Criteria and guidance for RCVS approval of veterinary degree courses in the UK and overseas

incorporating the requirements and indicators of EAEVE\(^1\) for the evaluation of veterinary training in Europe

November 2011 edition

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\(^1\) The European Association of Establishments for Veterinary Education
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Introduction

This document sets out the Royal College of Veterinary Surgeons’ (RCVS) criteria and procedures for the evaluation and approval of veterinary degree courses in the UK and overseas. It sets out the legal framework for RCVS’s duties, describes the process, and sets out the detailed criteria against which courses are judged. It is subject to review on a regular basis, particularly in the light of developments within the European Association of Establishments of Veterinary Education (EAEVE). It should be used as the definitive reference document for universities preparing for visitations, as well as by RCVS visitors.

The legal basis of the RCVS visitation process

1. It is a legal requirement that veterinary surgeons who wish to practise in the UK must be registered as members of RCVS. In order to register, applicants must either hold a registerable degree, or alternatively must pass the RCVS statutory membership examination. Graduates of UK veterinary schools that have been granted a ‘recognition order’ by the Privy Council are entitled to register automatically with RCVS.

2. RCVS Council has a duty, under Section 5 of the Veterinary Surgeons Act 1966 (amended), to supervise courses of study followed by students training to be veterinary surgeons in the UK. RCVS has to be assured that “the courses of study to be followed by students training to be veterinary surgeons and the standard of proficiency required for registration in the register shall be such as sufficiently to guarantee that persons registered in the register will have acquired the knowledge and skill needed for the efficient practice of veterinary surgery and will have satisfied the requirements of Article 38 of Directive 2005/36/EC, as read with Article 22(a) of that Directive;”

3. The Act allows RCVS to appoint visitors “…to visit the universities for which recognition orders are in force or are proposed to be made, and any other universities which for the time being provide or propose to provide courses leading to examination by the College, and to report on the courses of study, staffing, accommodation and equipment available for training in veterinary surgery and the other arrangements and facilities for such training.” (Section 5.2, Veterinary Surgeons Act 1966) and also to “…appoint persons to attend at examinations in any aspect of veterinary surgery at universities for which recognition orders are in force or are proposed to be made and to report to the Council as to the sufficiency of the examinations and as to such other matters relating thereto as the Council may require.” (Section 5.3, VSA)

4. Approval of a course of study at a UK veterinary school is made by Privy Council which grants a “recognition order” to the degree. This is done after consultation with the Council of RCVS, which is in turn advised by its Education Policy & Specialisation Committee (EPSC). EPSC, advised by the Primary Qualifications Sub-Committee, appoints visitors to inspect the UK veterinary schools, and the report of the visitors is forwarded to the Privy Council to advise on the course’s initial or continued
recognition. Under Section 3 of the 1966 Act, those who hold a degree from a UK veterinary school which has received a recognition order are entitled to be registered as Members of RCVS. Members then have the right to practise veterinary surgery in the UK. Graduates who hold a UK degree recognised for registration purposes by RCVS, and who have European Community rights, will also be entitled to practise in other European Union (EU) member states under the terms of Directive 2005/36/EC.

5. RCVS is bound not only by the Veterinary Surgeons Act, but also by European Directives on the mutual recognition of qualifications, Directive 2005/36/EC, which sets out minimum training requirements for veterinary surgeons throughout the European Union. Visitations to European schools are conducted on a voluntary basis by the European Association of Establishments for Veterinary Education (EAEVE) in association with the Federation of Veterinarians of Europe (FVE). These visitations are co-ordinated with those of the RCVS.

6. RCVS uses the EAEVE evaluation criteria in their entirety for its visitations in order that common standards can be applied across Europe. However, the procedures for conducting visits and the subsequent reporting arrangements differ slightly between RCVS visits and EAEVE visits. At least two EAEVE nominated visitors are included in RCVS visitations to UK schools and RCVS visitation reports are discussed by the joint education committee of EAEVE and FVE (called ‘ECOVE’), which determines whether the course has met European requirements and, if so, adds the course to its list of positively evaluated schools. EAEVE visits to European schools outside the UK are conducted in accordance with EAEVE’s standard operating procedure. More information about EAEVE’s procedures, together with a list of European veterinary schools and their EAEVE approval status is published at www.eaeve.org.

7. With effect from 2008, EAEVE introduced a two stage evaluation process. The first stage is designed to ensure that a course meets the minimum requirements for training set out in the EU Directive. Satisfactory completion of Stage One leads to “approval” by EAEVE. Stage Two is designed to assess the quality assurance procedures in place within a veterinary school. Satisfactory completion of Stage Two leads to EAEVE “accredited” status, and cannot be granted unless the requirements of Stage One have been met. RCVS runs these two stages together during a single visitation, and satisfactory completion of both stages will be required before RCVS accreditation can be granted.

Approval of veterinary degree courses outside the UK

8. Veterinary schools in the European Union that are members of EAEVE are subject to EAEVE’s evaluation procedure. EU citizens who have graduated from an EU veterinary school (and certain others who hold “community rights” are entitled to register as members of RCVS under the terms of the EU Directive on the recognition of professional qualifications, 2005/36/EC.

9. Recognition of qualifications awarded by veterinary schools outside the EU is a matter for RCVS Council. The policy for approving such qualifications is attached at Annex 8. To be recognised by RCVS, overseas qualifications must meet the same standards as those awarded in the UK and
Europe, and RCVS policy is that the approval process must include a visitation, whether undertaken by RCVS, or by another accrediting body approved by RCVS.

10. Approval of degree courses in Australia and New Zealand is based on an agreement between RCVS and the Australasian Veterinary Boards Council Inc. (AVBC Inc.). The agreement allows for the mutual recognition of accrediting systems of the two organisations, and there is an exchange of observers on visits undertaken by each organisation. The agreement was first approved by RCVS on 16th May 2000, revised in February 2002, and again in 2005 (see Annex 9).

11. For North American veterinary schools, RCVS has an agreement with the American Veterinary Medical Association (AVMA), whereby it receives copies of AVMA accreditation reports and is able to send observers on AVMA site visits. RCVS uses AVMA accreditation reports, together with results from an applicant’s North American licensing examination as well as information from the applicant’s course transcript, to inform its decisions on the registration of applicants with AVMA accredited degrees. RCVS must be assured that the applicant’s qualification is at a comparable standard to UK degrees, and meets the minimum training requirements described in the EU Directive.

12. Any other veterinary school (outside Europe) which wishes its graduates to have the right to practise in the UK must apply to RCVS for approval, and follow the visitation process as it applies to UK schools. The full cost of such overseas visitations is met by the school being visited.
Requirements placed on veterinary schools by UK and EU legislation

13. As noted above, the education of veterinary students in the UK is subject to both UK and EU legislation, i.e. the Veterinary Surgeons Act 1966 and the European Directive 2005/36/EC.

14. The European Directive sets out minimum training requirements for all European veterinary surgeons, and requires all EU member states to recognise the professional qualifications awarded to EU nationals from any other member state. Article 38 of the Directive states that

“training as a veterinary surgeon shall provide an assurance that the person in question has acquired the following knowledge and skills: –

a. adequate knowledge of the sciences on which the activities of the veterinary surgeons are based
b. adequate knowledge of the structure and functions of healthy animals, of their husbandry, reproduction and hygiene in general, as well as their feeding, including the technology involved in the manufacture and preservation of foods corresponding to their needs
c. adequate knowledge of the behaviour and protection of animals
d. adequate knowledge of the causes, nature, course, effects, diagnosis and treatment of the diseases of animals, whether considered individually or in groups, including a special knowledge of the diseases which may be transmitted to humans
e. adequate knowledge of preventive medicine
f. adequate knowledge of the hygiene and technology involved in the production, manufacture and putting into circulation of animal foodstuffs or foodstuffs of animal origin intended for human consumption
g. adequate knowledge of the laws, regulations and administrative provisions relating to the subjects listed above
h. adequate clinical and other practical experience under appropriate supervision.”

15. According to Article 38 of the European Directive,

“the training of veterinary surgeons shall comprise a total of at least five years of full-time theoretical and practical study at a university or at a higher institute providing training recognised as being of an equivalent level, or under the supervision of a university”.

Annex V.4 of the Directive specifies the minimum subjects (see below) which must be covered in the programme, and states that

“Instruction in one or more of these subjects may be given as part of, or in association with, other courses... The distribution of the theoretical and practical training among the various groups of subjects shall be balanced and coordinated in such a way that the knowledge and experience may be acquired in a manner which will enable veterinary surgeons to perform all their duties”.
i  **Basic subjects:**

Physics, chemistry, animal biology, plant biology, statistics (biomathematics). (It has been accepted that some of these subjects will be studied at 'A' level or its equivalent in the UK.)

ii  **Specific subjects:**

**Group 1: Basic sciences**
Anatomy (including histology and embryology), physiology, biochemistry, genetics, pharmacology, pharmacy, toxicology, microbiology, immunology, epidemiology, professional ethics

**Group 2: Clinical Sciences**
Obstetrics, pathology (including pathological anatomy), parasitology, clinical medicine and surgery (including anaesthetics), clinical lectures on the various domestic animals, poultry and other animal species, preventive medicine, radiology, reproduction and reproductive disorders, veterinary state medicine and public health, veterinary legislation and forensic medicine, therapeutics, clinical methodology (propadeutics)

**Group 3: Animal production**
Animal production, animal nutrition, agronomy, rural economics, animal husbandry, veterinary hygiene, animal ethology and protection

**Group 4: Food hygiene**
Inspection and control of animal foodstuffs or foodstuffs of animal origin, food hygiene and technology, practical work (including practical work in places where slaughtering and processing of foodstuffs takes place).

16. Neither the Veterinary Surgeons Act nor the Directive requires all veterinary schools to have the same curriculum. The objective (stated in the terms of reference of the EEC's Advisory Committee on Veterinary Training in 1998) is that the courses of training shall be of a comparably high standard. The objectives are as follows:

- **Veterinary training institutions are to provide adequate, ethical, research-based veterinary training which enables veterinary students to examine and treat sick animals, contribute to animal production whilst maintaining the animals’ health and welfare, protect humans from zoonoses and ensure high-quality food products of animal origin for human consumption. The training must cover the broad requirements for veterinary graduates in the individual states, and comply with the EU Directives in the case of EU Member States.**
- **In addition the institutions should conduct research, provide postgraduate and specialist training and play a role in continuing veterinary education.**
- **They should, furthermore, provide services to members of the veterinary profession and the community as a whole.**
Interpreting the EU requirements in the UK context

RCVS principles for the primary veterinary degree

17. As the structure of the veterinary profession varies somewhat in different EU countries, there needs to be an element of national interpretation of the EU requirements. As far as the UK is concerned: it is RCVS’s firm view\(^2\) that the veterinary degree should provide a broad, vocationally directed, science-based education sufficient to prepare graduates for life-long development within diverse veterinary careers. In deciding the importance which should be attached to various subjects and the type of instruction which should be given, the demands upon the profession in the UK indicate that the greatest emphasis should be placed upon training of a clinical nature. The degree should cover clinical training across all common, domestic species, and all students must have acquired the ‘day one’ competences by the time they graduate. (See Annex 4 for the Day One Competences.)

18. The well being of animals and the protection of public health should be the primary concerns of the course.

19. The course may be designed to allow for ‘pre-registration differentiation’, through a curriculum covering core and elective subjects. In seeking to provide a range of elective choices for students, RCVS is keen to see veterinary schools collaborate in order to optimise the deployment of resources and expertise. RCVS does not require every veterinary school to provide specialist teaching and facilities in every single discipline and species from its own immediate resources, although all students must have access at least to the facilities and teaching required to enable them to meet the Day One Competences. This may be provided through collaborative arrangements if necessary.

20. Vertical integration of subject matter within the curriculum is to be encouraged, to emphasise to students the relevance of basic sciences to clinical studies, and vice versa.

