at the campus on the island of Grenada followed by 4th year clinical training at the veterinary medical teaching hospital at one of the 31 affiliated AVMA-accredited colleges of veterinary medicines (CVMs), which typically includes a period of 4-6 weeks of external placements supervised by the faculty of the affiliated CVM.
- 4.8. The SGUSVM SAC is a SGU-owned community practice that serves the Grenadian population, Island visitors and University community. The SAC is not a traditional "Teaching Hospital" and does not attempt to provide facilities for the comprehensive clinical training in all species and all specialties.
- 4.9. The SAC is an American Animal Hospital Association (AAHA) accredited facility.

### **Spay/Neuter service**

- 4.10. A spay/neuter service is offered for animals owned by Grenadian citizens. A private organisation, Pothounds Against Pregnancy (PAP), collects dogs and cats from Grenadian neighbourhoods with the owner's informed consent, and delivers the animals to the SVM. Fifth term students perform all presurgical, surgical (spay/neuter), and postoperative treatments under the direct supervision of surgical faculty. As part of the programme, animals are screened for endemic infectious diseases, vaccinated, and de-wormed.

### **Caseload**

- 4.11. The School has increased the number of canine patients being spayed/neutered per year in the junior surgery course and the caseload in the SAC has also increased to meet the needs arising from bigger class sizes. The number and range of animal models in the Simulation Laboratory has also increased.
- 4.12 The Student Veterinary Emergency and Critical Care Society members volunteer to assist 3rd year students with evening treatments, providing additional hands for restraint, dog walking, and basic nursing care in the SAC. The number of horses used in the teaching programme has been expanded, and the number of laboratories for teaching animal handling, husbandry, and clinical skills has been expanded proportionally with the increase in student numbers. As an example, the ambulatory service now employs two vehicles to transport students to farm calls, enhancing the number of cases seen on a daily basis. The Ambulatory Service provides student experiences in pig and small ruminant production. Based on geographic location and management systems, the recent bovine caseload has been minimal with the exception of the teaching herd kept on-campus. The ambulatory service utilises two buses

daily; faculty and students on one bus focus more on general herd health and farm/herd management, whereas faculty and students on the other bus focus mostly on swine production. This shift has contributed to the increased porcine caseload.

- 4.13. The vast majority of the clinical caseload is seen in the 4th year of the curriculum at affiliated schools. The clinical curriculum at these CVMs provides 48 weeks of clinical rotations in Small and Large Animal Medicine and Surgery, Anaesthesia, Diagnostic Imaging, and Diagnostic Services, with opportunities for electives in specialty services and externships with approved institutions and veterinary practices. The caseload is monitored and discussed during each placement cycle, and also on a biennial basis during in-person site visits to these CVMs by SGUSVM administrators (usually the SGUSVM Dean or SGUSVM Associate Dean for year 4 clinical training). The administrators of the affiliated CVMs are forthcoming with data on caseload, and often discuss specific rotations that may create issues with providing the caseload and experience necessary for training of SGU students. Every AVMA COE accredited CVM has implemented primary care rotations so there is a continuing balance between first opinion and referral cases. When there is an issue of caseload and clinical faculty-to-student ratio, the solution is usually a reduction in the size of the visiting clinical cohort attending that CVM for that year.

### Herd Health Programmes

- 4.14 SGU has a herd of 25 cows plus one bull and has maintained this for the last 5 years. The herd is cared for by SGU veterinarians who regularly include various student-related organizations in the veterinary care of the herd. These opportunities provide additional large animal experience for students. As part of the ambulatory rotation, herd health visits are carried out on a relatively regular basis at approximately 10 different farms throughout Grenada, the majority of these farms are goat/sheep herds with occasional pig, sheep and cattle herds ranging in size from 8-40 animals. The students are involved in all aspects of the visits but some animals are not able to be handled.

### 4.5 Caseloads at Affiliated veterinary schools

Students spend year 4 of the programme at one of 31 AVMA-accredited veterinary schools, where they are integrated with 'local' students and participate in clinical rotations (see Standard 9). Table 4c summarises the case loads at the affiliate schools, and a school by school breakdown is given in Appendix 2.

**Table 4b: Case numbers at year 4 affiliate veterinary school, 2017-18**

	2017 - 2018 Clinical Cases: SGU-affiliated 4th year CVM's						Satellite Clinics <sup>2</sup>						
	Small animal	Food animal	Equine	Shelter	Other	Field Services		Small animal	Food animal	Equine	Shelter	Field Services	
						# Calls	Animals					# Calls	Animals
Total cases	540458	26886	55135	41551	9070	56781	1710214	57251	3344	3884	45239	3912	22735
Cases/school	18636	927	1901	1433	313	1958	58973	1974	115	134	1560	135	784
Cases/student	5.67	0.28	0.58	0.44	0.10	0.60	17.94	0.60	0.04	0.04	0.47	0.04	0.24



### Comments

- 4.14. The students have very limited opportunity to observe and handle small pet animals such as rabbits, guinea pigs and exotic animals. Availability is dependent on families of those working for the university owning them. The occasional specimen of wildlife such as opossum or boa are seen.
- 4.15. Students see an additional number of horses when they visit local riding stables when on ambulatory visits.
- 4.16. Data on the average numbers of animals seen per student was available on request. In future the visiting team were assured that a record would be kept to assess trends in the number of cases seen by students.

### Commendations

- 4.17. The junior surgery rotation, giving as it does, exposure to case responsibility pre, during and post-surgery, is commendable particularly as it is occurring in the third year of the programme. It is excellent preparation for students prior to their fourth year at affiliated schools.

### Recommendations

- 4.18. The School must find ways of increasing exposure to normal/healthy small companion animals, such as rabbits and guinea pigs. A student led initiative to keep a small number of rabbits and guinea pigs may give the students an opportunity to observe the normal behaviour and husbandry of small animals that they may see during the clinical years.

### Suggestions

None

## Standard 5 – Information resources

**Libraries and information retrieval are essential to veterinary medical education, research, public service, and continuing education. Timely access to information resources, whether through print, electronic media or other means, must be available to students and faculty. The library must be administered by a qualified librarian. The school must have access to the human and physical resources necessary for development of instructional materials.**

**The school must provide students with unimpeded access to learning resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). It will demonstrate how the use of these resources is aligned with the pedagogical environment and learning outcomes within the programme, and have mechanisms in place to evaluate the teaching value of innovations in learning resources.**

### Background

#### Library

- 5.1. Over the past decade, information resources at SGU have become pre-dominantly electronically based. The Library remains the home for printed materials (which comprise the book collections and the historic files of printed journals) together with personal study spaces, computer labs and a student printing centre.
- 5.2. Founders Library on the True Blue campus provides library and information services for all SGU students, including veterinary students, during their time in Grenada and electronic resources for all SGU students and faculty wherever located. E-resources for veterinary medicine connect to major medical and veterinary databases including Medline with full text, Agricola, Veterinary Science, and Animal production. Students and Faculty can access and search the databases from on and off campus via the library webpage.

#### Services

- 5.3. Students purchase a package of essential text books at the beginning of their first semester. In subsequent semesters purchase of text books is not compulsory and texts can be accessed online or from other sources.
- 5.4. The Library stocks several copies of each course text for veterinary studies. Multiple copies of the latest edition of each are held in the Reserve Collection for short-loans use; earlier editions are placed in the general collection for 1-week or 3-week loan. The Library operates an article request service for articles in journals not subscribed to.

#### Study spaces

- 5.5. Taylor Hall is located adjacent to the Veterinary Science building and contains 2 x 80 seat lecture halls and a 300 seat hall for personal study which is open 24 hours in semester and available to all students. Each study place has both electric supply and a network port and

the entire building is fully equipped for Wi-Fi access. The entire upper floor is a very large group teaching area open to all students for group study when not booked for teaching.

- 5.6. Other study areas include Modica Hall providing 400 places for personal study and a large group teaching space which is open outside of teaching time for group study. Pensick Hall, is another large group teaching area (240 places) open outside teaching times on a 24/7 basis.

### **Information technology**

- 5.8. The Office of Information Technology provides information technology services to the SGU community. These services cover teaching and learning, administrative services, communication and networking services, space and facilities and students, faculty and staff support.

### **eLearning Platform**

- 5.9. The course management system used at the University is the open source solution, Sakai – rebranded by the university as MyCourses - this provides a platform for students to access course materials, submit assignments and quizzes, communicate, and check their grades.

### **Description of the role of CTTL**

- 5.10. The Committee for Technology-Based Teaching and Learning (CTTL) is a committee constituted of faculty and students from all schools together with administration and representatives of the Office of Information Technology. When new technology is identified for teaching and/or learning, the School of Veterinary Medicine representative brings it to that committee which determines if the new technology should be adopted by the institution. Once approved at the level of the CTTL, the recommendation is then passed to the University upper administration for final approval.

### **Audio/visual and electronic learning media**

- 5.11. **Panopto** is routinely used for lecture recording.
- 5.12. **ExamSoft** is used for online assessments. The software facilitates student feedback at the level of individual learning objectives or for example by body system. **Turnitin** – plagiarism software is integrated into the assignment tool of the course management system. **TurningPoint** is used for formative quizzes and engagement with students during lectures.
- 5.13. **DICOM digital imaging software** is used for handling, storing, printing, and transmitting information in medical imaging which enables sharing of images across the campus and the SAC.
- 5.14. The **Cubex** machine is used in the pharmacy for stock security, supply management and cost capture.
- 5.15. **AVImark** is the main medical records and practice management software system used by SGU. Students use AVImark to write medical records, look at patient records, and compose discharge instructions to clients while on Small Animal Clinic rotations.

### **Support for designing online learning materials**

- 5.16. Within the Office of Information Technology, the Educational Computing Team (ECT) is responsible for the training and support of all academic software.

#### **IT facilities**

- 5.17. The campus has wireless coverage, and wired/wireless internet connectivity is available in all lecture locations and study spaces (group and individual), as well as in all administrative offices. There are eight computer and printing locations with a total of approximately 150 computers which the students can access while on campus. Laptops are available to loan to students if their own should not be working for any reason or fail during an exam.

#### **IT support**

- 5.19. There is a Helpdesk in the Office of Information Technology which deals with technical issues which the students may encounter. There is an online ticketing system (Self Help Online Resource – SHOR) which the students can use to log their technical issues. All new students are given an introduction to all technical resources which they will use while on campus during their academic orientation week.

#### **Comments**

- 5.19 Students reported that, while they felt the study space available was more than adequate, on occasion during peak times it could be difficult to access the preferred spaces in which to study due to being outnumbered by medical students.
- 5.20 When students are at the affiliate schools, they are able to continue to access SGU teaching materials from years 1 to 3.

#### **Commendations**

None

#### **Recommendations**

None

#### **Suggestions**

- 5.21. The School should continue to monitor student study spaces in light of the increasing student numbers across the campus.

## Standard 6 – Students

**The number of professional veterinary degree students must be consistent with the resources and the mission of the school.**

**Veterinary schools should establish post-graduate programmes such as internships, residencies and advanced degrees (e.g., MSc, PhD), that complement and strengthen the professional programme.**

**Provisions must be made, by either the university or school, to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable accommodations/adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.**

**There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).**

**Mechanisms must be in place by which students can convey their needs and wants to the school.**

**The school must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the school with the RCVS standards for accreditation. These materials must be made available to RCVS as part of the annual report.**

### Background

- 6.1. SVM admits approximately 110 students each Fall and Spring and the current resources are compatible with that number. It is stated that there are no current plans to increase student numbers but it was noted that there are currently 238 students enrolled in the first year. The 238 students enrolled in the first year is derived from two cohorts: 1) 228 NEW students admitted and 2) 10 students who decelled (because of academic shortcomings) from an earlier admission process. Thus, for fall 2018 and spring 2019, the actual number of NEW students was a total of 228.
- 6.2. Domestic (Grenadian or Caribbean) students average 1-2 per term. USA students form ~85% of the students in each class, Canadian students account for about 8% and other overseas students average 5-10%.
- 6.3. Student services at SGUSVM include registration, teaching, administration, mentoring, and peer assistance.
- 6.4. There are excellent services available to support students. Each student is allocated a faculty advisor as a mentor who oversees their academic progress and personal situation and the students confirmed that they had prompt access to their faculty advisor when needed. Various processes exist for supporting students who are, or become, ill, disabled, or impaired through the Dean of Students (DOS) office.

- 6.5. Support for ill students includes the SGU out-patient clinic, Dean of Students (DOS), provision of care packs for hospitalised students, help with medical excuse forms, non-medical excuse forms. SGUSVM also offers reasonable accommodations to those who are eligible because of a documented psychological or medical disability. The option to enter into the Individual Enhancement Program with a reduction in course load is available for eligible students with impaired performance.
- 6.6. Students take career and business development modules in Professional Veterinary Development (LAMS 533), a core course in the DVM curriculum in which students develop a resume and an employer contract, and an understanding of the financial aspects of veterinary practice.
- 6.7. The SVM Office of Career Guidance and Student Development (OCGSD) assist students by gathering information on available employment opportunities and distributing the information to students prior to graduation.
- 6.8. The Student Government Association (SGA) provides the students at SGU with a structured, democratic body which represents them in administrative matters, student affairs, and provides a link to the Alumni Association.
- 6.9. The Non-academic Affairs Committee meets twice a term and discusses student complaints, concerns and requests provided by the student representatives.
- 6.10. To allow students to offer their suggestions, anonymously if they wish, a suggestion box is available.
- 6.11. Student input to various Committees also allows an open dialogue in this respect.
- 6.11. Students are contacted before arriving on the island for their first semester by an older student who acts as a source of practical advice on transferring to the island. There is an orientation week where they meet this "Foot-step" buddy in person and they maintain contact with that fellow student until they leave, and beyond in some cases.
- 6.12. The SVM works closely with the SGU Psychological Services Centre (PSC) to provide wellness and mental health resources for the veterinary students.
- 6.13. The SGU SCAVMA Wellness Group is made up of students from all terms that are trained as peer mentors to help their colleagues and to recognise potential issues requiring help from mental health professionals.
- 6.14. Comprehensive wellbeing services and activities are provided.
- 6.14. The affiliate schools are accredited by the AVMA and SGU students have the same access to the student support services provided there as non-SGU students. Support is also available from the SGU Associate Dean for 4<sup>th</sup> year clinical training who responds to concerns and problems which may be experienced by students.
- 6.16. There are over twenty student organisations available for SVM students to participate in and these were reported by the students to be popular.

**Figure 6a: Numbers of veterinary students enrolled in the veterinary school**

	2018	2017	2016	2015	2014
<i>Year Zero/foundation years</i>					
<b>First year</b>	238	228	209	205	198
<b>Second year</b>	200	183	185	183	194
<b>Third year</b>	179	183	173	186	123
<b>Fourth year</b>	180	173	191	119	128
<b>Fifth year</b>	NIL	NIL	NIL	NIL	NIL
<b># Graduated</b>	155	177	144	121	118

**Figure 6b: Numbers of non-veterinary undergraduate students**

	2018	2017	2016	2015	2014
<b>Foundation to veterinary medicine</b>	45	36	25	8	15
<b>First year preveterinary medicine</b>	10	9	1	2	1
<b>Second year preveterinary medicine</b>	11	8	3	3	3
<b>Third year preveterinary medicine</b>	6	4	10	7	9
<b>Fourth year</b>	NIL	NIL	NIL	NIL	NIL
<b>Fifth year</b>	NIL	NIL	NIL	NIL	NIL

**Figure 6c: Postgraduate students, including interns and residents (head count)**

	2018	2017	2016	2015	2014
<b>Other postgrad quals*</b>	In progress: 12 DVM/MSc, 10 Stand alone MSc, & 30 DVM/MPH degrees	2 MSc degrees: 1 MSc in MAPPES** & 1 DVM/MSc. In progress: 10 DVM/MSc, 9 Stand alone MSc, & 15 DVM/MPH degrees	2 MSc degrees awarded. In progress: 7 MSc & 15 MPH degrees	NIL	5 MSc degrees awarded. In progress: 1 current
<b>PhD</b>	6 (cont'd)	6 (cont'd)	1 (new); 5 (cont'd) 1 awarded	6 (cont'd)	2 (new)
Enter each person in only one category *e.g., Diplomas, Masters, Postgraduate Certs. ** Collaboration: SGU/Makerere University, Uganda; MSc in Animal Product Processing, Entrepreneurship and Safety (MAPPES)					

Comments

- 6.17. The students are provided with a wide range of support services by the school and the University and School provide a high standard of care of the students.
- 6.18. Effective liaison between the school and the student body has resulted in innovative initiatives to support student wellbeing and to ensure an excellent partnership between the faculty and the students.
- 6.19. There are multiple ways for students to give feedback to the school resulting in various improvements and projects designed to enhance the student experience.

#### Commendations

- 6.20. The visitors commend the excellent support for student wellbeing provided by the University, and in particular the Academic Enhancement Program (AEP) which supports students identified as requiring additional academic assistance as they transition into the programme.

#### Recommendations

None

#### Suggestions

None



## **Standard 7 – Admission and progression**

The selection criteria for admission to the programme must be consistent with the mission of the school. The number of students admitted must be consistent with the resources available to the school.

In relation to enrolment, the school must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue or electronic information must state the purpose and goals of the programme, provide admission requirements and procedures, state degree requirements, present faculty descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar. The information must include the accreditation status of the degree course (whether by RCVS or other relevant accrediting bodies), and the requirements for eventual registration/licence, including fitness to practise.

The selection and progression criteria must be clearly defined, consistent, defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entering the veterinary profession in due course.

An accurate description of the selection criteria and processes must be published and readily available to potential students. The school must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the RCVS Day One Competences across the common UK domestic species.

Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

Potential students must be advised of the demands of the veterinary course and RCVS requirements for fitness to practise.

Factors other than academic performance should be considered for admission, with the aim of selecting students who will be capable of succeeding in a variety of fields within the profession.

The school must have a strategy for widening participation and engaging students from a variety of social backgrounds.

If not otherwise covered within the early part of the course, the entry criteria for the programme must include evidence that the student has a solid background in the chemical, physical and biological science and mathematics, in order to meet the requirements of the EU Directive on basic subjects.

### ***Students with a disability***

**There must be clear policies and procedures as to how applicants with disabilities or illness will be considered and, if appropriate, accommodated on the programme, taking into account the requirement that all students must be capable of meeting the RCVS Day One Competences by the time they graduate.**

### ***Student Progression***

**The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The school must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately (including areas such as practical animal handling, client communication etc).**

**The school must have mechanisms in place to monitor attrition and progression and be able to respond and amend admissions selection criteria and student support if required.**

### ***Student Exclusion***

**Mechanisms for the exclusion of students from the programme, either for academic reasons or under fitness to practise procedures, must be explicit.**

### ***Appeals and misconduct***

**School policies for managing appeals against decisions, including admissions, academic and progression decisions, should be transparent and publicly available. The process for exclusion of students on any grounds must be explicit.**

**Policies for dealing with student misconduct and fitness to practise must be explicit.**

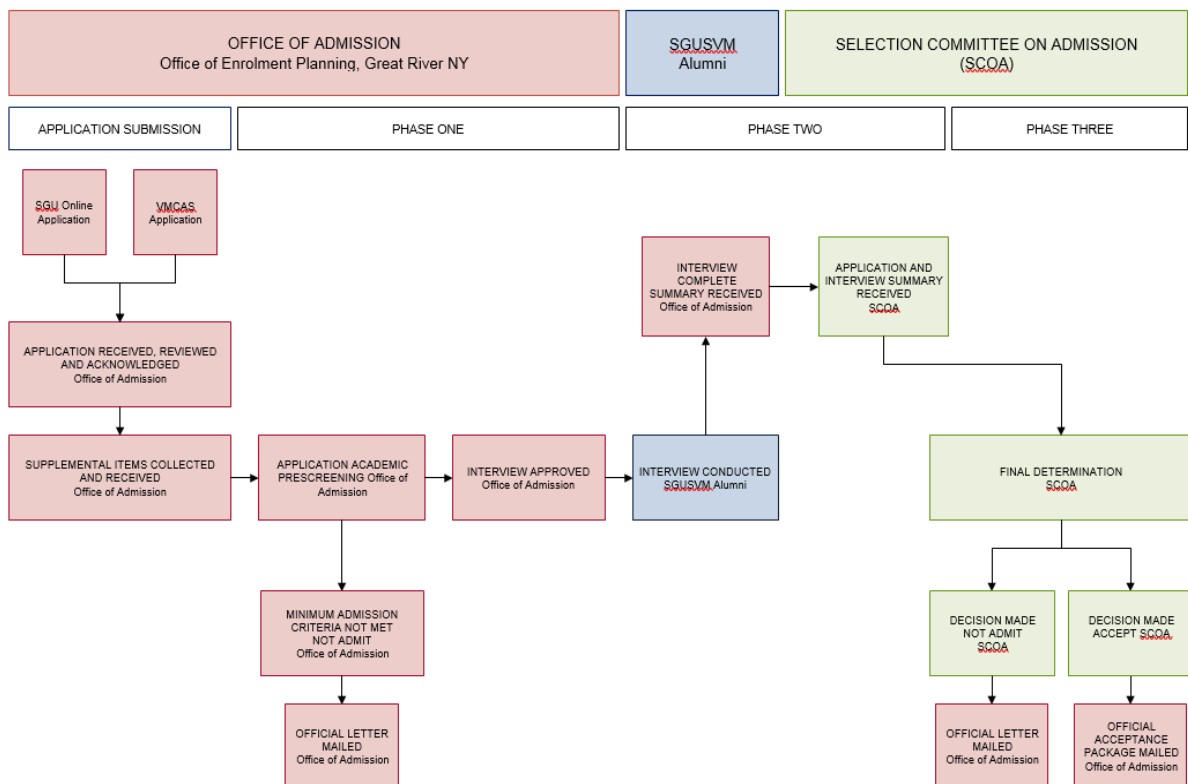
## Background

- 7.1. The Office of Enrolment Planning (OEP) reviews reports on student enrolment, performance and trends in veterinary medicine, and develops strategies and policies to ensure the validity of admissions standards. Criteria are evaluated annually by the OEP, Selection Committee on Admission (SCOA), and the SVM Dean.
- 7.2. The SGUSVM Catalogue and website state the purpose and goals of the programme (Catalogue and on the website: <http://www.sgu.edu/school-of-veterinary-medicine/mission.html>). The SVM has a well-developed and articulated policy on admission (Catalogue and on the SVM website <http://www.sgu.edu/school-of-veterinary-medicine/admissions.html>). Degree requirements for the Doctor of Veterinary Medicine are in Student Manual. Faculty details are found in the SVM Catalogue and on the website at <http://www.sgu.edu/school-of-veterinary-medicine/faculty-administration.html>. These include a clear statement of the particular requirements for the GVH Track, and reference to RCVS fitness to practice.
- 7.3. Information on tuition and fees is found in the University Catalogue and on the website at <http://www.sgu.edu/financial-services/svm-tuition.html>. Financial Aid information, and other financially related information, is in the Catalogue and on the website at <http://www.sgu.edu/financial-services/svm-loan.html> and <http://www.sgu.edu/financial->

[services/svm-scholarships.html](http://www.sgu.edu/accepted-students/academic-calendars.html). The academic calendar appears in the Catalogue and on the website at <http://www.sgu.edu/accepted-students/academic-calendars.html>. Procedures for withdrawal, satisfactory academic progress, grading policies and other SVM rules and policies are found in the Student Manual.