21. Students must become familiar with the principles and guidance in the RCVS’s Guide to Professional Conduct as they embark on their clinical studies.

22. Generic clinical skills, such as history taking, problem solving, sample collection, evaluation of data and communication skills, must be emphasised throughout the course. Students should be encouraged to develop not only an understanding of scientific methods but also their powers of deductive thought and of communication with others. Formal training in communication skills is particularly important to ensure that graduates are able to communicate effectively with clients and the general public, as well as with their peers and colleagues.

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23. University selection procedures must ensure that students admitted to the professional veterinary degree course have received (prior to their entry to the undergraduate course) not only a good grounding in appropriate science subjects but also a broad education in more general areas. This all-round capability should be nurtured throughout the course.

24. Alternative entry routes into the veterinary degree course may be offered by the university, but the programme must be structured in such a way that all students, regardless of their initial starting point, meet the RCVS Day One Competences by the time they graduate with the professional veterinary degree. (Examples of alternative routes may include: accelerated programmes for graduate entrants with relevant degrees, foundation/conversion programmes for students without the pre-requisite science qualifications, or for those transferring from relevant vocational programmes.)

Extra-Mural Studies (EMS)

25. Extra-Mural Studies (EMS) has a long tradition in UK veterinary training, and constitutes an important component for all courses. RCVS reviewed its policy on EMS in 2009, and the current requirements and guidelines on its implementation are attached at Annex 5.

26. EMS must be organised as an integral part of the degree course and students’ experience must be monitored and recorded.

27. RCVS recommends that students spend twelve weeks of EMS at an early stage in their course gaining practical experience of working with normal healthy animals and of becoming acquainted with animal production in different livestock enterprises.

28. It is essential that students, whatever their backgrounds or projected forms of veterinary activity, acquire a varied experience of clinical practice. In addition to the clinical instruction and experience received during the course students are required to spend at least 26 weeks gaining extra-mural experience in clinical settings in general practice and other veterinary working environments. The precise allocation of time within EMS may vary according to the interests and training needs of the student – see Annex 5 for further guidance.

Veterinary Public Health

29. In view of the importance of this subject and the need to ensure a common understanding of its place in the curriculum, RCVS has endorsed guidelines produced by the UK Heads of Veterinary Schools on the teaching of veterinary public health in the undergraduate curriculum. These are set out at Annex 6.

Ongoing monitoring of veterinary schools by RCVS

30. As well as undertaking visitations to veterinary schools to supervise courses of study and observe examinations, RCVS has additional powers under the Veterinary Surgeons Act to require any university
for which a recognition order is in force to provide it with such information as may be required on the
courses of study and the examinations leading to the veterinary degree. RCVS accordingly collects data
from each university annually relating to numbers of students and staff, clinical case numbers and other
matters that may affect the course. These data are used to monitor trends at each university between
visits. Data which could indicate possible adverse effects on the training of students would be further
investigated with the university concerned, either through written enquiries and/or meetings with staff, or
by conducting an additional visitation outside the normal visit schedule.
The RCVS visitation process

31. The RCVS visitation process consists of the following components:

   a. an internal audit and the preparation of a self-evaluation report (SER) by the veterinary school. The SER must follow a standard format, as set out by EAEVE, including statistical indicators, which allows comparisons to be made between visits to a school and gives an assurance that the necessary standards are being achieved.

   b. a visit by RCVS and EAEVE appointed experts to the school/Faculty to inspect the establishment in accordance with agreed evaluation criteria, and to verify the details set out in the SER. A full visitation typically takes place over 4 or 5 days and takes place at least once every 10 years. The visitors consider evidence of standards provided by the school in documents such as external examiners’ reports, teaching and learning materials, and the physical facilities used by students. Meetings are held with representatives of the following groups to discuss the operation of the course and plans for the future, both in terms of curriculum development and delivery, and resourcing:

      • academic staff (including those from other faculties and those involved in extramural studies (EMS) and continuing professional development (CPD)
      • undergraduate and postgraduate students
      • administrators, officers and senior managers of the university
      • if available, EMS placement providers, employers and other practitioners involved with the school.

   c. On completion of the visit, a report is prepared by the visitors, noting strengths and weaknesses of the course and the extent to which it meets RCVS and European requirements. The report will also give advice on ways in which the university might try to correct any deficiencies and weaknesses.

   d. Visitors may, if they wish, undertake a further visit later in the year to observe the university’s examinations and to report on their sufficiency.

   e. The report on the visitation is prepared by the visitors. The university is given the opportunity to comment, firstly on factual accuracy of an early draft version, and then formally on the final version which is then received by RCVS Education Policy & Specialisation Committee.

   f. The visitors’ report is presented first to RCVS’s Primary Qualifications Sub-Committee (PQSC) before formal comments are invited from the University. PQSC may at this stage seek further clarification from the chairman of the visitors before confirming the recommendations to be made to the university. After PQSC has agreed the visitors’ recommendation, the university is invited to submit its formal comments on the report. The Veterinary Surgeons Act allows for a two month consultation period, and ensures that the university’s comments on the report are fully taken into account before final decisions on accreditation are made. The final report plus the university’s comments are then considered by RCVS Education Policy & Specialisation Committee, and a recommendation is made to Council. For UK Schools, RCVS recommends to Privy Council whether the course should continue to be recognised. For non-UK schools, RCVS will decide on
accreditation. The final report on a visitation to a UK school is also sent for consideration by the joint education committee of EAEVE and FVE ("ECOVE"), the Quality Assurance Agency, the Australasian Veterinary Boards Council (Inc)\(^3\) and the South African Veterinary Council. The executive summary of the report will be published on the RCVS website, and RCVS will make the full report available to any organisation or individual who requests it.

32. The joint education committee of EAEVE and FVE, in considering UK visitation reports, decides whether the school should be included on the EAEVE list of visited and approved institutions which is published on its website at www.eaeve.org. The chairman of the visitors and the dean of the school are invited to a meeting of the EAEVE/FVE joint ECOVE committee to clarify issues arising from the report, to assist EAEVE/FVE reach its decision. EAEVE publishes the executive summaries of visit reports on its website and encourages veterinary schools to publish their self-evaluation reports in full on their own websites. Schools which meet EAEVE’s requirements for Stage One of the evaluation process will be deemed to be “approved” by EAEVE. Those that also meet the requirements for Stage Two will be deemed to be EAEVE “accredited”.

Criteria for determining approval by RCVS

33. In order for the course of study to be recommended for approval by RCVS, the school must have met, or have exceeded:
  - all the requirements for Stage One, Requirements 1.1 to 1.10 inclusive,
  - plus the additional RCVS requirement relating to Extra Mural Studies, number 1.14 in Annex 1,
  - plus items 1 - 6 of Stage Two, covering the quality assurance arrangements for key aspects of the course.

34. If a school is considered to have one or more significant shortcomings in the Stage One Requirements 1.1 – 1.10, such that it could be seen as not meeting the minimum requirements of the EU Directive, then this will be identified as a ‘Category 1 deficiency’ and the school will need to take urgent steps to rectify the problems identified. In some instances, the visitation team may consider that full compliance can be achieved relatively easily and in a short period of time – in which case this should be recorded. A ‘Category 1 deficiency’ is defined by EAEVE as "a major weakness which, if allowed to persist, could lead ECOVE (the joint education committee of EAEVE and FVE) to consider that the training given does not conform to the requirements of Directive 2005/36/EC." If the visitors consider that there is evidence of a ‘Category 1 deficiency’, then this must be identified in their report and cross-referenced to the relevant section of the European Directive. Consideration must be given as to whether any such deficiencies are capable of being rectified within a 2 – 4 year period. This will affect whether to grant conditional approval.

35. Requirements 11 - 13 of Stage One, and 7 – 10 of Stage Two will be considered in relation to the overall academic environment in which the students are educated, and recorded as such.

\(^3\) RCVS’s agreement with AVBC allows for a copy of the draft report to be sent to AVBC. However, any decision by AVBC concerning recognition of a degree course in Australia or New Zealand would await receipt of the final report including the university's comments.
Range of recommendations available to the Visitors

Recognition of the veterinary degree

36. If, on balance, the university is deemed to have substantially complied with all the requirements of RCVS and EAEVE, the visitors will recommend that the course is recognised, or continues to be recognised by RCVS for purposes of registration and membership of RCVS.

37. The university will be invited to send an annual written report to RCVS reporting on the university’s progress in implementing the visitors’ recommendations and suggestions, and reporting on any other significant changes. This will be considered by the Primary Qualifications Sub-Committee. In some cases, depending on the nature of the recommendations, RCVS may undertake a follow-up visit by some or all of the visitors to assess progress.

Conditional approval of the veterinary degree

38. With effect from October 2003, RCVS introduced a category of “conditional approval” for its visitation reports. Conditional approval will apply where either

   a. there are documented category 1 deficiencies which are likely to be rectifiable within a two year time frame, or

   b. bearing in mind that the UK has some specific requirements in addition to those of the EC, there are one or more deficiencies that have the potential to have a negative impact upon the quality of education, which are deemed to be of a potentially transient nature.

In the event of receiving “conditional approval”, the school will be required to rectify the stated deficiencies within a two-year period, and a revisit will be undertaken at the end of that time to assess the status.

39. If, at the end of the two-year period, substantial progress has been made, but full compliance with the recommendations not yet established, a further period of two years may be permitted at the discretion of the RCVS Education Policy & Specialisation Committee. A final decision, either positive or negative, will be made no later than four years after the visit.

40. RCVS has a statutory duty to make recommendations regarding the approval of UK veterinary schools to Her Majesty’s Privy Council. In the case of a school receiving “conditional approval”, the final recommendation to the Privy Council would be made at the end of the two-year period, or the four-year period, as appropriate.

Decision not to recognise the degree, or to remove recognition

41. If it is agreed that the university’s degree course falls substantially short of meeting the requirements, and is unlikely to be in a position to meet them, or to rectify the major deficiencies within a 2 – 4 year period, then - for UK degrees - RCVS will recommend to Privy Council that the course is not
recognised for registration purposes. It is extremely unlikely that visitors would recommend removal of recognition as a result of carrying out a single visit, but it is possible that this recommendation would be made following a revisit if the veterinary school had failed to remedy weaknesses found during an earlier visitation. In the event of a recognition order being suspended or revoked by the Privy Council, discussions would then need to be held with RCVS regarding arrangements for students already on the course. Under the terms of the Veterinary Surgeons Act 1966, the Privy Council may direct the RCVS to hold examinations in veterinary surgery for students attending a university whose recognition has been revoked. Students passing any such examination would then be entitled to be registered as Members of RCVS. In the case of non-UK degrees outside the European Extended Area, graduates who wished to become members of RCVS would need to pass the statutory examination for membership after they had graduated.

**Guidance on the compilation of the Self-Evaluation Report**

42. The process of evaluation begins with the preparation and submission of the Self-Evaluation Report (SER) by the school before the visit. It is the cornerstone of the visitation and evaluation process and should be carefully prepared and started well in advance of the visit, preferably around a year in advance of the visit.

43. The report must contain, in standardised form, full but concise quantitative and qualitative data to allow the visitors to make a proper evaluation of the training of veterinary surgeons in conformity with Directive 2005/36/EC. Although RCVS will run both Stages of the EAEVE evaluation process together, Schools should prepare the SER in two sections – one for each stage, as described at Annex 3. In preparing the SER, the school must answer all the questions at Annex 3 for both Stage One and Two.

44. The document should be based on the EAEVE requirements and indicators, reproduced later in this document, and set out with a separate section devoted to each heading. Detailed guidance on completing the SER is given in Annex 3.

45. There should be an introduction by the Head of School which should summarise the activities of the veterinary school, detailing developments since the last RCVS full visitation where appropriate, proposed future developments, and present school/university policy.