- 7.4. Selection criteria include definitive standardised test scores, academic performance, and recommendations from professionals who have insight into the prospective student's probability of success. Selection criteria may be found at <http://www.sgu.edu/school-of-veterinary-medicine/admissions-process.html>. The selection criteria are designed to be clearly defined, objective, consistent, and defensible and are free of discrimination or bias.
- 7.5. The three phases of the process for selecting students is depicted in Figure 7a. The Office of Admission is composed of 5 staff and is a subset of the OEP (both offices are located in New York). SCOA is composed of 8 full-time SGUSVM faculty members and 1 DES faculty member with rotating membership. Together, SCOA and the Offices of Admission and OEP establish admission criteria and policies

**Figure 7a: Process for selecting students**



- 7.6. Applications can be made directly to the School or via VMCAS (Veterinary Medical College Application Service). The selection of students to be interviewed is made after the applicant's file has reviewed for completeness and the appropriate documentation confirming the minimum application criteria have been received. Interviews are scheduled and conducted by 95 trained SGUSVM alumni, who are able to provide first-hand insight into the programme and determine if interviewees are capable of being successful in the veterinary programme.

- 7.7. Interviews may be conducted in person or through Skype if the candidate location prohibits a personal interview. Interviews are held throughout the year across the U.S., Canada and the U.K. The interviewer is given minimal information about the candidate's academic and other background to ensure lack of bias, and interviews are run using a template of questions to ensure consistency.
- 7.8. SCOA reviews all candidate applications and interview summaries. As a result of continuous review of the admission criteria and processes by the Office of Admission and SCOA, a detailed rubric for non-academic factors has been developed to ensure that the application review process remains objective and unbiased. The candidate's academic achievement during their undergraduate and graduate (when applicable) programmes - performance in prerequisite courses, including courses that provide broad general education; overall science and last-45-credits GPA; GRE scores (U.S. applicants); community service; extracurricular activities; indicators of responsibility and motivation; work and animal experience in a veterinary practice; and letters of recommendation regarding the applicant's personal qualities, character, motivation and academic abilities - is carefully evaluated.
- 7.9. Applications are reviewed by two members of SCOA, which then meets to discuss the applications. If reviewers disagree dramatically about a candidate, then SCOA makes a determination based on a majority vote. When the SCOA has reached a final decision on each candidate, it is sent to the Office of Admission for final processing.
- 7.10. The OEP requires mandatory training upon recruitment and continuing education (annually) for all those involved in the interview and selection process.
- 7.11. Potential students are advised of the demands of the veterinary courses as well as requirements of all applicable accrediting bodies during the interview process.
- 7.12. Figure 7b lists additional non-academic factors that are considered during the application process.

**Figure 7b: Non-academic criteria for admission**

- |                                |  |
|--------------------------------|--|
| Relevant Veterinary Experience | <ul style="list-style-type: none"> <li>• Experience in two or more areas of veterinary medicine (small animal, food animal, equine, exotics, and research).</li> <li>• All work must be completed under the direct supervision of a veterinarian, or in the case of research, a PhD scientist.</li> <li>• The experience is evaluated on the scope, duration, and level of duties</li> </ul> |
| Extracurricular Activities     | <ul style="list-style-type: none"> <li>• Significant involvement or leadership roles in extracurricular or community service activities</li> </ul>   |
| Letters of Recommendation      | <ul style="list-style-type: none"> <li>• A minimum of two letters of recommendation are required,</li> <li>• If possible, at least one should be written by a veterinarian who has supervised the applicant in a professional setting.</li> </ul>  |

- Personal Statement
- One personal statement that reflects the applicant as a person, and provides insight into their interests and backgrounds in veterinary medicine, as well as their goals.
  - The statement is used by the Committee to evaluate the candidate's maturity, communication skills, originality, and understanding of the veterinary field.
- Diversity
- Expression of unique educational and life experiences with insight into personal hardships and an explicit interest of underrepresented veterinary occupation(s)

- 7.13. Internationalism is embedded into the vision and strategies of all SGUSVM's marketing and admissions initiatives. The University recruits for the DVM programme in 24 countries and awards the International Peace Scholarship to many matriculants from countries other than the United States to ensure that students with less financial resource can attend SGUSVM. Students from 21 countries including Botswana, the UK, Colombia, and India are currently enrolled in the DVM programme.
- 7.14. A bachelor degree with a strong science background is required for direct entry into the four-year veterinary medical programme. Applicants currently with a minimum of three B's at the Advanced Level of the General Certificate of Education in Biology (Zoology), Chemistry, and either Physics or Mathematics will be assessed individually and will be accepted into the five-year Doctor of Veterinary Medicine programme.
- 7.15. The school has mechanisms in place to monitor attrition and progression and is able to respond and amend admissions selection criteria and student support when required. Academic progress and the inability of some students to progress in a timely and successful manner are discussed not only throughout the year by the selection committee and the Committee for Satisfactory Academic Progress and Professional Standards (CAPPS), but also at the annual SCOA policy meeting. Table 7c below outlines attrition rates of veterinary students.

Entering class	Total students	Relative attrition		Absolute attrition		Total attrition	
	n	Academic n (%)	Personal n (%)	Academic n (%)	Personal n (%)	n	%
August 2013	101	4%	11%	-	3%	18	18%
January 2014	100	2%	12%	-	6%	20	20%
August 2014	102	1%	12%	-	8%	21	21%
January 2015	104	3%	17%	-	7%	28	27%
August 2015	114	-	21%	-	6%	30	26%
January 2016	93	3%	24%	-	3%	28	30%
August 2016	127	-	24%	1%	1%	33	26%
January 2017	89	1%	30%	-	1%	28	31%

<b>August 2017</b>	122	1%	10%	-	3%	16	13%
<b>January 2018</b>	99	1%	9%	-	-	10	10%

**Table 7c: Attrition of Veterinary Students**

*Relative attrition: students who transfer to earlier years, transfer to another veterinary school.*

*Absolute attrition: students who leave and never return.*

*Students who intercalate are not included in this table.*

- 7.16. The mechanisms for exclusion of students from the programme, either for academic reasons or under fitness to practise procedures, are explicit in the Student Manual, as are the appeal procedures.
- 7.17. Students must progress through the programme in a timely fashion as defined for that academic segment. In addition, students must complete Terms 1-6 within four years and complete the programme (Terms 1-9) within six years.
- 7.18. The University, through the Office of the Dean of Students, has the duty and disciplinary power to protect its educational purpose and objectives through the setting of standards of conduct. The disciplinary systems and procedures are substantially secondary to the use of, for example; guidance, counselling, and admonition in the development of responsible student conduct. When these preferred means fail to resolve problems of student conduct, procedural safeguards allow for proper action while protecting students from unfair imposition of serious penalties.
- 7.19. The Disciplinary Process is outlined in the Student Manual, as is the appeals procedure
- 7.20 The SVM Appeals Committee includes a member of faculty from the School of Medicine.

#### Comments

- 7.21. The entry requirements and processes for the DVM and DVM GVH Track are clearly laid out on the SVM website and in other materials. Students wishing to enter the GVH Track are expected to declare their intention to do so at the time of application, although some students can transfer to GVH within the first few weeks of Term 1 of the DVM. After this, it is difficult for them to accommodate their EMS. Prospective and new students on the GVH Track are instructed in the RCVS Fitness to Practice framework, and required to sign an acknowledgment that they have read and understood the FTP Guidelines.
- 7.22. A Faculty member from the School of Medicine has joined the Appeals Committee to ensure a wider perspective and confidence in the Committee.
- 7.23 SVM is reviewing their entrance GPA requirements in light of the attrition data.

#### Recommendations

None

#### Suggestions

None

## Standard 8 – Academic and support staff

**The institution must ensure that all staff are appropriately qualified and prepared for their roles.**

**The total number, qualifications and skills of all staff involved with the programme, including teaching staff, ‘adjunct’ staff, technical and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the school’s mission.**

**Staff who participate in teaching must display competence and effective teaching skills in relevant aspects of the curriculum, regardless of whether they are full or part time, residents, interns or postgraduate students, adjuncts or off-campus contracted teachers.**

**Academic positions must offer the security and benefits necessary to maintain stability, morale, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.**

**The veterinary school must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of staff; including formal appraisal and informal mentoring procedures, especially for junior academic staff. Staff must have the opportunity to contribute to the school’s direction and decision making processes.**

**The school must be able to demonstrate that it has a programme for staff development in tertiary teaching theory/practice, and how that programme is managed.**

**Promotion criteria must be clear and explicit. Promotions must recognise excellence in, and place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.**

- 8.1. In the past 5 years, the number of faculty has increased from 67 to 76. Faculty are distributed amongst 4 departments, the Office of the Dean and the SAC. Presently, the Administration is engaged in the recruitment of several new faculty as deemed necessary. Figure 8a shows the current numbers and qualifications of the academic staff of the veterinary programme.
- 8.2. SVM course directors focus on the qualities of programme objectives and the curriculum, as well as the assessment of student achievement. The majority of faculty members have a clear open-door policy and students are aware of, and appreciate this.

**Table 8a: Academic staff of the veterinary programme – numbers and qualifications**

	Non-Veterinarians			Veterinarians					
	BSc only	MSc	PhD	BVSc or DVM only	MSc	PhD	Veterinary Specialists		
							Board Certified or Diploma holders	Board Certified / Dip holders & Masters degree	Board Certified / Dip holders & PhD
Dean/HoD					1	2			3
Professor					2	7		1	3
Associate Professor					8	3	2	2	3
Assistant Professor		1	1	3	1	1	2		
Instructor		2	1	9	1				
Clinical Tutor/or equivalent		1		1					
Demonstrator	2	2			1				
Part time Faculty (less than 75% time)				2			2	1	1
<b>Totals:</b>	2	6	2	15	14	13	6	4	10
<b>Total specialist vets:20</b>									
<b>Total</b>	<b>Non vets:10</b>			<b>Vets:72</b>					

**Table 8b: Support staff of the veterinary programme**

Role	Technical staff - FTE	Admin. & other staff - FTE
Responsible for the care and treatment of animals	17.45	0
Responsible for the preparation of practical and clinical teaching	5.35	0.60
Responsible for administration, general services, maintenance, etc	3.50	14.10
Support staff primarily engaged in research	2.05	0.20
Other	3.65	0.10
<b>Total support staff</b>	<b>32</b>	<b>15</b>

8.4. Faculty have the help of an adequate number of academic support staff and clinical and laboratory veterinary technicians, with the necessary skills to make a strong contribution to both delivering and development of the educational programme, as shown in table 8b.