46. A list of current academic and non-academic staff (including senior and junior clinical training scholars), and their departmental affiliations must be included as an annex to the SER. The list should show each individual’s teaching responsibilities, and whether or not they are Members or Fellows of RCVS.

47. Universities must provide the following to RCVS:

- Eleven (11) printed copies of the Self-Evaluation Report, Section 1 covering SER-1, and Section 2 covering SER-2. The whole SER must be produced in a single, manageable, volume.
- The SER must be in A4 format, preferably spirally bound in a soft cover. The use of large, rigid ring binders or other heavy covers must be avoided to help minimise postage costs.

- An electronic copy of the SER (compatible with Microsoft Office applications) must also be supplied to RCVS on CD or DVD, or by other means as agreed with RCVS.

48. The structure of the report must follow the EAEVE SER guidelines detailed at Annexes 2 and 3.

49. Copies of the SER report as specified above should be sent to the visitations secretary at the RCVS, no later than 8 weeks before the visitation.

50. Any additional information, which the school wishes to provide, should be made available for the visitors’ reference in a separate “base room” during the visit. A second copy of this additional information should be lodged with the visitations secretary at the RCVS, no later than six weeks before the visitation.

51. Items such as course notes, timetables, examination question papers, examination scripts, coursework and external examiners’ reports should not be included in the SER but should be made available for easy access by visitors during the visit.

52. An up-to-date list of members of academic staff and their research interests, together with lists of publications produced by staff during the three years preceding the visit, should also be readily available for visitors during the visit.

53. A summary of CPD courses and other relevant postgraduate qualifications offered by the school should be available.

54. Visitors will also ask to see the CPD Record Cards for each member of staff who is a Member of RCVS. Completed CPD record cards for the previous year should be available for inspection during the visit.

The site visit

55. A full visitation normally takes place over 5 consecutive days at the institution. Members of the visitation team will usually assemble in the afternoon on the day before the site visit, although the exact timing will depend on the timetable agreed between the Chairman and the host institution. The visitors will hold a private meeting, during which the Chairman will guide visitors on the format of the visit and, following discussion of the SER, will identify any areas where further information may be required from the school. Each member of the visiting panel will be required to take a lead responsibility for one or more areas to be evaluated, and will be asked to present their initial findings from the SER to the other visitors before the site visit begins.

56. The visitors will work as a group for substantial parts of the visitation, since this will enable each visitor to see the relationship between the various parts of the curriculum and the degree of integration.
57. The timetable for the visit will normally be designed to allow for a tour of the site(s) at the start of the visitation, to enable an appraisal of the facilities by the full team of visitors. The university is responsible for providing transport for the visitors between different sites. It is recommended that the university arranges to have one of more suitably informed members of the veterinary school staff available to act as guides for the visitors at this point, so that any immediate questions about the site, and the function of the various facilities, can be swiftly answered.

58. Most of the meetings conducted with staff and students of the veterinary school will be with the full visiting team. Visitors will usually expect to hold meetings with all key staff involved in delivering the curriculum, as well as those responsible for its ongoing development and review. The agenda for meetings with staff will be to explore how the school is meeting the particular requirements under consideration, and to hear about any plans for the future. The school will be invited to describe its strengths and weaknesses on each main topic, and describe how it is addressing any perceived weaknesses. Meetings will be arranged to cover each of the main topics in the RCVS/EAEVE requirements, such as finances, admission requirements, teaching and assessment, etc.. The financial viability of the course will be explored, as well as the financial implication of any plans for development, in order that the longer term viability of the course can be assured. Where there are significant plans for change, then the school will need to provide documentary evidence of such plans and an indication of the extent to which these are supported by the senior management of the university.

59. Meetings with students and postgraduates will normally be less formal (usually held over a sandwich lunch, without the presence of university staff). Students will be asked about their experience of studying on the course, and their perception of any strengths and weaknesses, including access to social and sporting facilities.

60. The school will be asked to invite representatives of employers of the school's graduates, and/or EMS providers in order that the visitors can hear employers’ views on the standards achieved by the school. Results of surveys that the school may have undertaken to gain feedback from employers or past students will also be considered, as will surveys demonstrating the extent to which graduates meet the Day One Competences (see requirement 1.5.7.1 of EAEVE Stage One criteria). Graduate destinations surveys will be helpful as evidence of the type of careers followed by the school’s graduates.

61. A slot will be allowed in the timetable for visitors to receive confidential representations from any member of staff or students. The Dean of the school will need to alert staff and students to the availability of this session, to enable anyone who wishes to do so, to make their views known to the visitors in confidence.

62. The visitors are required to report on the examinations. Visitors may be present during the appropriate part of the final degree examinations and any other examination as may be requested by the Chairman of the visiting team. A visitor may ask to see scripts and marks for projects and continuous assessment and may sit in at the oral and practical examinations, but must not interfere with the conduct of any examination. Visitors should look at scripts from previous years’
examinations. Visitors should also look at the reports of the external examiners for the previous five years.

63. In the event of a visitation being timed so that it does not coincide with the holding of the main degree examinations, visitors will ask to look at question papers and scripts from recent examinations to ensure that the standards set out in RCVS Day One Competences are being maintained.

64. There will be occasions when it is appropriate for individual visitors, or pairs of visitors, to break off from the main group in order to follow up on particular areas of enquiry, although this will be agreed with the chairman and rest of the team in advance. For the first day or so at least, the visitors will normally stay together as a group.

65. At the end of each day the visitors will meet in private to discuss the progress of the day’s visits and confirm the programme for the following day.

66. At the end of the visitation, the team of visitors will hold a meeting with the head of the school and the head of the parent university (if appropriate). Before doing so, the visitation team must reach agreement on their main findings to be included in the visit report, and on the oral report that the Chairman will present at that meeting. This will consist of a summary of how the school appears to comply with the main requirements and indicators and whether or not there are deficiencies which could be considered to be ‘Category 1’. (It should be noted, however, that although the visitors will express their view concerning approval, the final decision on whether to recommend recognition to Privy Council for UK schools rests with RCVS Council, as advised by RCVS Education Policy & Specialisation Committee and its Primary Qualifications Sub-Committee. Furthermore, the decision as to whether a school has category 1 deficiencies is made by ECOVE, the joint education committee of EAEVE and FVE.)

67. The school must identify a visit coordinator whose role will be:
- to liaise with RCVS during the planning stage for the visitation – putting together the draft timetable for approval by RCVS, taking into account availability of staff and students
- ensuring that the correct number of SERs are sent to RCVS according to the agreed timetable
- to arrange meeting rooms at the university for the visit – including a ‘base’ room where visitors can meet privately during the day, and where visitors can refer to any supplementary documents that the university is providing, eg. detailed course materials, examination materials, external examiners reports, minutes of relevant meetings, access to on-line learning materials, etc..
- to arrange transport for the visitors between the hotel and the university at the beginning and end of each day, and where required between university sites.
- to act as a contact point during the visit for the RCVS staff, and to be available during the visit to ensure smooth running from the university’s point of view.

The appointment of visitors

68. Visitors are formally appointed by the Council of the RCVS, following recommendations from Education Policy & Specialisation Committee, as advised by Primary Qualifications Sub-Committee.
69. The visitors for any particular visitation will be chosen from a list of people previously agreed by PQSC. (See Annex 10 for a description of the job role and person specification for visitors) RCVS invites applications for individuals to be considered as visitors, and puts together a team of people with the necessary combination of subject expertise, clinical and academic experience. EAEVE is also invited to nominate visitors for each visitation, and decides which subjects will be covered by its nominees. Visitors nominated by RCVS are then chosen to cover subjects that are complementary, in order to establish a balance of expertise. There may also be observers, one nominated by the Australasian Veterinary Boards Council (AVBC Inc.) and one by the American Veterinary Medical Association (AVMA).

70. The Chairman of the visitor team will normally be a past or present member of RCVS Council (the President and/or Junior Vice President would not generally be appointed as a visitor). The Chairman is usually someone who holds, or has recently held, a senior academic position and who understands the funding structure of UK universities and the requirements for veterinary education. However, if a chairman is appointed who does not have an academic background, then the team will include at least one other person with senior academic experience who can advise on such matters as university finances and organisation.

71. It is desirable, for consistency and continuity, for some members of the visiting team to have acted as visitors on other visitations. RCVS will arrange for all new visitors to receive training on visitation matters before the visit takes place. Further briefing will be provided for all visitors by the Chairman and RCVS staff during the initial, private meeting of visitors before the start of the site visit.

72. The visiting group will normally consist of five or six people (plus any observers from AVBC and/or AVMA Inc.). For an overseas visitation the numbers may be reduced provided that RCVS Education Policy & Specialisation Committee is satisfied that the visitation process will not be compromised. Overseas visitations will not normally include visitors nominated by EAEVE, although RCVS may appoint visitors with experience of EAEVE visits. The visiting panel will normally be constituted to include coverage of veterinary basic sciences, animal production, food hygiene, and two visitors covering clinical subjects - one of whom must be a practitioner.

73. Each visitor will usually be responsible for evaluating Requirement 1.4 (curriculum) as it relates to their particular subject area. In addition, each visitor will also be allocated, at the time of distribution of the SER, at least one of the other Requirements on which they will be required to lead the discussions. The allocation will be the responsibility of the Chairman, and each visitor will also be required to co-ordinate the writing of the relevant part of the report.

74. In order to ensure that all matters relating to the evaluation process for veterinary schools are conducted in a fair and objective manner, the RCVS has adopted a conflict of interest policy. Visitors should not be members of a visitation panel if they have graduated from, or been employed full time by the school being evaluated during the last 10 years. Nor should they have personal, familial or

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4 The Chairman of the visitation panel may choose whether or not s/he wishes to take on responsibility for one of the subject areas, in addition to his or her responsibilities as chairman. In the event that the Chairman does not wish to cover a particular subject area, then the panel will normally comprise six visitors, plus any AVBC and AVMA observers.
business relationships with key personnel at the school being evaluated. If a member of the proposed visitation group has reason to believe that a conflict of interest might exist, he/she should seek the advice of the Registrar of the RCVS. Nominated visitors will be asked to sign a declaration concerning any potential conflicts of interest. (See Annex 11 for more details about the composition of visitor teams and potential conflicts of interest.)

**Guidance to visitors on the format of reports**

75. **Visitors’ reports** must be accurate and must avoid criticism that cannot be supported by facts or that might appear unnecessarily confrontational. While reports are primarily for the evaluation of the school and the veterinary training, there should also be an advisory component.

76. Each visitor is responsible for making an independent assessment and preparing an unambiguous statement on the adequacy of their section of the course of study. However, visitors must be prepared to state plainly in their reports any serious deficiencies encountered, and to make specific recommendations. In general, advice should be restricted to those aspects where there may be minor weak points or a deficiency, which could indicate a failure to comply with essential requirements. However, where appropriate, the visitors should be prepared to give advice on any aspect which they consider to be helpful to the school. In framing recommendations, visitors need to bear in mind financial constraints and be aware that sufficient time has to be allowed to correct deficiencies. A programme should be agreed, however, and the university should be made aware of the period that will be allowed before follow-up enquiries or an interim visitation is to be made.

77. Visitors are required to consider the SER carefully in advance of the visit, and send their initial draft observations to the RCVS visit secretary before the site visit for circulation to the other visitors. They will be expected to begin drafting their reports during the visitation, and must discuss and agree their findings with the chairman and rest of the visiting team. The overall findings to be set out in the Chairman’s summary will represent the consensus view of the visitors as reached during the visit. **Visitors must not use their written report to introduce findings or recommendations that they have not agreed beforehand with the chairman and rest of the team.**

78. The individual visitor’s report must be prepared using the template provided by RCVS, which follows the structure of the EAEVE Requirements. This should result in the information returned to the RCVS by each visitor being in a consistent format for each visitation, and should also ensure that no topic is omitted. RCVS staff will consolidate all the visitors’ reports into a single document, editing any unnecessary overlaps as required.