8.5. Because SGU does not offer a tenure programme, each new faculty member initially signs a one-year contract. After the first year of employment, a continuing faculty member is renewed for two or three years more on an ongoing basis. In the case of no-reappointment, a ninety-day written notice is provided by SGU. In turn, faculty members are asked to provide a ninety-day written notice if they plan to resign or retire.

8.6. The promotion guidelines for each department in the SVM include criteria by which candidates are evaluated for achievements in teaching, research, and service. Each candidate's contribution to the department and the School's mission is judged on his or her



relative portfolio. Stipends are given for certain activities such as course director, board certification, and administrative duties.

- 8.7. Promotion is based on evidence of excellence in teaching, research and/or service as required by the faculty member's job description. Important outcome measures related to promotion are student evaluations of teaching, successful funding of research and teaching projects, scholarly publications and presentations, and recognised service activities.
- 8.8. Research is an essential component at SGUSVM and a requirement for promotion. As part of the promotion process, the candidate is asked to provide a research statement which should include: accomplishments to date; an overview of what he or she hopes to achieve through the research programme; and a broad outline of plans that show promise for future achievements.
- 8.9. The Department of Educational Services (DES) plays a key role in supporting SVM faculty . The DES Director of Faculty Development works closely with the Information Technology staff to help faculty and students understand and utilise the latest and most effective instructional technology. The DES also organises a Faculty Development Program specifically for the SVM and a Certificate Program in University Teaching.
- 8.10 Opportunities exist for faculty to work toward advanced degrees and the SGU Faculty Development Graduate Scholarship exists for faculty members pursuing Masters or PhD degrees.

#### Comments

- 8.11. Faculty are appreciative of the opportunities for development offered through DES and also the support through Faculty scholarships for further qualifications.
- 8.12 Concern was expressed in relation to promotion guidelines and pensions, and this could affect future recruitment. It was noted that there was disparity in process between SVM and the School of Medicine.

#### Commendations

- 8.12. The School is to be commended on the strong spirit of collegiality and camaraderie within the faculty and staff of the School, which is recognised and appreciated by the students.

#### Recommendations

None

#### Suggestions

- 8.12. The SVM should continue its work on a review of promotions criteria which is due to be completed by the end of 2019. The visiting team look forward to seeing updates on this situation, should accreditation be granted, through the routine annual monitoring process.

## Standard 9 – Curriculum

The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected of a degree programme at level 7 in the European Qualifications Framework, the minimum training requirements in the European Directive 2013/55/EU on the mutual recognition of professional qualifications and the RCVS Day One Competences.

The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.

Programme learning outcomes must be communicated to staff and students and:

- underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme;
- form the basis for explicit statements of the objectives and learning outcomes of individual units of study; and be reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.

### *Management*

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

- determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum,
- oversee quality assurance of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and moderators, and data from examination/assessment outcomes,
- review the curriculum at least every seven years and
- identify and meet teacher training needs for staff, maintaining currency of their skills and competence for future curriculum development.

### *Content*

The curriculum should include the following:

- understanding of biological principles and processes of veterinary significance
- expertise in recognising and advising on normal animal structure and function, husbandry, behaviour, nutrition and feeding, reproduction and breeding, homeostasis, pathophysiology, agents of disease and the natural history and clinical manifestations of important animal diseases
- expertise in medicine, surgery, and anaesthesia applicable to a broad range of common species. Students must develop entry-level skills in physical examination and laboratory diagnostic techniques and interpretation (including clinical pathology, diagnostic imaging and necropsy), disease prevention, biosecurity, therapy (including surgery and pharmacotherapeutics), patient management and care (including primary care, intensive care, emergency medicine, surveillance and

isolation procedures) for individual animals, herds, flocks and other populations

- knowledge, skills, values, attitudes and behaviours necessary to contribute, as a veterinarian, to promoting animal health and well being, within changing societal expectations
- clinical, epidemiological, pathophysiological and regulatory skills in management of animal diseases which are:
  - endemic to the UK and the EU
  - endemic to and of special consideration in the country in which the school is located;
  - exotic to the UK and the EU and which are currently regarded as being of concern as potential emergency animal diseases or diseases of global veterinary significance
  - significant emerging disease
- entry level capability (to OIE standards) in preventative medicine/epidemiology, zoonoses, food safety and hygiene, regulation of animals and animal products, and management of the interrelationship of animals and the environment. This training must include experience in abattoirs.
- professional level problem solving skills in evidence-based diagnosis and clinical management, and data and information management skills
- capacity for professional communication; the ability to acquire information from the owners of animals by direct interaction as well as retrieval of archival data from medical records, communication with colleague, regulatory bodies and clients
- skills in application of professional ethics, delivery of professional services to the public, personal and business finances and management. An appreciation of the breadth of veterinary science, career opportunities and relevant information about the veterinary profession
- self-management skills in identifying and meeting personal learning needs, maintaining well being and professional relationships.

#### ***Extra Mural Studies (EMS)***

EMS must be an integral and structured part of the education and training of veterinary students. Veterinary schools must demonstrate how it is incorporated in the curriculum.

Evidence must be provided that extramural farm animal husbandry practical work is used within the curriculum to complement intramural studies to support students' attainment of comprehensive understanding of livestock and farm systems.

Intra-mural core teaching must be supported by extramural clinical studies.

There must be a system in place to enable EMS providers to provide feedback to the school on the performance of students during EMS and on the EMS programme.

There must be a member of the academic staff responsible for the overall supervision of all types of EMS, including liaison with EMS providers and ensuring all students secure required placements.

**The school must have mechanisms in place to support students to take responsibility for their own learning during EMS, including preparing before each placement, setting learning objectives in consultation with tutors, being familiar with guidance provided by their university and RCVS for EMS, communicating effectively with placement providers before, during and after placements, and maintaining a reflective log of their EMS experience.**

## Background

- 9.1. The SGUSVM DVM curriculum comprises a three-year programme of scientific principles integrated with and applied to the whole animal, with an emphasis on clinical skills, followed by a fourth year of clinical rotations at one of the 31 AVMA-accredited affiliated veterinary medical schools. The overall programme, GVH Track, is designed to ensure graduates meet the requirements of the AVMA, the RCVS and OIE day one competences, and European Directive 2013/55/EU.
- 9.2. In addition to the standard four years DVM programme, which accepts students with Bachelor's degrees in appropriate subjects, SVM offers Pre-Veterinary and Foundation programmes. The Pre-Veterinary Programme lasts one to three years, with entry points dependent on the student's educational background: typical UK students with appropriate A-levels or Highers would enter directly into Year 3. The Foundation programme is a one term programme that accepts graduate students with an appropriate level of academic attainment but not in biologically relevant subjects. Students performing to the required standard on the Pre-Veterinary and Foundation programmes are guaranteed places on the DVM programme.
- 9.3. The SGU curriculum operates on the premise that students learn and retain information better and perform more confidently when clinical skills and basic science are learned alongside each other. Thus there is early clinical instruction with live animals and simulation models to enable integration of materials from the underpinning science curriculum into clinical practice. Clinical Specialists are involved in clinical skills courses beginning in term one and continuing through to term six, prior to students entering the fourth year of clinical rotations at the Affiliates.
- 9.3. Communication skills (using the Calgary-Cambridge model) and proper use of medical terminology in rounds-style case presentations are practised in all six terms at SGU, and progress is confirmed with a videotaped session of simulated student-client interactions.
- 9.4. SGUSVM students participate in many experiences that benefit the people and animals of Grenada. Examples are the Grenada One Health One Medicine (OHOM) project; a collaborative effort with SGU School of Medicine (SOM) students in providing free physical examination clinics for both humans and pets.
- 9.5. Students participate in a spay/neuter service for animals owned by Grenadian citizens as well as trapping, neutering, and vaccination of feral cats. A private organisation (Pothounds Against Pregnancy (PAP)), in conjunction with a group of student volunteers (PAPSA) collects dogs and cats from Grenadian neighbourhoods with the owner's informed consent. As part of the programme, animals are screened for endemic infectious diseases, treated if necessary, vaccinated, and de-wormed as well as providing clinical material for the Junior Surgery neutering classes in terms 5 and 6.

- 9.6. Year Four clinical training is undertaken at one of 31 AVMA COE accredited universities with professional veterinary degree programmes and veterinary teaching hospitals. SGUSVM students are placed at these universities in January or June following successful completion of the six semesters (18 weeks per semester/term) of study at SGU in Grenada. The clinical year consists of 48 weeks of clinical rotations that are assessed by the affiliated veterinary school.
- 9.7. There is a set of CORE mandatory rotations, prescribed by the SGUSVM, during the 48 weeks. This SGU SVM CORE consists of:
- 4 weeks Small Animal Internal Medicine
  - 4 weeks Small Animal Surgery
  - 6 weeks Large Animal Medicine, Surgery, and Ambulatory Services
  - 2 weeks of Radiology/Diagnostic Imaging
  - 2 weeks of Anaesthesiology
  - 2 weeks of Diagnostic Services/Clinical Pathology/Necropsy/Anatomic Pathology
- 9.8. The SVM Curriculum Committee (CC) is charged with continually monitoring and maintaining the relevance of the SVM curriculum, with regular curricular review and the continued development of the curriculum. Major course level changes, new courses, as well as suggestions for course content and assessment changes require approval by the CC.
- 9.9. Both students and faculty input to curricular review through a variety of routes:
- SGUSVM students are required to complete evaluations at the end of each term for all courses and for each faculty member and visiting lecturers.
  - Student class representatives bring curricular issues to the SVM Dean and Associate Dean of Academics during regular meetings (at least twice per term), and sit on the CC.
  - The Outcomes Assessment Committee (OAC) and Assessment Committee (AC) regularly report to the CC through the Dean of Academic Programmes.
  - Visiting lecturers are used as sources of external feed-back on the curriculum
  - The content of the curriculum, including curricular mapping, is organised and tracked in ExamSoft.
  - The CC maintains a “faculty suggestions” box on the website, in which all faculty members can voice their curricular concerns at all times.
- 9.10. The Global Veterinary Health (GVH) Track has been established in order to meet the specific requirements for RCVS accreditation additional to those required by AVMA.
- 9.11. Two DVM mandatory courses introduce students to some aspects of VPH and epidemiology in Term 4 of the DVM programme. Earlier courses in microbiology, virology, parasitology and pharmacology have integrated aspects of VPH and epidemiology and hence act as propaedeutic courses.
- 9.12. The following four courses are required for the GVH Track:
- PTHB 537 Veterinary Public Health: a Global Perspective - The goal of this course is to address the RCVS and OIE D1Cs pertaining to VPH and Food Hygiene. It includes U.K.

legislation and relevant agencies as applied to VPH and statutory notifiable diseases. Additionally, students learn the principles of risk assessment, risk application, and specific regulations regarding animal traceability, welfare and slaughter, farm assurance, carcass disposal and environmental issues as they relate to VPH, Food Safety and State Veterinary Medicine.

- PTHB 539 Trans-boundary Diseases - In this course students learn how to recognise the most important transboundary animal diseases and about the authoritative organisations, both in the Americas and within the relevant agencies in the U.K. and E.U. that coordinate rapid response systems during an animal disease outbreak. In addition, students learn about proper sample collection in the field and the recommended molecular tests that are used to provide a confirmatory etiologic diagnosis.
- PTHB 541 Food Hygiene and Meat Inspection - The course is designed to provide students with a theoretical and practical understanding of the function of an abattoir including procedures, standards and regulations, food safety assurance and health and safety. It comprises a preparatory session in Grenada taken during DVM Term 6, followed by a 1-week rotation at Langford Abattoir at the University of Bristol, U.K. (as used by several UK veterinary schools). It introduces students to the slaughter processes for cattle, sheep and pigs, official controls and the pathological findings that occur frequently in the abattoir and the link with veterinary practice. It provides understanding of processes involved in slaughtering of animals, and the food safety, animal health and welfare controls that are carried out. The role of the clinician in relation to the safety of food products of animal origin and the welfare of food animals is emphasised.
- PTBH 540 DVM Extramural Studies EMS and ANPH 400 Pre-veterinary EMS - The EMS programme comprises 38 weeks of EMS that complements the intramural studies undertaken in the 4 year DVM programme. During the EMS placements, students are exposed to a variety of real-life work experiences, such as in animal husbandry, herd health, primary care veterinary medicine, practice management, communication skills, self-management, decision making and clinical skills. The EMS course is also designed to assist in the transition from being a student to a practising professional. Placements can commence during the 3rd year of the Pre-Veterinary programme or the Foundation to Veterinary Medicine programme (ANPH 400) or when a student is matriculated in the DVM programme (PTHB 540). Placements that students have completed during their Pre-Veterinary or Foundation to Veterinary Medicine programmes are transferred to the PTHB 540 course. All EMS requirements have to be completed before graduation.

- 9.13. The EMS placements for SGUSVM students are taken during the 3 months summer breaks, the 4 weeks Christmas breaks, and between the end of DVM Term-6 and the start of the 4th Year Clinical Rotations when necessary. In exceptional circumstances it may be necessary that a student will complete placements after Year 4, but before graduation.

## Comments

### EMS

- 9.14. At the time of the visit, two cohorts of students had been recruited on to the GVH track, of which the most senior were in term three of the Pre-Veterinary programme, and both of which were undertaking AHEMS. The Visiting Team met with the EMS Committee and EMS Co-ordinator and viewed the online processes for monitoring EMS. Students discuss their EMS plans with the EMS Co-ordinator and undertake a supervised risk assessment. Prior to undertaking EMS students receive instruction in safety and biosecurity, and some assessment of their animal handling skills is planned. While prior experience with animal and veterinary industries is taken into account in planning student EMS, the EMS Co-Ordinator was clear that experience of core domestic species and livestock systems is mandatory.
- 9.15. The Visiting Team toured the now functioning Mirabeau abattoir (see Standards 3 and 4) having previously visited the market at Greenville where carcasses from Mirabeau are butchered and sold. The abattoir is already used by SVM students undertaking the MPH programme. It is planned that as well as the Langford and Mirabeau abattoir experiences, students will visit fish processing establishments in Grenada (again already part of the MPH programme) and poultry processing establishments, possibly in Trinidad which has a larger and more intensive poultry industry than Grenada.
- 9.16. Curriculum (and assessment) mapping of years 1-3 of the DVM and pre-veterinary programme is in progress to both AVMA core competencies and RCVS D1C using ExamSoft.

## Recommendations

None

## Suggestions

- 9.17. The SVM should continue to implement its plans to ensure students on the GVH track have access to commercially run full throughput red and white meat abattoirs as part of the Food Hygiene and Meat Inspection course.

## Standard 10 – Assessment

### ***Management***

The institution must ensure that there is a clearly identified structure within the school showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry level competence. The strategy must be underpinned by robust quality assurance mechanisms.

### ***Policy and Regulation***

The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified, and available to students in a timely manner well in advance of the assessment.

Requirements to pass including the effect of barrier assessments must be explicit.

Mechanisms for students to appeal against assessment outcomes must be explicit.

The school must have a process in place to review assessment outcomes and to change assessment strategies when required.

### ***Assessment methods and design***

Programme learning outcomes covering the full range of professional skills and attributes must form the basis for assessment design and underpin decisions on progression

Assessment must inform student learning and students must receive timely feedback.

Assessment load must be planned and managed to achieve appropriate workloads for students and staff.

Assessment strategies must allow the school to certify student achievement of learning objectives at the level of the programme and individual units of study.

Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills (some of which may be on simulated patients), must form a significant component of the overall process of assessment in the clinical disciplines.

### ***Assessment standards and quality assurance***

There must be procedures in place to maximise the fairness, validity and reliability of assessment outcomes, including but not limited to academic peer review of assessment content, proofing of scripts, supervision and invigilation, maintenance of records and moderation processes.

Schools must have appropriate moderation processes in place to ensure parity within and between individual units of study, across the programme, with other institutions; and to ensure that each student is fairly treated.

The school must be able to demonstrate that there are appropriate measures in place to ensure that grades awarded reflect an appropriate standard of performance by students against the relevant learning objectives.



## Background

10.1. Assessment tasks and grading criteria are included in the individual course syllabi posted on MyCourses. This information includes assessment type, number of questions and grading scale (including rubrics, where relevant).

10.2. Depending on the assessment, the grading scale is either pass/fail or:

>89.5%	84.5 - 89.49	79.5 - 84.49	74.5 - 79.49	69.5 - 74.49	64.5 - 69.49	59.5 - 64.49	<59.49
A	B+	B	C+	C	D+	D	F

The syllabi also state the Course Level Outcomes (CLO) and Lesson Learning Outcomes (LLO) and map the CLOs to the Programme Level Outcomes (PLO) for greater transparency for the student.

10.3 Student performance is assessed twice per term during the CAPPS meeting where the Dean of Students, Associate Dean of Academics and the relevant Course Directors discuss student progress.

10.9. The AC requires assessments to be peer-evaluated pre-examination. This includes assessment of content and proofing of scripts. Course Directors are then responsible for post-examination evaluation and moderation.

10.4. The Assessment Committee (AC) receives blueprints for all assessments over the whole term, item analysis reports and question adjustments for tests in ExamSoft, or any post-exam adjustment made for exams not performed in ExamSoft (together with relevant justification) from the Department Chairs. Following analysis, the information is shared with the curriculum committee and any revisions are brought to the Course Director and Department Chair for implementation.

10.5. Multiple forms of assessment are used across the programme relevant to the knowledge, skills and professional attributes being assessed. These include online multiple choice questions, utilising specimens in a laboratory environment, a variety of DOPs and OSCEs and videotaped interactive simulations to support communication skills development.

10.6. All courses have LLOs that are mapped to CLOs. These CLOs are also mapped to PLOs. These PLOs have been mapped and are equivalent to RCVS day 1 Competences. All examination questions are mapped to at least one LLO, and subsequently to CLOs and PLOs.

10.7. Formative assessment exists in the form of Turning point in lectures and further implementation of formative assessment is under discussion moving forward.

10.8. Assessment of students at affiliate schools (all of which are AVMA accredited) in Year 4 differ according to the school, but focus on clinical competencies and professional behaviour, mapped to the AVMA's list of D1Cs. Students' grades from rotations are reported and translated into SGU grades and form the final year assessment for SGU students.

### Comments

10.9. The team were pleased to see the establishment of an Assessment Committee which aims to provide a robust and comprehensive holistic overview of the assessment process. There appears to be a good level of engagement and enthusiasm for this development.

### Recommendations

None.

### Suggestions

None.

## Standard 11 – Research programmes, continuing and higher degree education

**The veterinary school must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-led teaching.**

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

**Veterinary schools must provide advanced postgraduate degree programmes, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and community. Programmes and the numbers of students in them must be commensurate with the facilities, clinical and other resources and staff.**

### Background

- 11.1. SVM research and the one health, one medicine approach to research are facilitated by a shared campus with the SGU SOM and its Department of Public Health and Preventative Medicine (DPHPM). SVM research collaborations are further enhanced, both within SGU and internationally, by WINDREF (<http://www.windref.sgu.edu>). WINDREF is a non-profit organisation located on the SGU True Blue campus which helps promote and fund local, regional and international collaborative research, education, and community programmes. Research active faculty of SVM often have research fellowships within WINDREF.

### Student research programmes

- 11.2 SVM has recently moved from a traditional student project, which was unsustainable, to a more integrated delivery of research principles and approaches, focussed on evidence based medicine. Many courses in the core DVM curriculum touch on various aspects of research. For example, in the Veterinary Epidemiology course (PTHB 511) students learn about study designs suitable for epidemiologic research, such as case reports, case-control, cohort, and cross-sectional observational studies. In the Immunology course students are presented with research results on vaccine efficacy and discuss how “efficacy” was assessed in these studies. Another key example is the Term 6 Laboratory Diagnostics course (PTHB 530) where students meet in small groups to work on cases and are required to draw upon the research literature to address the cases. In the one credit, Term 3, Ethics in Veterinary Practice course (ANPH 522), students write a literature review paper on a particular ethics topic relevant to veterinary medicine. This includes discussion of the application of the scientific method within an ethical framework.

- 11.3. **Veterinary Student Research Initiative:** The VSRI was established in the spring of 2017. This programme is designed for students who want more involvement in research with one-on-one faculty mentorship but are not pursuing the dual degree (DVM/MSc) option. Upon completion of all the requirements these students receive a “distinction in research” on their transcripts. Students on VSRI actively participate in all aspects of the research process, including laboratory and field work, presentations and manuscript preparation. This intensive mentorship programme is intended to provide motivated students with an in depth research experience in a flexible time frame. The programme takes 3-5 students per cohort.
- 11.4. **Island Veterinary Scholars Programme:** The IVSP was started at SGUSVM in 2012 and has been instrumental in immersing veterinary students in hypothesis-based research during the summer break. The 10 weeks programme includes instruction on research design, ethics and laboratory techniques currently being used in SVM research. The programme exposes all participants to a variety of Grenada-focused research currently underway on the island. Participants are aligned with a faculty-mentored IVSP approved research project and proceed to ‘own’ their part of the project from literature search to presenting their findings at the sponsored symposium held in the USA. The IVSP comprises interactive lectures on scientific writing, guest speakers to discuss a variety of veterinary and OHOM topics (e.g., IACUC, government-based research and public health implications of research), research-related field trips and laboratory- based workshops to teach a variety of research-related techniques. To date, 12 scholars (approximately 2 per year with 10 from SGUSVM and 2 from other veterinary schools) have completed the IVSP. SGUSVM students have also joined veterinary scholar’s programmes offered by other AVMA-accredited veterinary institutions.