79. Much of the factual information required for these reports should be available from the SER produced by the veterinary school, and this will in turn be based on the EAEVE Requirements. An electronic version of the self-evaluation report will be sent to visitors by RCVS at least 6 weeks before the site visit. Visitors may wish to quote information from the SER within their own reports, and they are thus encouraged to make a start on preparing their reports based on the information provided in the SER before the visit takes place.
80. It will sometimes not be possible to finalise reports until after the examinations have taken place, but visitors are reminded that reports should also include comments on re-sit examinations, where appropriate.

81. The first draft of the consolidated report will be sent to each visitor for them to confirm their agreement, before it is forwarded to the university. The Chairman has overall responsibility for the report and for agreeing the overall assessment of the course in accordance with the legal framework and RCVS requirements.

82. The Chairman’s Introduction and overall assessment should emphasise the strengths and weaknesses, and make recommendations for change, where appropriate. It should also include recommendations for an interim or follow-up visit, should this be considered necessary, and the time by which this should occur.

83. The Chairman’s Introduction should conclude with a final statement on the level of compliance under the terms of the Veterinary Surgeons Act 1966 and the European Directive on veterinary training, and if necessary specifically identify any perceived Category 1 deficiencies if present, as defined by EAEVE. These must be clearly referenced to the Directive. Although it will be for RCVS Education Policy & Specialisation Committee and Council to decide on the eventual recommendation to be made to Privy Council (for UK degrees) regarding recognition of the course, the report should indicate the visitors’ views as to whether the course should continue to be recognised, and if so, whether full or conditional approval would be appropriate. Where the report is to be considered by the joint education committee of EAEVE & FVE, it will be for that committee to decide whether or not the course is approved by EAEVE and included on the EAEVE list of visited and approved institutions.

Onward transmission of the visitors report

84. Before the report is submitted to RCVS’s Primary Qualifications Sub-Committee (PQSC), a draft agreed by the chairman of visitors will be sent to the head of the veterinary school to allow for correction of any points of factual accuracy. The report is then considered at the next available meeting of PQSC. After consideration by PQSC, the report is sent formally to the University (under the terms of Section 5, sub-section (4) of the Veterinary Surgeons Act 1966).

85. The University may, within two months of the receipt of the report, make its formal observations or objections on the report, to RCVS.

86. The visitors’ report and recommendations, together with the formal response from the University, will be considered by the RCVS’s Education Policy & Specialisation Committee and a recommendation on accreditation status made to Council. Council will then send the report, and any observations or objections made by the University, together with the Council's comments on the report and on the University's observations or objections, to the Privy Council and other organisations as appropriate.

87. The report and the formal response of the University are sent to EAEVE for consideration by ECOVE, the joint education committee of EAEVE and FVE.
88. Transmission to the universities of visitors’ reports may be effected by the Registrar without prior reference to Council, under the authority given by Council in November 1968.

Interim or follow-up visits

89. Where conditional approval has been recommended, a further visit will be undertaken in two years time to check whether the deficiencies have been rectified. In this case the visit procedure set out in this paper may be modified in the light of the particular requirements of the interim visit. The Registrar will advise the school and the visitors of the procedure which will be followed.

90. In other cases where full approval has been agreed, PQSC may decide that an interim visit should be undertaken if there are matters that need to be followed up that cannot be resolved by a written report. In all other cases, the university will be required to submit an annual written progress report which will be discussed by RCVS’s Primary Qualifications Sub-Committee. Where a school is also accredited by another international organisation (eg. AVMA), RCVS will also seek to work with that body in order to exchange relevant information and minimise the paperwork involved in reporting. Joint arrangements for visits or follow-up visits will be sought wherever practicable.
Guidance notes for the Chairman of the visiting group

91. The Chairman of the visiting team plays a key role in setting the tone for the visit, liaising with the university and other visitors in conjunction with RCVS staff, and ensuring that the visit is undertaken in accordance with RCVS policy. It is the Chairman’s responsibility to ensure that all the RCVS and EAEVE requirements are adequately addressed by the visitors, both during the visit itself and later in the text of the report. All written communication with the university concerning arrangements for the visit must, however, be sent through the RCVS Education Department.

92. Before the visitation, the Chairman and the Registrar, or Head of Education of RCVS will agree on the arrangements to be made for the visit, including the timing of the visit, the structure and balance of the visit programme, and the departments to be visited. The RCVS Head of Education will liaise with the university concerning the timetable and arrangements for the visit on behalf of the Chairman.

93. During the visitation to the university, there will be meetings with the head of the school, the professorial and non-professorial staff and the students. The Chairman will preside over all such meetings, although individual visitors may also be identified to lead discussions on particular topics. There will be a meeting between the visiting team and senior members and officials of the university at which the Chairman will be the main, but not exclusive, spokesman for the visiting group.

94. The Chairman is responsible for the compilation and presentation of the brief oral report at the conclusion of the visitation to the Vice-Chancellor/Principal, and to the Head of School and other senior members of the university and faculty. This should be done following consultation with all members of the visiting team. No written report will be presented to the school at this time.

95. It is vital that the Chairman is able to provide clear and consistent advice and guidance, to all members of his or her visiting team, on the interpretation of RCVS policies and EAEVE requirements as they relate to UK veterinary training. This is important, not only for the guidance of visitors who may be new to UK visits but also for those with previous visitation experience, to ensure that advice given to the university is consistent, is in line with RCVS requirements, and does not go beyond the scope of RCVS’s remit or valid concerns.

96. The Chairman also needs to be aware that all comments made by visitors during discussions with staff during the visitation can have a lasting effect, sometimes unintentionally, even if they are not later reflected in the visitors’ report. Individual ‘hobby horses’ must be guarded against at all times: a visitor’s particular special interest, if allowed to predominate unduly, may risk unbalancing the entire visitation. The Chairman must guide his or her team accordingly, and ensure that visitors’ comments during meetings with veterinary school staff are kept to the requirements under consideration, and that, in any contentious or ‘grey’ areas, an appropriate balance of views is reflected. Visitors should be advised not to hold private/social conversations with staff.

97. The Chairman should emphasise to his or her team that, while Day One Competences are required of all schools, these skills can be acquired in collaboration with other veterinary schools. Visitors must avoid giving the impression that each school is required to cater for every special interest, so long as its graduates are all meeting RCVS’s Day One requirements. Furthermore, the Chairman should seek
to encourage diversity of provision, for example by encouraging schools to develop ‘tracking’
arrangements for students and the sharing of resource between schools.

98. Visitors will be responsible for their individual reports, subject to the Chairman's responsibility as editor
for the final complete report, assisted by the RCVS Head of Education. The Chairman should be
prepared to advise visitors on their individual draft reports.

99. The Chairman, in consultation with each visitor, will be the final arbiter of corrections to factual points
raised by the school.

100. The final draft report will be sent to the visitors for information before submission of the final version to
the University.

101. The Chairman is required to attend any interim or follow-up visit taking place after the main visitation.

102. The Chairman of the visitation team may be required to attend subsequent meetings at RCVS when
follow-up reports from the university are considered, particularly following a decision to grant
conditional approval. The Chairman of the visiting team is also usually invited to attend the meeting of
the EAEVE/FVE joint committee (ECOVE) at which the report is considered, together with the Dean of
the school concerned.
Notes for visitors

103. Visitors must respect the confidentiality of the visitation process. All documents, discussions and observations concerning a visit are confidential unless otherwise indicated by RCVS. Visitors must not share accreditation information with any other individual or organisation except the university through the official report of the visit, unless otherwise agreed with RCVS and the university concerned.

104. Accreditation decisions made by RCVS can have far-reaching consequences for the veterinary school. Visitors must ensure that they act professionally at all times, in order that the integrity of the process is respected. Visitors must thoroughly familiarise themselves with the RCVS and EAEVE requirements for accreditation well before the visit takes place. Accreditation is based on the school's compliance with these requirements. Visitors must ensure that they give the university's SER their full consideration before the visit, familiarising themselves with the school’s objectives, its curriculum, teaching and assessment strategies, resources, and development plans.

105. During the visit, visitors will have an opportunity to tour facilities, meet teaching and research staff, senior university administrators, undergraduate and postgraduate students, departmental and hospital staff, library personnel, representatives of the school's committees (e.g., curriculum development, research, etc.). From observations and discussions, and comparing findings to the RCVS/EAEVE requirements, the visiting team will form an evaluative judgement of the extent to which the school is meeting requirements.

106. During the tour of facilities, visitors may ask brief questions of school staff regarding the function of the facilities viewed in relation to the undergraduate programme; visitors should keep notes of their findings, and be prepared to discuss these with other team members at the end of the day. Visitors must not wander about by themselves or separate themselves from the team because of interests in other areas, or engage in social visits with staff. All visitors must be present during the entire tour.

107. At the beginning of each discussion-based meeting with school staff, the chairman will make introductions and explain the purpose of the visit so that all in attendance will understand the process. Visitors are expected to enter into discussions by asking good questions, but are not to become embroiled in debates. Each visitor needs to be a good listener, must record their observations, and must plan on being present during all discussions, unless otherwise agreed with the chairman, depending on the timetable.

108. Questions asked and discussed during these sessions should be aimed at gaining additional information and insight into the programmes offered by the school. Issues not related to the RCVS/EAEVE requirements, and ultimately the outcome of the visit, should not be discussed. The chairman of the visiting team will need to ensure that discussion is continually focussed and refined.

109. At the end of each full day at the school, the visitors and RCVS staff will meet in private to share their views on the day, further refine their understanding of the course under consideration, and to revise their reports. Visitors will need to be prepared for possible late night team meetings, and will find they have little, and possibly no, free time during their time on the visit.
110. RCVS relies on the professional experience and expertise of visitors to make value judgements on the school’s compliance with the requirements, based on the evidence available in the SER and from the visit. The most important criterion is the school’s ability to provide a degree course that meets RCVS/EAEVE requirements, and especially the ability to produce graduates who meet RCVS’s Day One Competences. Whilst the visit provides a ‘snapshot’ in time of the programme, RCVS is also concerned to ensure that the course is sustainable in the long term, hence the importance of the quality assurance arrangements covered by Stage Two of the visitation process. If accredited, the school will produce 10 cohorts of graduates before being visited again so it is important that the visitors have confidence in the school’s ability to sustain standards in the long term. However, the visitor’s evaluation of the school should be based on the extent to which the school is currently meeting the requirements, rather than on the school’s dreams for the future. Discussion of plans for the future must be handled carefully and only taken into account if they are properly documented, and there is clear evidence of support from the university’s senior management.

111. When writing their individual report, visitors must ensure that their findings are based on evidence as documented in the SER, amended if appropriate by evidence gained during the site visit. Visitors may include suggestions for change in their reports, as well as recommendations for the topics/subject areas they have been invited to comment on. Any recommendations must be discussed with the chairman and other members of the visiting team before the conclusion of the visit. Visitors’ reports will be edited for style where necessary and consolidated to produce a single full report on the visit. Visitors will be able to comment on an early draft of the consolidated report before it is submitted to the university or RCVS committees.

Do’s and don’ts for visitors

DO

- Remember that the accreditation process is intended both to provide assurances to the public about the standard of veterinary education, and to be helpful to the school in maintaining its standards and in improving its programme.
- Keep a positive attitude.
- Remember that all materials, discussions, deliberations, and the reports of the visit are confidential. Do not discuss the “state of the school” with anyone other than the visiting team and RCVS staff.
- Remain open minded throughout the evaluation process.
- Carefully study the school’s SER so that you have a basic understanding of the school and its operation.
- Be prepared for five days of intense work with long evenings.
- Participate in the discussions, both with the university staff, and with the other visitors.
- Focus on the RCVS/EAEVE requirements.
- Be alert at all times, using all your senses.
- Be on time for all functions.
- Plan to be involved throughout the whole site visit. If you think you may have personal issues which conflict with the work of the visitors, please ask not to be assigned to that team.