### **Continuing Education**

- 11.5. SVM provides Community Outreach Extension Programmes. These are day-long workshops held on the SGU campus once or twice a year and are primarily for Grenadians working in the human and animal health sector and animal agriculture. Participants include personnel from the Grenada Ministry of Health, Ministry of Agriculture, Forestry and Fisheries (including animal control personnel) and Ministry of Environment, Foreign Trade and Export. SVM faculty provide basic knowledge and current research findings from studies in Grenada on a number of topics relevant to these stakeholders.
- 11.6. SVM faculty and students working in coordination with MPH and MD students and faculty from the SOM, regularly hold One Health Community Clinics to provide preventive medicine services to both humans and animals. These efforts have resulted in the development of pamphlets and participation in Grenada primary school programmes providing information on such topics as zoonotic disease, pet health, and animal wellness.

## Higher Degree Education

- 11.7. SVM has active dual degree programmes (DVM/MSc, DVM/MPH and DVM/MBA) and stand-alone MSc and PhD programmes. Importantly, opportunities exist for faculty members to work toward advanced degrees. The SGU Faculty Development Graduate Scholarship was initiated for faculty members pursuing MSc or PhD degrees. An academic unit with an active graduate programme can be awarded up to, but no more than, 4 concurrent scholarships for faculty to pursue MSc or PhD degrees. This scholarship programme is aimed to help academic units recruit, retain and promote in rank faculty who wish to continue their education. Faculty research professional development opportunities are also provided through funding support for travel to professional meetings.

## Comments

- 11.8. SVM does not run any internship or residency programmes as it does not have its own referral hospitals. However, the Affiliate Veterinary schools, where SVM year 4 students undertake the bulk of their clinical learning, all have residency and internship programmes, SGUSVM graduates apply to and win intern and residency posts with accredited programmes at these and other veterinary schools, internationally.

## Recommendations

None.

## Suggestions

None.

## Standard 12 – Outcomes assessment

In the interests of quality assurance and enhancement, the veterinary school must have mechanisms to gather data routinely to demonstrate that its institutional and educational objectives are being met.

Specifically, the school must provide evidence that:

- its strategic goals are appropriate and that it is progressing towards achieving these goals
- it is complying successfully with its operating plan
- its veterinary programme is subject to internal and external evaluation and validation processes by long feedback loops (e.g. graduate destination surveys, employer surveys) in addition to the short loops (e.g. unit of study evaluations).

The school must provide evidence that all its graduates have (or for a new school, will have) achieved the programme's stated learning outcomes, including the level of competence required of an entry-level veterinarian (RCVS Day One Competence).

There must be a system for students to keep a record of, and reflect on, their developing practical and clinical skills over the duration of programme. There must be evidence that such experience logs inform the learning and assessment process for individual students, and evidence that the school uses consolidated data to monitor the achievement of competence and experience levels of students across the programme as a whole.

There must be procedures to review the evidence of student experience and student achievement of Day One Competence, and demonstrate implementation of change on the basis of such review. Outcomes of the review process must be communicated to relevant internal and external stakeholders.

The school must have a strategy for the continuous improvement of the quality of the veterinary programme.

In the case of a school that has yet to produce graduates, evidence must be presented that provides RCVS with reasonable assurance that the school's programme outcomes will be achieved. Evidence must be available to show progress to date in achieving the desired outcomes in the programme, and the measures to be taken in the remainder of the programme to ensure their achievement by the completion of the veterinary degree.

Evaluation of outcomes is the most important source of information to a school about its success and its drive for continued enhancement of quality. However, in contrast to inputs, which are relatively easy to measure, outcomes assessment is more complex. It is easy to become confused by the fact that the same raw data can be repurposed to assess outcomes at the level of the school or at the level of the individual student. This means that everyone involved needs to be clear about the use of data and the presentation of results.

All schools with an established quality assurance and enhancement culture will evaluate outcomes at school, programme, module and individual student levels. This will be achieved through results in assessments, feedback forms of various types, surveys, publication counts and a host of other measures. Different schools will place emphasis on different measures, but a report on outcomes should include a matrix that employs a variety of different measures providing information relevant to the foci of the other standards. Repetition of the measures over an extended period (at least five years) will then demonstrate progress in each area. Specifically, evaluation of outcomes related to the veterinary programme, individual students (throughout their studies as well as at graduation) and employability must be included, but RCVS will expect schools to include other outcomes evaluations of their choice. In addition, evidence of quality assurance, together with both reactive and proactive quality enhancement will be expected.

## Background

- 12.1. The SGUSVM Outcomes Assessment Committee administers surveys to graduating seniors, alumni (1 year, 3 years and 5 years after graduation), and to employers of alumni. Tracking of student (clinical) competence is currently in transition from the E\*Value system to Examssoft.
- 12.2. Progress towards meeting the SVM's strategic goals is tracked through annual reports that are provided to the Provost's office and compared to peer institutions.
- 12.3. SGU hosts an Affiliated Schools Clinical Meeting in Grenada every 1-2 years to engage with faculty representatives of affiliated schools. In addition, the Associate or Assistant Dean visits each affiliate school every 2 years to meet with SGUSVM students and relevant faculty. Reports of the visits are submitted to the Dean and to the Curriculum Committee where any implications for the curriculum can be discussed.
- 12.4. The results from the 2017 Employer Survey indicate that 90 - 95% of SGUSVM graduates are rated as competent or highly competent in most of the 23 categories surveyed. The 2 areas in which there were more than 10% of SGUSVM graduates rated as being "somewhat competent" were "Record Keeping" and "Veterinary Business Financial Skills." This is being addressed by more training and oversight during 3rd year ambulatory and SAC clinical rotations, and with prospective modification of the Professionalism and Business Management curriculum.
- 12.5. Procedure logging in years 1-3 which previously utilised the E\*Value system is now tracked through Examssoft.

## Evidence of achievement by students of Day 1 Competences

- 12.6. The Clinical Competency scores for SGUSVM over the last 5-years have remained fairly constant and indicate acceptable/satisfactory scores or above for all competences (above 3.0 on a 5 point Likert scale). Scores of 4th year students by rotation (or area of specialty) range from 3.5 to 4.41 out of a scale of 5. Specialty areas that had the lowest recorded performance included diagnostic imaging, ophthalmology and general large animal rotation. Examples of the actions implemented in response to these data are:
  - Addition of faculty in diagnostic imaging and a change in didactic approach of the course in the curriculum.
  - Increasing the number of large animal clinical skills laboratories and implementing an OSCE to assess the students' large animal skills.
- 12.7. Clinical performance at the affiliated AVMA COE accredited CVMs is assessed by aligning performance against the AVMA clinical competencies. Each clinical competency is divided into subcategories most relevant to the rotation and in turn are aligned to RCVS and SGUSVM D1Cs. All SGU students are assessed on multiple occasions in every competency in an identical manner to the resident students of that school. The evaluation forms from each school are collected year-round, entered into Examssoft and analysed by the Associate Dean of Academics. Reports are provided to the AC, OAC, CC and Dean's Council.
- 12.8. AC, OAC and CC report to the Associate Dean of Academics, who reports to the Dean and Dean's Council. Timelines for reporting are set and measures to improve the programme are driven by the Associate Dean of Academics through the CC.

### Comments

- 12.9. Driven and coordinated by the newly developed Outcomes Assessment Committee (OAC), the SVM gathers and analyses a range of outcomes assessment data which includes graduate surveys (1-3 years and 4+ years after graduation), employer's surveys and faculty and student satisfaction surveys.
- 12.10. Clinical competences tracking is in transition from E\*Value to Examsoft as part of the school's overall approach to curriculum and assessment mapping.

### Commendations

- 12.11. SVM is commended for the development of an Outcomes Assessment Committee which ensures holistic oversight of all outcomes assessment data and a robust approach to quality assurance.

### Recommendations

None

### Suggestions

- 12.12. The SVM should continue the good work in developing and mapping Programme Learning Outcomes to assessments to facilitate future tracking of the development of clinical competences at the individual student level.



## Appendix 1 – Necropsy numbers at affiliated veterinary schools

Necropsies at affiliated veterinary schools accepting SGU students in 2018. (see also table 4.b).  
Necropsy data not available from some schools.

	# Students	2017 - 2018 Necropsy Cases:				
		Small Animal	Food Animal	Equine	Other	Over-All Total
Affiliate	<b>AUBURN</b>	247	188	121	30	586
Number of students in Year 4	<b>124</b>					
SGU Students	<b>18</b>					
Total students	<b>142</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	1.74	1.32	0.85	0.21	4.13
Affiliate	<b>CORNELL</b>	589	263	201	641	1694
Number of students in Year 4	<b>100</b>					
SGU Students	<b>13</b>					
Total students	<b>113</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	5.21	2.33	1.78	5.67	14.99
Affiliate	<b>FLORIDA</b>	145	145	118	144	552
Number of students in Year 4	<b>115</b>					
SGU Students	<b>11</b>					
Total students	<b>126</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	1.15	1.15	0.94	1.14	4.38
Affiliate	<b>IOWA</b>	305	107	92	46	550
Number of students in Year 4	<b>142</b>					
SGU Students	<b>3</b>					
Total students	<b>145</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	2.10	0.74	0.63	0.32	3.79
Affiliate	<b>KANSAS</b>	332	751	88	53	1224
Number of students in Year 4	<b>108</b>					
SGU Students	<b>2</b>					
Total students	<b>110</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	3.02	6.83	0.80	0.48	11.13
Affiliate	<b>MINNESOTA</b>	1078	3953	114	1254	6399
Number of students in Year 4	<b>99</b>					
SGU Students	<b>9</b>					
Total students	<b>108</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	9.98	36.60	1.06	11.61	59.25

Affiliate	<b>MISSISSIPPI</b>	401	204	86	299	990
Number of students in Year 4	<b>81</b>					
SGU Students	<b>4</b>					
Total students	<b>85</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	4.72	2.40	1.01	3.52	11.65
Affiliate	<b>NCSU</b>	566	83	135	80	864
Number of students in Year 4	<b>99</b>					
SGU Students	<b>10</b>					
Total students	<b>109</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	5.19	0.76	1.24	0.73	7.93
Affiliate	<b>OKLAHOMA</b>	297	294	146	170	907
Number of students in Year 4	<b>74</b>					
SGU Students	<b>5</b>					
Total students	<b>79</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	3.76	3.72	1.85	2.15	11.48
Affiliate	<b>OREGON</b>	243	164	79	243	729
Number of students in Year 4	<b>52</b>					
SGU Students	<b>4</b>					
Total students	<b>56</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	4.34	2.93	1.41	4.34	13.02
Affiliate	<b>PENN</b>	101	258	315	2489	3163
Number of students in Year 4	<b>125</b>					
SGU Students	<b>4</b>					
Total students	<b>129</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	0.78	2.00	2.44	19.29	24.52
Affiliate	<b>PURDUE</b>	415	352	90	161	1018
Number of students in Year 4	<b>83</b>					
SGU Students	<b>0</b>					
Total students	<b>83</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	5.00	4.24	1.08	1.94	12.27
Affiliate	<b>TEXAS</b>	510	164	163	182	1019
Number of students in Year 4	<b>133</b>					
SGU Students	<b>6</b>					
Total students	<b>139</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	3.67	1.18	1.17	1.31	7.33
Affiliate	<b>GEORGIA</b>	647	127	96	168	1038
Number of students in Year 4	<b>104</b>					