5 List of “Do’s and Don’ts” adapted from the AVMA “Accreditation Policies and Procedures of the AVMA Council on Education”, March 2005
• Dress professionally for all the visit activities.
• Wear your identification badge (provided by RCVS) at all times.

DO NOT

• Bring any pre-conceived ideas about the school to the visit.
• Have a personal agenda regarding the university, its course or staff.
• Become separated from the team for any reason. For example, do not allow yourself to be escorted by a faculty colleague from the school “to see something special” unless other members of the team is to see the same item at the same time.
• Become involved in a confrontation involving any issue of the visit. The visitors are there to make recommendations to RCVS and EAEVE and to help the school. Confrontation has no place.
• Compare universities or courses. Each school and its programme will be unique and RCVS is not attempting to reduce this diversity or to hinder or impede innovation.
• Offer judgements or solutions to problems during the course of the visit. This is to be reserved for the exit interview with the school dean and principal/vice chancellor of the university, after discussion and agreement with the whole visiting team.
• Tell “war stories”.

Finally:

• Remember at all times that the visitors are there as guests of the university. They are there to assist the school in meeting its goals, and to assist RCVS in its public statutory duty to report on the adequacy of the veterinary degree.

Administrative notes for visitors

112. During the period leading up to the visitation and until the report is finalised, it is important for visitors to keep in close touch with the visitations secretary at RCVS. Visitors who are in any doubt or difficulty regarding their visits should contact the visitations secretary as soon as any problem arises so that alternative arrangements can be made without delay.

113. The school will be asked to supply an electronic copy of the Self-Evaluation Report on DVD/CD in a format compatible with Microsoft Office, as well as bound copies, and these will be forwarded to all visitors before the visitation takes place. Most of the communication with RCVS, including transfer of draft reports, will be conducted by email, so it is important that visitors have regular access to a reliable email connection. Visitors may find it helpful to bring a laptop with them on the visitation.

114. RCVS will send each visitor their copy of the SER at least 6 weeks before the visitation. They must read it carefully as soon as it arrives and start to prepare their comments on the areas they have been asked to consider, based on the data provided in the SER. Most items will of course need to be verified on site, but preparing a draft or outline report beforehand will save time during the visit, as well as helping to make the initial private meeting of the visitors productive. Visitors should also use this opportunity to identify any particular areas of concern arising from the SER where, for example, they think they might need further information or documentation during the visit. The visitors’ draft reports should be sent to the RCVS visitations secretary at least 2 weeks before the site visit takes place.
The draft reports are then normally circulated to other members of the visiting team, in order for each visitor to see in advance the issues identified by other members of the team.

115. **Visitors must aim to complete their section of the draft report within one week of the conclusion of the visitation.** The timetable for the production of the final report is shown at Annex 12.

116. Visitors will be responsible for making their own arrangements for travelling to and from the university at the start and end of the visitation. RCVS will pay all reasonable travel expenses, normally at the rate of second class rail or economy flights. Travel arrangements between the hotel and the university during the visitation will be arranged by RCVS and/or the university.

117. For UK visits, hotel accommodation and meals during the visit will be organised and paid for by RCVS. Visitors will be expected to pay the cost of any additional meals/drinks they may order, or other services such as personal telephone calls, unless otherwise agreed with RCVS in advance.

118. RCVS will pay a loss of earnings allowance for UK members of visitation teams at the currently applicable Council rate. This will be paid on receipt of an invoice from the visitor’s place of work. Payment of loss of earnings allowance and other expenses will be contingent upon the visitor complying with the timetable for submission of their report.
Annex 1

Annex 1 – Guidelines & requirements for stage one (1a) & stage two (1b)

The following requirements and guidelines for a two stage evaluation process are taken from the EAEVE Standard Operating Procedures, agreed at the EAEVE General Assembly in Copenhagen, 8 May 2008. For visitations to UK veterinary schools, RCVS will combine the two stages in a single visit. Schools should, however, prepare their Self Evaluation Reports in two parts, following the chapters specified in Annexes 1A and 1B.

Annex 1A - Guidelines and requirements for stage one

1.1 Objectives

The objectives of veterinary training institutions are to provide adequate, ethical, research-based veterinary training that enables the new graduate to perform as a veterinary surgeon capable of entering all commonly recognised branches of the veterinary profession immediately on graduation or of being capable of performing adequately after a generally accepted period of practical experience. The training must cover the broad requirements for veterinary graduates and comply with EU Directive 2005/36/EC. Veterinary education should be based on scientific grounds and proven experience and provide students with adequate learning opportunities thus laying the basis for life-long learning. Considering that more than 50% of active veterinarians in Europe are engaged in clinical practice, a clinical focus is expected to be maintained during the basic training in veterinary medicine.

In addition the institutions should conduct research, provide postgraduate and specialist training and play a role in continuing veterinary education (see also Stage two).

They should, furthermore, provide services to members of the veterinary profession and the community as a whole.

1.2 Organisation

Veterinary training must take place within institutions of higher education (university, a higher institute providing training recognised as being of an equivalent level, or under the supervision of an university, Directive 2005/36/EC), formally recognised as such in the respective country, and should be undertaken preferably by a free-standing unit, specifically established for that purpose. If it is undertaken by one or more departments of a parent institution, some of which also have other teaching commitments, the veterinary curriculum must be properly integrated, with effective central veterinary control. The number of veterinarians provided as educators (usually a minimum of 80 individuals working full time in the Faculty) must be high enough to ensure co-ordinated delivery of the teaching programme. Such a programme must be afforded the same recognition, status and autonomy as other professional training programmes in the institution and/or the state.
The organisational structure should make possible an objective evaluation of the quality of the training provided and the skills of the graduates. The training of the graduates should be monitored for quality at the subject and institutional levels, laying the basis for a confident system of quality assurance (see Stage two).

In order to ensure that the veterinary training meets the objectives and requirements of EU Directive 2005/36/EU, the organisational structure should allow input not only from educators and students but also from stakeholders (e.g. members of the profession and from the public) (see also Stage two).

1.3 Finances

Finances must be adequate to sustain the educational programmes, to allow for adequate research and to meet societal objectives of the Faculty. Universities and national ministries must recognise that veterinary education is more expensive than training in other science-based disciplines, since it includes clinical instruction based on public services (e.g. patient care). It must also be considered that veterinary education has to take place in a research environment and that salaries should be sufficiently high so as to attract and retain highly qualified staff.

The budget must allow the Faculty to:

- Perform adequate research based teaching
- Attract and retain highly qualified academic and support staff to reach, or exceed satisfactory teaching staff/student and teaching staff/support staff ratios.
- Ensure provision and renewal of up to date teaching (including IT) facilities, laboratory and clinical equipment (including vehicles for the ambulatory clinics).
- Ensure teaching and clinical training in premises with adequate hygienic and safety standards,
- Ensure adequate intramural clinical training by securing an adequate caseload, including emergencies, across animal species and adequate provision of stationary and ambulatory (mobile) clinical services, according to the most recent advances in veterinary medicine.

Bearing in mind the increasing demand for specialist training, funds should be made available for places for both clinical and research postgraduate students in areas in which the Faculty has expertise.
1.4 **Curriculum**

1.4.1 **General**

1.4.1.1 Veterinary training must comprise at least five years’ full-time theoretical and practical study in a University or equivalent higher education establishment. Longer veterinary basic training is a legal decision for the country.

1.4.1.2 It is imperative to acquire basic knowledge in all fields of veterinary science, particularly in clinical instruction, thus enabling veterinary surgeons to perform **all their duties**, as stated in Directive 2005/36/EC, Annex V. It is desirable that the students are allowed more advanced training (tracking) in one given field. This can be up to 20% if students meet the day1-competences.

1.4.1.3 Provided that the curriculum maintains an adequate level of training, faculties can follow the Bologna Declaration by offering a *Bachelor’s* degree prior to finishing the 5-year full-time minimum undergraduate veterinary education, leading to the award of the professional title of Veterinary Surgeon (or equivalent professional title) as regulated by the Directive 2005/36/EC. Graduation after completing this veterinary education is equivalent to a *Master’s* level and, depending on national regulations, this degree may be assigned to the Veterinary Surgeon (or equivalent professional denomination). The title of Veterinary Surgeon is the only professional title provided (Directive 2005/36/EC) after having completed these full-time studies lasting for at least 5 years.

1.4.1.4 Acquisition of generic competences such as skills in written and oral communication, problem-solving and professional attitudes at all stages of the curriculum are an important adjunct to practical and clinical skills.

1.4.1.5 The curriculum (e.g. the distribution of the theoretical and practical training among the various groups of subjects listed in Directive 2005/36/EC) must be acquired in such a manner that the educational aims are met.

1.4.1.6 Curriculum development is the responsibility of the institution as a whole, and should not be left to individual departments (see also Stage two).

1.4.1.7 The aims of the curriculum and the learning objectives/outcomes must be clearly explained to both staff and students (see also Stage two).

1.4.1.8 These aims must reflect the needs of the profession and of society, and mechanisms must be introduced to ensure this (see also Stage two).

1.4.1.9 Methods must be established to monitor and, where necessary, amend the curriculum. Faculties should aim towards the quality assurance mechanisms prescribed for Stage two.

1.4.1.10 The instruction provided must include basic clinical training across all common domestic species, e.g., companion animals (dog, cat), equine and the food-producing animals of the bovine, ovine, caprine, porcine, avian and farmed fish species. In cases where the Faculty cannot give adequate
hands-on teaching in a species, arrangements should be made for students to learn this at another Faculty (freedom of learning – ECTS principle).

1.4.1.11 The breakdown of the theoretical and practical courses between the various groups of subjects must be balanced and co-ordinated so that the students may acquire the knowledge, skills and experience mentioned in these guidelines. Practical training (particularly clinical training) requires the active participation of students under appropriate staff supervision in adequate ratios.

1.4.1.12 Extra-mural practical training may form part of a full-time veterinary course as long as it is supervised by the institution concerned and does not exceed six months of the total academic five-year training period (Directive 2005/36/EC). Extra-mural training is complementary, and can not be used to replace training by the Faculty, but can be used to supplement the basic intramural training provided by the institution.

1.4.1.13 All students must have acquired “day-one” competences by the time they graduate (see Annex 4), including general academic and professional attributes and attitudes towards professional development as well as pertinent practical -generic and clinical- skills.

1.4.1.14 Provisions should be made for those undergraduate students who want to gain specific experience in research.

1.4.2 Study programme

In meeting Directive 2005/36/EC, the core veterinary medicine curriculum eventually leading to the award of the title veterinary surgeon must include at least the subjects in the groups listed below.

1.4.2.1 Basic subjects

Instruction in basic subjects, (physics, chemistry, animal biology, plant biology, biomathematics) may be given as part of, or in association with, other disciplines of the veterinary course. They could also advantageously be taken prior to entry to the veterinary course. These subjects should provide a solid background in chemical, physical and biological sciences, with the objective of preparing students for the subjects to be taught later in the veterinary curriculum.

1.4.2.2 Basic Sciences

Instruction in basic sciences must provide students with an understanding of the fundamental biological principles and mechanisms underlying animal health, disease and therapy, from the molecular and cellular level to the level of the organ, the whole animal and animal populations. This includes an understanding of the biological basis of normal structure and function, the mechanisms governing homeostasis, the physiopathology of organ systems and the biological and pharmacological evidence-based mechanisms, by which disordered states may be returned to normal.
The teaching must also cover the biology of agents that cause and transmit diseases from animal to animal and from animal to man, the transmission mechanisms and the mechanisms by which animals defend themselves against infectious agents and how these mechanisms can be induced.

**The basic sciences must include:**

- Anatomy (including histology and embryology),
- Physiology,
- Biochemistry,
- Genetics,
- Pharmacology, and pharmacy,
- Toxicology (including environmental pollution),
- Microbiology (including virology, bacteriology and mycology),
- Immunology,
- Epidemiology (including scientific and technical information and documentation methods),
- Professional ethics.

**1.4.2.3 Clinical sciences**

The course of instruction in the basic sciences (pre- and para-clinical subjects) should have laid the necessary groundwork on which to build clinical knowledge and skills.

Propaedeutic training, as listed in the Annex V.4 of Directive2005/36/EC, must provide the skills required to examine the patient or analyse the case, collect the clinical and laboratory data as the fundamental basis for a diagnostic and therapeutic plan for the case.

Intramural clinical training must be provided so all students receive a common clinical grounding, encompassing all species and disciplines, in accordance with the Directive 2005/36/EC, Annex V, and adequately enable veterinary surgeons to perform basic clinical duties in all species, if required (see the list of essential competences required at graduation, the so-called “day-one skills” in Annex 4. The time allotted for training in clinical sciences should account for at least 40% of the entire curriculum. This does not preclude the acquisition of additional knowledge in selected areas for which there is less demand as considered in the Directive 2005/36/EC.

Extramural clinical training and exposure to patient-driven clinical services are, albeit encouraged, only to be considered supplementary to the intramural clinical instruction provided by the Faculty, with equal consideration to teaching hospital (stationary) clinics or ambulatory (mobile) clinical services, which should remain the core of the intramural clinical instruction.
The clinical sciences must include:

- Obstetrics,
- Pathology (including pathological anatomy),
- Parasitology,
- Clinical medicine and surgery (including anaesthetics);
- Clinical lectures on the various domestic animals, poultry and other animal species;
- Preventive medicine,
- Radiology, (diagnostic imaging)
- Reproduction and reproduction disorders,
- Veterinary state medicine and public health,
- Veterinary legislation and forensic medicine,
- Therapeutics,
- Propaedeutics.

The above subjects are general subjects. Faculties should ensure that students are exposed to all major areas of clinical specialisation.

1.4.2.4 Animal production

1.4.2.4.1 Food producing animals

Animal Production is the broad term used to describe the entire discipline of breeding, rearing and disposal of food-producing animals and their products by sale, slaughter for food or as waste. Tuition must cover the major food-producing species (cattle, sheep and/or goat, pigs, poultry, rabbits, and equine) and one example of a farmed fish species. Knowledge of animal production in its broad sense is essential for the veterinarian in order that changes in normal behaviour and management can be detected, animals can be handled safely, treatment can be given in an appropriate manner and appropriate recommendations can be made for prophylactics and care.

The training must be oriented towards the application of prophylactics and clinical treatment on individual and herd basis, preventive veterinary medicine (e.g. herd health) and management of epidemic diseases, reproductive management, housing of animals and feeding regimes. The training provided should allow veterinarians to derive proper data for food chain information and possible risks to human health.

Training must familiarise students with the normal methods for the disposal or recycling of animal waste and the common requirements for ethical, environmentally-sound and hygienic disposal of the bodies of companion animals and the carcasses of food-producing animals.

Training must provide adequate knowledge on animal welfare issues, covering rearing and holding on-farm until slaughter.
Knowledge of the economics of animal rearing enterprises and their place in the rural economy is required to make informed decisions about disease control and euthanasia.

The importance of genetics in animal breeding and trade as well as for disease resistance should be understood.

Theoretical and practical training must cover the broad requirements of the individual member states.

Theoretical instruction should be accompanied by practicals which provide the confidence to handle major domestic animal species safely and the ability to carry out basic tasks in animal management, breeding and rearing.

The animal production subjects must include:

- Animal production  (the domestic food-producing animal species in society and the economy)
- Animal nutrition  (nutrition and feeding of food-producing species)
- Agronomy (cropping, grazing and land use in relation to food-producing animal species)
- Rural economics (animals as a business and their importance in the countryside)
- Animal husbandry (housing, management and reproductive management systems, including artificial reproduction techniques, e.g. artificial insemination, multiple ovulation and embryo transfer).
- Veterinary hygiene (farm layout, drainage, cleaning, disinfection and bio-security)
- Animal ethology and protection (behaviour, social organisation in animal populations and common welfare issues, including behavioural disorders and their remediation)

1.4.2.4.2 Non food producing animals

Relevant and appropriate considerations of the above (section 4.2.4.1) principles should also be applied to the major non food producing animals like the dog and cat.
1.4.2.5 Veterinary Food Hygiene / Public Health

The training must ensure that each student understands the fundamentals of veterinary public health, food science and modern food technology, the scientific basis of the relationship between food and human health, and the factors underlying the quality of hygiene (of food and the environment).

Directive 2005/36/EC, Annex V.4, 5.4.1, requires therefore adequate knowledge of the hygiene and technology involved in the production, manufacture and putting into production of animal foodstuffs or foodstuffs of animal origin. It further requires adequate knowledge of the laws, regulations and administrative provisions relating to the production of such foodstuffs. Veterinary public health/Food hygiene education for veterinarians must therefore ensure that, on graduation, they can be trained by the Competent Authority (CA) to carry out the audits described in the appropriate food hygiene regulations.

Study programmes should therefore build on a sound knowledge in the field of veterinary public health/food hygiene so that students would:

- know how to carry out ante-mortem inspection on farm or in the abattoir and assess the welfare of the animals concerned.
- be familiar with veterinary public health and the respective legal regulations.
- understand post-mortem inspection and possess basic practical skills within the food production business and inspection requirements.
- understand the importance of risk-based monitoring of the processes (HACCP concept). These tasks require a sound knowledge of the pathology, microbiology, parasitology, pharmacology and toxicology of food animals, of epidemiology and of the legal requirements, allowing them to ensure public health and report back along the food chain to the farmer and to the Competent Authority.
- interpret the information returned by the Food Business Operator to the farm so as to benefit production, animal welfare and public health.
- acquire an acceptable knowledge of the principles of Food Hygiene Legislation at EU-level and in the individual state.

The veterinary food hygiene/public health subjects must include:

- Inspection and control of animal foodstuffs or foodstuffs of animal origin and of the respective feed-stuff production units,
- Food hygiene and technology,
- Food science including legislation,
- Practical work (including practical work in places where slaughtering and processing of foodstuffs takes place).

The course of instruction must cover subjects necessary to prepare the graduate to perform effectively not only in the traditional veterinary practice, but also in other common professional roles.
Undergraduates must receive broad information on the different opportunities of post-graduate training and specialisation.

1.4.2.6 Professional knowledge

Professional knowledge subjects must include:

- Practice management
- Veterinary certification and report writing
- Career planning and opportunities

1.5 Teaching, quality and evaluation

1.5.1 Basic subjects and sciences

One of the major objectives is the acquisition of problem-solving skills. To this end, the instruction must cover the methods of acquiring, documenting and analysing scientific and technical data.

Practical training must serve to familiarise students with subjects studied in theoretical courses and to give them some insight into how scientific knowledge might be acquired. Practical training does not mean simply observing the teacher during demonstrations. Acquisition of generic problem-solving skills is required.

1.5.2 Clinical sciences

Clinical instruction must take place in groups that are small enough to ensure hands-on experience for all.

Students' problem solving and clinical skills should be developed through their full involvement in case management under suitable supervision. The mere observation of others practising veterinary medicine and surgery is not acceptable. The instruction provided must include basic clinical training across the common domestic species. Effective monitoring systems are to be provided in cases where the Faculty cannot give hands-on teaching in a species and the student must learn this at another institution.

Time-tabled lectures should be excluded from a substantial proportion of the clinical course as they may clash with students' case management activities.

Those responsible for theoretical clinical training must also be involved in the practical side dealt with in the institution's clinics.

The advancement of knowledge is a task involving all members of the profession. Therefore, interaction between students and clinical researchers working in the clinical field should be arranged in order to stimulate students' interest in research.
1.5.3 Animal production

Those teaching the theory of animal production subjects should also be involved in practical training with the major domestic animal species. Teaching should reflect the species balance and management systems of the country. For food producing animals, practical work should be farm-case-based as much as possible.

Practical extramural courses should be encouraged as long as adequate supervision is in force.

1.5.4 Veterinary Food Hygiene / Public Health

Practical training must familiarise students with the concepts of Food Business audit especially with regard to food of animal origin at various stages in the food chain, particularly in slaughterhouses. Students should develop Day-1 competences in the interpretation of food chain information, ante-mortem inspection and post-mortem inspection and be capable of being trained as official veterinarians by the Competent Authority.

The training must take place in groups that are small enough to ensure that all students are able to gain hands-on experience.

It should also give students the opportunity to monitor units involved in the production, processing, distribution and consumption of foodstuffs.

Extramural instruction in the training in veterinary public health and food hygiene may be used so long as it is properly supervised.

1.5.5 Essential competences at graduation (Day One Skills)

Students must be provided with clear learning objectives for each of the essential competences at graduation (day one skills) listed in Annex 4.

1.5.6 The teaching and learning environment

The academic environment must be conducive to learning of the students and the didactic and pedagogic development of the teaching staff (see also Stage two).
1.5.7 Monitoring and assessment

1.5.7.1 Of students (see also Stage two)

Student performance must be assessed regularly.

Written, project and practical work, generic competences such as professional attitudes, communication skills, and problem-solving abilities must all be evaluated with equal emphasis to practical and clinical skills. Evidence must be produced that students meet day one competences.

Evaluation methods must be known and understood by the students.

Whenever possible, the use of external examiners/observers should be made.

Results of assessment must be documented properly.

1.5.7.2 Of teachers and instruction

A system must be available to allow students to evaluate teacher performance and teaching.

Students must be able to participate in the development of the curriculum in general.

1.5.8 Student welfare

Adequate measures should be taken to minimize the risk of zoonotic diseases as much as possible (e.g. vaccination against rabies)

The establishment must provide or have a right of access to a system of routine and special guidance for students, especially those with social problems or those having difficulties with their studies.

The guidance programme should also cover future career development and/or job selection.
1.6 Facilities and equipment

The site, buildings and its equipment should be conducive to teaching and adequate for the number of students enrolled.

Buildings, for both basic and specialist facilities must be adequate and suited to the teaching programme.

Health and safety standards must be conscientiously observed, as should the requirements of acceptable laboratory practice.

The practical side of animal production must be taught on the institution's own farms or on farms to which it has access, to sufficiently small groups of students, thereby allowing hands-on experience for all.

Adequate and hygienic facilities for the humane treatment of animals must be available, including provisions for hospitalisation, for operative surgery and recovery from anaesthesia, for exercise and the isolation of infectious cases.

The clinical and hospital buildings must be up-to-date, clean and well maintained, and should be at least as adequate as those available in the private sector in the individual states.

The diagnostic, medical and surgical equipment provided must promote state-of-the-art practice of veterinary medicine and surgery.

Institutions must have a mobile/ambulatory clinic for farm animals or equivalent facilities so that students can practise field veterinary medicine under expert supervision.

Where practical training involves the use by the institution of material obtained from slaughterhouses and unfit for human consumption, vehicles and facilities must be properly adapted, maintained and operated to ensure the safety of students and staff and to prevent the spread of infectious agents.
1.7 Animals and teaching material of animal origin

The farm/s where veterinary field training is performed should contain the major animal species relevant to veterinary practice in the individual state. Farm facilities and equipment should be up-to-date, and at least as good as those available in the private sector of the countries concerned. The farm should be a model of animal welfare for the profession and the students.

Adequate clinical material including all of the major species relevant to veterinary practice in the state concerned must be made available to the students.

The clinical material should be varied, providing experience in routine and complex cases.

The clinical services must have access to appropriate diagnostic support.

Clinical and hospital facilities should operate day and night for most of the year, i.e. like a normal practice.