SGU Students	<b>6</b>					
Total students	<b>110</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	5.88	1.15	0.87	1.53	9.44
Affiliate	<b>MISSOURI</b>	483	336	74	311	1204
Number of students in Year 4	<b>112</b>					
SGU Students	<b>7</b>					
Total students	<b>119</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	4.06	2.82	0.62	2.61	10.12
Affiliate	<b>VA-MD</b>	709	228	118	89	1144
Number of students in Year 4	<b>118</b>					
SGU Students	<b>11</b>					
Total students	<b>129</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	5.50	1.77	0.91	0.69	8.87
Affiliate	<b>WISCONSIN</b>	288	64	66	125	543
Number of students in Year 4	<b>75</b>					
SGU Students	<b>3</b>					
Total students	<b>78</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	3.69	0.82	0.85	1.60	6.96

Affiliate	<b>WSU</b>	375	519	130	262	1286
Number of students in Year 4	<b>124</b>					
SGU Students	<b>3</b>					
Total students	<b>127</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	2.95	4.09	1.02	2.06	10.13
Affiliate	<b>PEI</b>	172	117	28	245	562
Number of students in Year 4	<b>68</b>					
SGU Students	<b>1</b>					
Total students	<b>69</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	2.49	1.70	0.41	3.55	8.14
Affiliate	<b>DUBLIN</b>	178	118	32	153	481
Number of students in Year 4	<b>122</b>					
SGU Students	<b>2</b>					
Total students	<b>124</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	1.44	0.95	0.26	1.23	3.88
Affiliate	<b>EDINBURGH</b>	190	225	81	326	822
Number of students in Year 4	<b>162</b>					
SGU Students	<b>1</b>					
Total students	<b>163</b>	1	1	1	1	1
Total Necropsies/Student	<b>Denominator</b>	1.17	1.38	0.50	2.00	5.04

Affiliate	<b>LONDON</b>	NA	NA	NA	NA	NA
Number of students in Year 4	<b>215</b>					
SGU Students	<b>2</b>					
Total students	<b>217</b>					
Total Necropsies/Student	<b>Denominator</b>					

## Appendix 2 – Case numbers at affiliated veterinary schools

Cases (2017-18) seen at affiliated veterinary schools accepting SGU students in 2018. (see also table 4.c).

		2017 - 2018 Clinical Cases: SGU-affiliated 4th year CVM's						Satellite Clinics <sup>2</sup>						
		Small animal	Food animal	Equine	Shelter	Other	Field Services		Small animal	Food animal	Equine	Shelter	Field Services	
							# Calls	Animals					# Calls	Animals
<b>AUBURN</b>		17785	2007	1923			1893	5704						
Number of students in Year 4	<b>124</b>													
<b>CORNELL</b>		22280	640	1686	247	95	2597	51202						
Number of students in Year 4	<b>113</b>													
<b>FLORIDA</b>		32801	437	1708		111	607	37775	5954					
Number of students in Year 4	<b>126</b>													
<b>ILLINOIS</b>		22693	1337	2139	4402	48	1407	10143	9065					
Number of students in Year 4	<b>128</b>													
<b>IOWA</b>		16309	2775	2539		47	2812	278006	8395					

Number of students in Year 4	<b>145</b>													
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<b>KANSAS</b>		15993	1107	1381	5192	162	1132	1649						
Number of students in Year 4	<b>110</b>													

<b>LSU</b>		19748	726	1790	1750	2011	1582	4587						
Number of students in Year 4	<b>97</b>													

<b>MINNESOTA</b>		38638	374	1082		223				2	2986	1005		
Number of students in Year 4	<b>99</b>													
SGU Students	<b>9</b>													

<b>MISSISSIPPI</b>		10361	1295	1414	8453	5	1192	46136	9153					
Number of students in Year 4	<b>85</b>													

<b>NCSU</b>		30897	335	2377			341	881221			364			
Number of students in Year 4	<b>109</b>													

<b>OKLAHOMA</b>		9984	1359	1787	2611		423	27964						
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Number of students in Year 4	<b>79</b>													
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<b>OREGON</b>		9907	1032	1861		19	1270	4928				11473		
Number of students in Year 4	<b>56</b>													

<b>OHIO</b>														
Affiliate		31355	1450	2022	5727	350	1564	2118	663				1540	
Number of students in Year 4	<b>178</b>													

<b>PENN</b>		NA	999	4297			2983	27672						
Number of students in Year 4	<b>129</b>													

<b>PURDUE</b>		17563	800	1414	2133	85	2868	117258						
Number of students in Year 4	<b>83</b>													

<b>TEXAS</b>		21426	1587	3989		112	1629	51166			272	18496		
Number of students in Year 4	<b>139</b>													

<b>TENN</b>		20245	1378	2116	4477	217	3030	11885						
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**St. George's University**  
**SCHOOL OF VETERINARY MEDICINE**

**NEIL C. OLSON, DVM, PhD**  
**Dean**

June 26, 2019

Dr. Linda Prescott-Clements  
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Dear Dr. Prescott-Clements:

Please find appended St. George's University School of Veterinary Medicine's (SGUSVM) response to the Royal College of Veterinary Surgeons (RCVS) Primary Qualifications Sub-Committee (PQSC).

We have carefully considered and addressed all RCVS recommendations and suggestions regarding the April 2019 visitation to SGUSVM as outlined in your recent letter addressed to Vice Chancellor, Dr. Richard Liebowitz, dated May 8, 2019.

In particular, the two cited minor deficiencies {i.e., **Standard 3.6, Facilities comply with H&S, biosecurity, and welfare standards;** and **Standard 4.1, Adequate range of animals available for teaching (normal vs. diseased, in- vs. out-patient, field services, ambulatory, herd health.)**} are addressed in detail on pages 2-5 of the attached document.

Please feel free to contact us with any comments, questions or requests for further information pertaining to this report.

Yours sincerely,

Dr. Neil C. Olson

Dean of the School of Veterinary Medicine

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# St. George's University

## Response to the RCVS Recommendations and Suggestions

June 26, 2019

### **STANDARD 1 – Organisation**

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RCVS: No recommendations or suggestions.

### **STANDARD 2 – Finances**

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RCVS: No recommendations or suggestions.

### **STANDARD 3 – Facilities and Equipment**

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#### **RCVS Commendations:**

13. The school is to be commended on the new Belford Center building which provides a large well equipped and maintained fitness centre and underneath has an open sided, covered, patio area incorporating spaces for student group study, recreation and food provision. This is positioned with views out to sea and was designed and built in response to requests from the students for more facilities for exercise, study and recreation with an emphasis on wellbeing.
14. The school is to be commended on its attention to the continuing safety and security of everyone at the vet school which has been provided for by the health and safety management programme. This was commented on and much appreciated by the students who reported that they felt safe and well cared for, both on and off campus, by the provision of security arrangements coordinated from the Command Center.

### **RCVS Recommendation:**

15. The School must encourage good standards of animal welfare in all facilities used for student teaching. Animals in the lairage at the abattoir must have access to piped water.

### **SGUSVM RESPONSE AND ACTION:**

#### **Comments Regarding Animal Welfare and the Mirabeau Abattoir, located in the parish of St. Andrew's, Grenada**

Following recent discussions with the Chief Veterinary Officer/Ministry of Agriculture (Dr. Kimond Cummings) and Abattoir Operations Officer (Amanda Francis), the expected improvement in general animal welfare and upgrading the lairage facility was emphasized and necessary steps agreed upon. Please see letter of commitment from the Chief Veterinary Officer/Ministry of Agriculture in **Appendix A**.

The facilities upgrade, which will address standards of animal welfare, will also be complimented with a training course towards informing practice on the use of the facilities. Additionally, as part of its community outreach education, SGU's Institutional Animal Care and Use Committee (IACUC) will deliver a training program to farmers, butchers and abattoir workers on Animal Welfare. The training program will be based on the Department of Environment, Food and Rural Affairs (DEFRA) Guidance on Animal Welfare in transport, at markets and at slaughter: (<https://www.gov.uk/guidance/animal-welfare>). The expectation is that this will ensure compliance with standards of care and use of animals in the abattoir facility and, in accordance with RCVS recommendations, encourage good standards of animal welfare in all facilities used for student teaching.

Furthermore, as of the date of this correspondence, SGUSVM has already undertaken the following action:

At the Abattoir, the following steps have been initiated:

- All water for use at the abattoir is pipe borne (potable) of international standards (see **Figure 1**).
- For swine, individual pig nipple drinkers (see **Figure 2**) will be installed within each stall of the swine lairage. The nipples will be connected to a piped water source emanating from tanks shown in **Figure 1**.
- For large and small ruminants, water will be provided within the lairage using multiple 14 L construction buckets (see **Figure 3**). Each bucket will be hung at an elevated level on the interior wall of the lairage. Using a hose, water levels will be maintained by transferring potable water from the tanks (see **Figure 1**) to the buckets.

We note that a water trough at the lairage in the sections for cattle and small ruminants would normally be ideal. However, it was determined that in this instance, this option would be problematic because the animals are individually owned, they come from different farms, and they are restrained separately (hence the use of separate buckets).



Figure 1. Water supply and storage



Figure 2. Pig nipple drinker



Figure 3. 14 L construction buckets

### **Comments Regarding Animal Welfare and Teaching at the Large Animal Resource Facility (LARF):**

The large animal teaching herd is monitored closely by the clinicians and the University Attending Veterinarian. Some of the adaptations that were made in the recent past to improve animal welfare include the following:

- 1) A sand area was created at lower LARF to make sure that teaching animals can rest on a soft surface.
- 2) Larger fans have been ordered to make sure that the horses in the stalls are living there under acceptable temperatures with the additional benefit that the exposure to flies and mosquitos is reduced due to the improved air flow. Additional fans have been ordered to optimise the entire teaching area in which the teaching herd is being used for clinical skills labs.
- 3) Drainage and fences have been enhanced for the upper and lower LARF area resulting in an improved living environment.
- 4) Horses wear face masks during the day to decrease the risk of Habronemiasis.
- 5) Cattle are moved to a larger off campus location lush with pasture (Mt. Hartman) during exam weeks and the summer and winter breaks. Guards observe the herd 24 hours/day and farm assistants visit the herd twice a day to feed and clean the area.
- 6) The horses are exercised by faculty members during the weekend which is beneficial for both the horses and faculty members.
- 7) Several initiatives for enrichment of the environment like skippy balls and slow feeders have been installed.

### **Comments Regarding Animal Welfare and Teaching at the Small Animal Clinic (SAC) and Junior Surgery and Anesthesia Laboratory (JSAL):**

All small animals that present to one of our clinical services or laboratory activities are considered an opportunity for educating students on animal welfare. As part of the SAC community practice and JSAL activities, students are involved in all aspects of case management including the learning of animal welfare for small animal patients. Students assisted by faculty at the SAC and JSAL participate not only in developing a diagnostic and treatment plan, but also in the guidance of after care and wellbeing that is presented to each pet owner. Thus, students gain experience and awareness to perform in a more effective manner as professionals. That implies guidance on giving vaccines, on tick/flea preventatives, treatment for parasitic and other infectious diseases as part of the wellbeing and safety of the patients. Every student involved in this experience receives formative feed-back designed to improve not only clinical and procedural skills, but also to enhance communication skills.

### **Comments Regarding Animal Welfare and Teaching as They Relate to the University Attending Veterinarian:**

The SGU Attending Veterinarian is responsible for overseeing the care and use of animals (including SGU security dogs and LARF-owned animals) and for provision of adequate veterinary care, mainly by ensuring that animal care staff adequately looks after their charge and by delegating to other veterinarians within the SVM.