The clinical department(s) must maintain close links with the pathology and other diagnostic services so that students can follow cases where animals die of natural causes or are euthanized, and conduct post-mortem examinations. If necessary, pathology material should also be obtained from outside the institution to enhance the learning experience.

An adequate data retrieval system must be available so that case studies can be undertaken.

The Faculty must ensure that the students are exposed to an adequate supply of teaching material in the veterinary public health (including food hygiene) areas.

1.8 Library and learning resources

The Library and related services must help to meet the institution’s objectives and lend support to basic training, research and postgraduate studies.

To this end, the Library must offer a comprehensive and up-to-date range of books and journals. Its opening hours, regulations and loan arrangements must facilitate self-learning. The institution must provide an adequate number of places for private study in the library or elsewhere on site. The Library must be professionally managed, have good working relationships with other libraries in the area, and provide modern on-line communication facilities for use by staff, students and researchers. In institutions where departmental libraries are available, the main library should have documentation on the material held in the other libraries.

The Faculty must provide audio-visual and information technology facilities meeting the needs of establishment.
1.9 Admission and enrolment

The veterinary course is a rigorous one, and students admitted must have proven capabilities.

Although admission and enrolment are the legal responsibility of the individual countries, the selection should be competitive; based upon academic achievements and on other criteria.

Admissions must also be compatible with facilities and staff numbers, bearing in mind the need for low student/staff ratios, particularly in the clinical side of the course, and the amount of clinical and pathological material available.

1.10 Academic and support staff

The competence of the full-time academic staff must enable coverage of all the subject areas of the curriculum, allowing research based teaching except where alternative arrangements are made for outside teachers. The number of full-time academic staff (FTE) must allow teaching of small groups, thus maximising the learning opportunities for the students. A minimum percentage of 70% of the academic teaching staff should have veterinary training. Teachers of clinical veterinary subjects must be veterinarians, as should be those carrying out para-clinical services reporting to the public.

Part-time staff, residents and graduate students may lend support to full-time academic staff if they are appropriately integrated into the instructional programme. The Faculty should define which academic level is required.

Overall, the workload of the academic staff should be organised in such a way that apart from teaching and clinical duties, they should be able to perform research and other non-teaching-related academic activities within working hours.

Appropriate teacher supervision requires satisfactory teaching staff/student and teaching staff/support staff ratios.

1.11 Continuing education
(see also Stage Two)

The institution must co-operate with other professional organisations and competent authorities in the design, implementation and quality control of continuing education programmes.

It should strive to provide well-designed continuing education programmes in specific areas of practical veterinary medicine.

1.12 Postgraduate education
(see also Stage two)
1.12.1 Towards a qualification in a specific area

The institution must co-operate with other professional organisations and competent authorities in the design, implementation and quality control of continuing education programmes leading to qualifications in the clinical and paraclinical fields, including the achievement of national specialist recognition.

Where appropriate, institutions should aim their programmes to meet the standards and regulations of the respective European specialist colleges and of the European Board of Veterinary Specialisation or equivalent bodies.

1.12.2 Research training

The institution must offer post-graduate training programmes by research (PhD or equivalent) based on an international-level programme in biomedical and veterinary research.

The programmes must be well designed and cover theoretical as well as practical training, leading to a certificate/degree within a period of three to four years.

The institution must provide an adequate number of places for research students.

1.13 Research

(see also Stage two)

It is desirable for undergraduate students to gain experience of research by undertaking a research project and writing a report on it.

The Faculty should provide an appropriate balance for these opportunities between basic, applied and clinical research.

The Faculty should assign an appropriate number of academic and technical posts specifically to research.

The Faculty should also allocate adequate facilities, equipment and operating funds to research.
1.14 Extra mural studies

(The following section is additional to the EAEVE requirements, but must be met by those institutions subject to RCVS visitations. Attention is also drawn to Annex 5, which contains more detailed guidance on EMS, and Annex 7, requirements for universities implementing a ‘distributed’ veterinary clinical education model.)

EMS must be an integral and structured part of the education and training of veterinary students. Veterinary schools will need to be able to demonstrate how it is built into the overall curriculum.

Students must undertake a total of 38 weeks of EMS before they graduate:

Twelve weeks should normally be devoted to animal-husbandry related EMS so that students gain experience of the behaviour of normal animals in their own environments.

Clinical EMS must comprise at least 26 weeks across a broad range of areas.

Students must keep a log of their learning and experience throughout their EMS.

There must be a system in place to enable EMS providers to report back to the school on their assessment of the performance of students during EMS.

The student’s experience log and the feedback from EMS providers must form a part of the student’s formative assessment against the RCVS’s ‘Day One’ competences.

There must be a member of the academic, or academically-related staff, responsible for the overall supervision of all types of EMS, including liaison with EMS providers.

There must be a mechanism to enable students to formally report on the quality of the instruction and experience of EMS placements.

Students must have access to a suitable database of EMS placements, and must be able to seek and obtain advice and guidance on the suitability of EMS placements.
Annex 1, supplement A – Main indicators for stage one

It is recommended that the data required to establish the main indicators be provided in strict compliance with the proposed definitions. These indicators must be valid for one academic year. Teaching hours must be the number of teaching hours per student disclosed as teacher-student intramural contact hours, extramural instruction and self studies.

2.1 Teaching staff

Veterinary Faculties should have a number of budgeted teaching posts for undergraduate training:

- The posts may be filled on a full-time or part-time basis. The number of teaching staff is expressed in terms of full-time equivalents (FTEs) [e.g. 10 persons employed full-time (100%), two part-time (50%), and one at 80% time = 11.8 FTEs].

- Researchers working at the institution but involved only occasionally in undergraduate training (less than 10 hours annually) are not to be included in the above number. Researchers with greater involvement in basic training (>10 hours annually) should be included in the calculation of FTEs such that the calculation is made on the basis of the proportion of time which they spend teaching compared with the time an average full-time teacher devotes to teaching, e.g., if the average workload\(^6\) is 400 hours per year per lecturer and a researcher teaches undergraduates for 40 hours per year, this is counted as 0.1 FTE).

- Students working towards a postgraduate doctoral degree should not be included in this number, unless they perform regular, paid, teaching activities for a minimum of 20% of their work load. Similarly, interns and residents can be included in this number, as far as they participate actively to the hands-on clinical teaching (supervised, clinical or practical group work for 20% of their work load) and if/where they are paid for the teaching activity.

- Interns are veterinarians pursuing general clinical studies for 1 to 2 years. Residents are veterinarians who have completed their internship or its equivalent and are undergoing specialist clinical training (leading to a higher qualification) for 2 to 3 years. Postgraduate doctoral degree students are those pursuing a PhD or similar degree after completing their basic training.

- Outside lecturers and associated external teachers who teach at the institution on a regular short term or ad hoc basis are not included in this number but should be reported for information purposes.

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\(^6\) Average workload: this includes the actual time of teaching, the preparation for teaching and the time spent on examination/evaluation of students. It is generally accepted that 1 teaching hour on average requires two hours of preparation.
2.2 Students

Number of students is defined as follows:

a) **Undergraduate veterinary students**: this number includes all those students who are specifically enrolled for the course at the start of each academic year (Annex 3, Tab. 9.3).

b) **Students graduating annually**: this number comprises those students who received their diploma at the end of undergraduate veterinary training (student attrition) (Annex 3, Tab. 9.4).

2.3 Support staff

Included here is the number of budgeted support staff posts paid for by the institution:

- The posts may be filled on a full-time or part-time basis. As in the case of the academic staff, the given number should be expressed in terms of full time equivalents (FTEs).

- The posts should be counted whether the work involves secretarial, administrative or technical staff, workmen, service personnel, animal caretakers. etc.)

2.4 Theoretical training

This covers the total number of hours of lectures, seminars and self directed learning provided to each student in a given academic year for the EU-listed subjects.

2.5 Supervised practical training

- Only intramural teaching under the guidance of lecturers should be taken into account (extramural placements should not be included).

- Only training taking place in small groups should be considered as supervised practical training.

- The figures provided should correspond to the total number of hours of practical and clinical training provided for the undergraduate training of one student.

- Practical training (e) is divided into three groups based on the work in which the students are involved:

2.5.1 Laboratory and desk work

The total number of teaching hours to small groups in animal-free supervised work (including clinical supervised work). It includes teaching sessions where students themselves actively perform laboratory experiments, use microscopes for examination of histological or pathological specimens. It also includes work on documents and idea-formulation without the handling of animals, organs, objects or products (e.g. essay work, clinical case studies, handling of herd-health monitoring programmes, risk-assessment computer-aided exercises).
2.5.2 Non-clinical animal work

The total number of hours of practical work (practical training). These are teaching sessions where students themselves work on normal animals, on objects, products, carcasses etc (e.g. animal husbandry, ante mortem and post mortem inspection, food hygiene, etc.) and perform dissection or necropsy.

2.5.3 Clinical work

The total number of hours of intramural clinical practical work. These are strictly hands-on procedures by students which include work on normal animals in a clinical environment, on organs and clinical subjects, including individual patients and herds, making use of the relevant diagnostic data. Surgery or propaedeutical hands-on work on organ systems on cadavers to practise clinical techniques are also classified as clinical work. Simply observing the teacher doing these tasks is not clinical work.

2.6 Self-directed learning

The number of hours each student has for self-directed learning per week, in relation to the scheme-driven, supervised teaching load (teacher-student contact hours).

2.7 Animal case-load for training

The total number of animal cases available for students’ practical and clinical intramural training.

Livestock
The total number of individual or on-farm cases of livestock (cattle, sheep, goats, other ruminants, pigs, poultry and rabbits) recorded by the institution’s clinics (stationary and/or ambulatory).

Herds or production units
The total number of herds or production units attended by the student/s.

Equine
The total number of horses, donkeys, mules recorded by the institution’s clinics.

Companion animals and exotics
The total number of companion animals (excluding horses) and exotics recorded by the institution’s clinics.
2.8 Post-mortem examinations

The number of post-mortem examinations carried out by the institution on whole carcasses of cattle, small ruminants, pigs, other farm animals, equines, poultry, rabbits, dogs, cats, other.

2.9 Ambulatory (mobile) clinic

This refers to clinical services provided outside the Faculty, e.g. on farms, with the number of visits carried out by the ambulatory (mobile) clinic to perform field veterinary medicine.

2.10 Summary table for Stage-one indicators

The table below entitled “MAIN INDICATORS TO BE USED IN THE EVALUATION OF VETERINARY FACULTIES” covers:

- The activities, services or facilities to be assessed
- The indicators used in the evaluation and the denominators obtained;

As already mentioned at the beginning of this Annex 1, the main indicators must not be interpreted in a strictly mathematical and isolated sense, but in the light of all other indicators and data.

Annex 1, Stage one, Supplement A, gives the current range of denominators (80 and 90% cut off points) for the faculty to determine whether it is within the range.