Animal Care Staff are in charge of:

- 1) Ensuring availability of appropriate facilities, personnel, and equipment to allow for normal behavioural patterns.
- 2) Daily observation of all animals to assess their health and well-being.

Aspects of animal welfare are manifold, and are met with the points mentioned above-ultimately aimed at the timely recognition and alleviation of anything that would cause physical or emotional suffering. The husbandry conditions and routines for monitoring SGU-owned animal's wellbeing are checked and audited once per year. All animals used for teaching purposes require an approved IACUC form. If there are IACUC concerns regarding animal welfare, the University Veterinarian monitors the teaching session to evaluate the impact on animal welfare and make recommendations for improvement, or the University Attending Veterinarian will relay observations to the IACUC to change the approval (adding conditions) or revoke the approval.

In addition, a Pain Management Selective has been offered every term since 2017 where animal welfare is a major topic and it is discussed for companion animal, food animals and laboratory animals. Research studies have been performed in dogs to look at the ability of the SGUSVM clinician to appropriately recognize pain as well as assessing and treating the problem. The results are used to make recommendations for improvement of pain management in client-owned animals at SGUSVM.

### **Other Comments:**

Please see Standard 4, item 5 for additional comments regarding animal welfare and teaching as part of a new laboratory animal medicine rotation.

## **STANDARD 4 – Animal Resources**

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### **RCVS Commendation:**

16. The junior surgery rotation, giving as it does, exposure to case responsibility pre, during and post-surgery, is commendable particularly as it is occurring in the third year of the programme. It is excellent preparation for students prior to their fourth year at affiliated schools.

### **RCVS Recommendation:**

17. The School must find ways of increasing exposure to normal/healthy small companion animals, such as rabbits and guinea pigs. A student led initiative to keep a small number of rabbits and guinea pigs may give the students an opportunity to observe the normal behaviour and husbandry of small animals that they may see during the clinical years.

### **SGUSVM RESPONSE AND ACTION:**

Following the RCVS site visit, we identified an opportunity for a laboratory animal medicine rotation experience at the University of the West Indies (UWI), School of Veterinary Medicine (SVM), Animal House Facility (AHF), Trinidad. The Director for the UWI, SVM, AHF, Dr. Jenelle Johnson serves as a member of SGU's IACUC and partners with SGU on training activities and research collaboration involving laboratory animals. The AHF is a breeding and housing facility that provides animal husbandry services for laboratory animals used in biomedical research, including rabbits, guinea pigs, rats and mice. The AHF is staffed by 4 full time animal care technicians who provide routine daily care (365 days a year) for all laboratory animals housed.

Environmental conditions at the AHF for each species are maintained as specified in the National Research Council's Guide for the Care and Use of Laboratory Animals and the United States Animal Welfare Act. The AHF animal census conducted through weekly scanning (animal counting) recorded as of May 10, 2019: 60 rabbit breeding pairs, 30 guinea pigs breeding pairs, 40 shoebox cages of breeding rats (1 male and 1 female with litter), 40 cages of gang caging of breeding rats (1 male and 2 females with litter) and 40 gang cages of breeding mice (20 per cage). The laboratory animal medicine rotation will occur as a 3-day experience where students (3-5 per rotation) will gain instruction in laboratory animal house management, observation and practice of biosecurity standards, husbandry practices, animal handling and record keeping.

In addition, the SVM ambulatory rotation service, in which students in their third year have access to a population of large animals on the Island, also has clients that house rabbits. Thus, as an additional response to this RCVS Recommendation, we now schedule ambulatory visits in such a way that every student has the opportunity during their 2 week rotation to visit at least one such farm giving them the opportunity to observe the normal behaviour and husbandry of these small animals.

Finally, we will be working with our students and student clubs to identify a pool of pet rabbits and guinea pigs that can be made available for routine clinical examination and assessment of husbandry practices.

## **STANDARD 5 – Information Resources**

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### **RCVS Suggestion:**

18. The School should continue to monitor student study spaces in light of the increasing student numbers across the campus.

### **SGUSVM RESPONSE AND ACTION:**

The Dean and 2-3 Associate Deans meet with the Student Government Association (SGA) at least once per semester to discuss issues concerning SVM students. Immediate concerns can be raised by SGA Class Representatives to the SGA Faculty Advisor and/or directly reported to the Dean or responsible Associate Deans. It is through this venue we are able to be kept apprised of the availability of student study spaces and to advance solutions as problems arise.

## **STANDARD 6 – Students**

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### **RCVS Commendation:**

19. The visitors commend the excellent support for student wellbeing provided by the University, and in particular the Academic Enhancement Program (AEP) which supports students identified as requiring additional academic assistance as they transition into the programme.

### **STANDARD 7 – Admission and Progression**

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RCVS: No recommendations or suggestions.

### **STANDARD 8 – Academic and Support Staff**

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#### **RCVS Commendation:**

20. The School is to be commended on the strong spirit of collegiality and camaraderie within the faculty and staff of the School, which is recognised and appreciated by the students.

#### **RCVS Suggestion:**

21. The SVM should continue its work on a review of promotions criteria which is due to be completed by the end of 2019. The visiting team look forward to seeing updates on this situation, should accreditation be granted, through the routine annual monitoring process.

#### **SGUSVM RESPONSE AND ACTION:**

Initiatives have been taken by the SVM Executive Committee, in collaboration with the Dean, to undertake a thorough review of the promotion criteria. The SVM will provide regular updates regarding the review, development and implementation of the promotion process through the routine annual monitoring of reports.

### **STANDARD 9 – Curriculum**

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#### **RCVS Suggestion:**

22. The SVM should continue to implement its plans to ensure students on the GVH track have access to commercially run full throughput red and white meat abattoirs as part of the Food Hygiene and Meat Inspection course.

#### **SGUSVM RESPONSE AND ACTION:**

The course PTHB 541: Food Hygiene and Meat Inspection, a required course for GVH track students includes full throughput meat processing and inspection experiences for both red meat and white meat. DVM students in the GVH track will visit the local abattoir in Mirabeau, Grenada, as well as the one-week intensive abattoir experience at Bristol University.

As of May 2019, GVH track students will also complete a one-day site visit at the Arawak Company Ltd, Trinidad ([http://www.arawak-tt.com/about\\_us.html](http://www.arawak-tt.com/about_us.html)), a full commercial integrated poultry company as part of the course PTHB 541: Food Hygiene and Meat



Inspection. Please see letter of commitment in **Appendix B**. Students will gain experience from the company's veterinarian and animal health officers in the facilities of the feed mill, hatchery and tunnel-ventilated farm houses as well as from governmental animal health officers in inspection at their poultry processing plants with an average of 50,000 broiler birds processed per day. Students will gain experience and practice biosecurity measures and the role of function of the veterinarian and animal health officers in the company. Students will also observe additional and downstream processing of poultry-based food products and HACCP protocols in the processing of burger patties, sausages, hotdogs and sliced meat products.

Additionally, GVH track students will complete a one-day experience at the Nordstrom Fish Company in Gouyave, Grenada. Nordstrom Fish company processes marine fish species caught in Grenada and processed for both local consumption and the export market into European countries including Norway, which is the home country for the company. Standards for export into the European Union are met through the facility, its practices and inspection of its products. The company's products include halved fish carcasses, filleted fish products, fish steak and ground fish products. SGUSVM students annually participate in this one-day fish processing and inspection experience and is a requirement for the course PTHB 541: Food Hygiene and Meat Inspection.

#### **STANDARD 10 – Assessment**

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RCVS: No recommendations or suggestions.

#### **STANDARD 11 – Research Programs, Continuing and Higher Degree Education**

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RCVS: No recommendations or suggestions.

#### **STANDARD 12 – Outcomes Assessment**

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##### **RCVS Commendation:**

11. SVM is commended for the development of an Outcomes Assessment Committee which ensures holistic oversight of all outcomes assessment data and a robust approach to quality assurance.

##### **RCVS Suggestion:**

12. The SVM should continue the good work in developing and mapping Programme Learning Outcomes to assessments to facilitate future tracking of the development of clinical competences at the individual student level.

##### **SGUSVM RESPONSE AND ACTION:**

SGUSVM's Programme Learning Outcomes (PLOs) are currently being updated (May 2019) to consolidate the curricular standards of both accreditation bodies, namely the RCVS Day-1-Competences and the AVMA Clinical Competences. From Fall 2019 onwards, every course will tag their exam questions in ExamSoft to SGUSVM's PLOs and to Course Learning Outcomes (CLOs). This will create a record of how well PLOs and CLOs are covered in our program and every course, and will also highlight any deficiencies in coverage. Feedback is

given to every student and they will be able to analyse their development in these competences (clinical, core medical knowledge and professional attributes) as they progress along the 3-year curriculum. Clinical competences in the fourth-year clinical rotation are routinely assessed by SGU/SVM affiliates and they are mapped with the PLOs. The outcome assessment committee will compile and critically analyse the data in relation to the student's achievement of clinical competences to promote the necessary feedback loops to reinforce, adjust, and improve the curriculum.

## Appendix A

### Letter of Commitment from the Chief Veterinary Officer/Ministry of Agriculture

**From:** Kimond Cummings <[Kimondcummings@outlook.com](mailto:Kimondcummings@outlook.com)>  
**Sent:** Thursday, May 30, 2019 4:43:38 PM  
**To:** Bowen Louison  
**Subject:** RE: WATER SITUATION AT MIRABEAU ABATTOIR

Hello Dr. Bowen,

Thanks for the feedback on the RVCS team visit to the Mirabeau Abattoir. The Ministry of Agriculture and Lands together with the Ministry of Works have shared resources and consultation time with the Abattoir team to address those issues.

We acknowledge the importance of animal welfare and as a result have made strong efforts to ensure that water is available ad lib to every animal at the facility. Meanwhile, there are buckets erected at strategic positions inside the pens to provide a temporary solution to the problem. A plumber was contracted to ensure permanent fixtures of pipes.

Again thank you for the feedback and looking forward to giving you more updates as we work towards rectifying the problem. After its completion I would schedule a visit with you.

Regards,

Dr. Cummings,

CVO

## Appendix B

### Letter of Commitment from the Chief Veterinarian at Arawak Company, LTD.

# Poultry Production and Processing Experience

shayne@arawak.email

Fri 6/7/2019 7:33 AM

To: nolsen@sgu.edu <nolsen@sgu.edu>;

Cc: Satesh Bidaisee <SBidaisee@sgu.edu>;

Dear Dr. Olsen

On behalf of Arawak Company Ltd, we welcome the opportunity to provide your veterinary students a completely integrated commercial poultry operation experience that includes a grain and feed mill, hatchery, broiler farms and processing plant.

As the company veterinarian, I will supervise students tour of the facilities, conduct a presentation on modern broiler production, the role of the veterinarian in commercial poultry production, inspection and processing. Your students will experience will meet the requirements for commercial, full throughput processing and inspection for poultry as part of your course PTHB 541: Food Hygiene and Meat Inspection.

We look forward to the experience for your students which we can begin to accommodate from June 9th 2019 and there afterwards.

Best Regards,

Dr. Shayne Ramsubeik  
Veterinarian  
Arawak Company Ltd  
Mausica Road, D'Abadie,  
Republic of Trinidad & Tobago.