The list of indicators provided at the SER-1 and rechecked during the team visitation are to be placed in the preliminary executive summary.
Main indicators to be used in the evaluation of Veterinary Faculties (see also Annex 3)

<table>
<thead>
<tr>
<th>Parameter addressed</th>
<th>Indicator (Ratios)</th>
<th>denominator obtained</th>
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</thead>
<tbody>
<tr>
<td>Teaching capacity (see Annex 3, Tab 10.3)</td>
<td>R1: no. total academic FTE in veterinary training</td>
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<tr>
<td></td>
<td>no. undergraduate veterinary students</td>
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<tr>
<td></td>
<td>no. FTE total Faculty</td>
<td></td>
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<td></td>
<td>R2: no. undergraduate students at Faculty</td>
<td></td>
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<tr>
<td>Types of training (see Annex 3, chapter 4.1.3)</td>
<td>R3: no. VS FTE in veterinary training</td>
<td></td>
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<tr>
<td></td>
<td>no. undergraduate veterinary students</td>
<td></td>
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<td></td>
<td>R4: no. VS FTE in veterinary training</td>
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<td></td>
<td>no. students graduating annually</td>
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<td></td>
<td>R5: no. FTE academic staff</td>
<td></td>
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<td></td>
<td>no. FTE support staff</td>
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<tr>
<td></td>
<td>R6: Theoretical training</td>
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<td></td>
<td>Supervised Practical training</td>
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1 facultative; applies only to a restricted number of faculties
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<thead>
<tr>
<th>Parameter addressed</th>
<th>Indicator (Ratios)</th>
<th>denominator obtained</th>
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</thead>
<tbody>
<tr>
<td>Training Food Hygiene/Public Health</td>
<td>R7: Clinical Work</td>
<td>Laboratory and desk based work + non clinical animal work</td>
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<tr>
<td></td>
<td>R8: Self directed learning</td>
<td>Teaching load</td>
</tr>
<tr>
<td></td>
<td>R9: Total no. curriculum-hours Food Hygiene/Public Health</td>
<td>Total no. hours vet.curriculum</td>
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<tr>
<td></td>
<td>R10: Total no. curriculum-hours Food Hygiene/Public Health</td>
<td>Hours obligatory extramural work in veterinary inspection</td>
</tr>
<tr>
<td>Animals available for clinical education (see Annex 3, table 7.5)</td>
<td>R11: no. of students graduating annually</td>
<td>no. of food-producing animals seen at Faculty</td>
</tr>
<tr>
<td></td>
<td>R12: no. of students graduating annually</td>
<td>no. of individual food-animals consultations outside the Faculty</td>
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<td></td>
<td>R13: no. of students graduating annually</td>
<td>no. of herd health visits</td>
</tr>
<tr>
<td></td>
<td>R14: no. of students graduating annually</td>
<td>no. of equine cases</td>
</tr>
</tbody>
</table>

*see Annex 3, Tab. 9.4*
### Main indicators; continued

<table>
<thead>
<tr>
<th>Parameter addressed</th>
<th>Indicator (Ratios)</th>
<th>denominator obtained</th>
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<tbody>
<tr>
<td>(animals available, continued...)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R15:</td>
<td>no. of students graduating annually</td>
<td>no. of poultry/rabbit cases</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R16:</td>
<td>no. of students graduating annually</td>
<td>no. of companion animals seen at Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R17:</td>
<td>no. of students graduating annually</td>
<td>poultry (flocks)/rabbits (production units) seen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Necropsies available for clinical education (see Annex 3, table 7.6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R18:</td>
<td>no. of students graduating annually</td>
<td>no. necropsies food producing animals + equines</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R19:</td>
<td>no. of students graduating annually</td>
<td>no. poultry/rabbits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R20:</td>
<td>no. of students graduating annually</td>
<td>necropsies companion animals</td>
</tr>
</tbody>
</table>
Annex 1B – Guidelines and requirements for stage two - quality management of faculties
(NB. For RCVS Visitations, Stage Two will be run together with Stage One)

The Faculty applying for evaluation at Stage two must have gained prior approval on the level of Stage-one evaluation. For Stage two evaluations the Faculty, in addition to Stage one requirements, is required to demonstrate how responsibility for quality is followed up with actual quality assurance. Faculties should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance not only of quality, but also quality assurance. To achieve this, faculties must develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders. Hence a prerequisite for the status of an accredited institution will be the existence of a system of internal quality assurance that complies with the criteria set by the Standards and Guidelines for Quality Assurance in the European Higher Education Area established in 2005 by the European Association for Quality Assurance in Higher Education (ENQA, Helsinki, 2005) http://www.enqa.eu/documents.lasso.

This system and its successful application must be documented in the Self Evaluation Report-Two (SER two), allowing the Faculty to be classified as holding the status of

- Accreditation
- Conditional accreditation
- No accreditation.

In particular it must be clear how the Faculty collects, analyses and uses relevant information for the effective management of its study programme and other relevant activities, such as residency programmes, continuing education, research and research education and how the public (stakeholders) is informed. Twelve (12) assessment procedures (AP) have been identified and are detailed in ten (10) chapters. The assessment procedure themselves may be classified as

- satisfactory
- less satisfactory
- non satisfactory.

System of Internal Quality Assurance

1. **Policy Statement (AP 1)**

Bearing in mind, that postgraduate education and research are the basis for the advancement of veterinary science and hence have a great impact on undergraduate education, as laid down in the Principles and of the Evaluation of Veterinary Education in Europe, the Faculty must provide a clear policy and set of procedures for internal quality control and quality assurance of its teaching and research programme. The

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7 For RCVS visitations where Stages One and Two of the EAEVE SOP will be run together, a veterinary school will need to satisfy the visitors on the essential requirements for Stage One before being approved overall, but the visitors will consider and report on the school’s compliance with Stage Two criteria during the single visit and subsequent report.

8 This applies to EAEVE’s classification of schools.
policy should have a formal status and be publicly available. It should also include a role for students and other stakeholders. The policy statement is expected to include the:

- relationship between teaching and research so that an established definition of research education and research quality is evident
- Faculty’s strategy for quality and standards
- organisation of the quality assurance system
- responsibilities of organisational units and individuals for the assurance of quality
- involvement of students in quality assurance
- ways in which the policy is implemented, monitored and revised

2. Assessment of students, post graduate education and student welfare

Undergraduate education (AP 2)

- admission of national and foreign students

Enrolled students must be assessed regularly using published criteria, regulations and procedures which are applied consistently. Student assessment procedures are expected to:

- be designed to measure the achievement of the intended learning outcomes and other programme objectives, e.g. day 1 competences
- have clear and published criteria;
- where appropriate, not rely on the judgements of single examiners;
- results of assessment must be documented properly;
- be subject to administrative verification checks to ensure the accuracy of the procedures.
- in addition, students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.

Post-graduate student education: academic track (AP 3)

Information on the following topics is required:

- admission of national and foreign students
- underlying study programmes, requirements and programme-assessment
- student assessment procedures and results

Post-graduate student education: professional track (AP 3)

Information of the following topics is required:

- types of programmes offered and admission procedures for national and foreign student
- cooperation with other institutions
- student assessment procedures and results

Student welfare (AP 4)

Information of the following topics is required:

- measures taken to prevent zoonoses
- general and specific student counselling
3. **Assessment of teaching staff (AP 5)**

Institutions should ensure that their teaching staff recruitment and appointment procedures include a means of ensuring that all new staff have at least the minimum necessary level of competence.

Teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation should be available. The institution should describe any systems of reward for teaching excellence in operation.

A system for assessment of teaching staff must be in operation and should include student participation.

4. **Assessment of learning opportunities (AP 6)**

The Faculty must provide proof of a quality assurance system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Type, provision and updating of appropriate learning opportunities for the students should be clearly described as well as the involvement of students. The institution should also describe how it manages the promotion of up to date facilities for supervised and self-studies and the promotion of lifelong-learning.

5. **Assessment of training programme and the award of the title of veterinary surgeon (AP 7)**

Assessment is expected to include:

- development and publication of explicit intended learning outcomes, including a description of essential competences required at graduation (the so-called “day one- skills”) as listed in Annex 4.
- procedures for formal curriculum and teaching programme approval and regular reviews
- procedures monitoring delivery of the curriculum and teaching programme
- assurance concerning the participation of students in quality assessment activities
- parameters assessed and procedures to monitor regular feedback from stakeholders and graduates
- provision of a structure that promotes life-long learning

6. **Assessment of quality assurance systems for clinics, laboratories and farm (AP 8)**

The Faculty should describe the system(s) of quality assurance it possesses to monitor and assure clinical, laboratory and farm services
7. **Assessment of continuing education (AP 9)**

The Faculty should describe its system for quality assurance to monitor and promote the design, implementation and quality control of its own, or joint Continuing Professional Development (CPD) programmes in specific areas of practical veterinary medicine.

8. **Assessment of research (AP 10)**

The institution should describe its quality assurance systems to develop, maintain and audit research programmes. Of particular interest is how research provides opportunities for student training, staff promotion, and how research methods and results are conveyed into basic veterinary training.

9. **Assessment of internationalisation of education and research (AP 11)**

The institution should describe how it promotes and assesses the development of international post-graduate education and of co-operating research projects with other countries, including developing countries.

Of particular importance is a description of the measures of encouragement applied to engage veterinary students and new graduates in international mobility of training (e.g. EU programmes such as Erasmus, Socrates, Tempus, Marie Curie etc) as well as the effectiveness of the activities.

10. **Assessment of cooperation with stakeholders and society (AP 12)**

The institution should provide proof that it regularly publishes up to date, objective and accurate information, both quantitative and qualitative, about the study programme. Published information might also include the views and employment destinations of past students and the profile of the current student population. This information should be readily accessible and should not be used simply as a marketing opportunity. The institution should describe to what extent it meets its own expectations.
Annex 1 – Stage One, Supplement A

Main EAEVE indicators to be used in the evaluation of veterinary faculties

- Supplement A must be made available to the Faculty and the group of visiting experts prior to the visit.
- The denominators listed in this supplement are derived from positively evaluated veterinary faculties. Except for ratios R5 and R8 the denominators listed indicate the 80% and 90% cut off points. Based on their nature, the ratios to be given for R5, R8, R9 and R10 are the upper and lower limit of the 80% quartile.
- Presently (January 2008) this list is based on results obtained from 11 positively evaluated faculties. The data pool will be amended with data from other faculties positively evaluated; hence the ratios are subject to change.

Consequently and as indicated in Annex 1, the denominators obtained are guidelines and must not be interpreted in a strictly mathematical sense, but as a complex set of data and in the light of all other observations made.
<table>
<thead>
<tr>
<th>Parameter addressed</th>
<th>Indicator (Ratios)</th>
<th>established range of denominators</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1: no. total academic FTE in veterinary training</td>
<td>8.85 – 10.42</td>
<td></td>
</tr>
<tr>
<td>no. undergraduate veterinary students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R2: no. FTE total Faculty</td>
<td>8.75 – 12.54</td>
<td></td>
</tr>
<tr>
<td>no. undergraduate students at Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R3: no. VS FTE in veterinary training</td>
<td>10.62 – 12.62</td>
<td></td>
</tr>
<tr>
<td>no. undergraduate veterinary students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R4: no. VS FTE in veterinary training</td>
<td>4.91 – 7.21</td>
<td></td>
</tr>
<tr>
<td>no. students graduating annually</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R5: no. total FTE academic staff in veterinary training</td>
<td>0.53 – 2.20</td>
<td></td>
</tr>
<tr>
<td>no. total FTE support staff in veterinary training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R6: Theoretical training</td>
<td>0.51 – 0.36</td>
<td></td>
</tr>
<tr>
<td>Supervised practical training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 facultative; applies only to a restricted number of faculties
Main indicators; continued

<table>
<thead>
<tr>
<th>Parameter addressed</th>
<th>Indicator (Ratios)</th>
<th>established range of denominators</th>
</tr>
</thead>
<tbody>
<tr>
<td>R7: Clinical Work</td>
<td><strong>Laboratory and desk based work + non clinical animal work</strong></td>
<td><strong>1.88 – 2.21</strong></td>
</tr>
<tr>
<td>R8: Self directed learning</td>
<td><strong>Teaching load</strong></td>
<td><strong>0.51 – 7.87</strong></td>
</tr>
<tr>
<td>R9: Total no. curriculum-hours</td>
<td><strong>Food Hygiene/Public Health</strong></td>
<td>still open</td>
</tr>
<tr>
<td>R10: Total no. curriculum-hours</td>
<td><strong>Hours obligatory extramural work in veterinary inspection</strong></td>
<td>still open</td>
</tr>
<tr>
<td>R11: no. of students graduating annually(^2)</td>
<td><strong>no. of food-producing animals seen at Faculty</strong></td>
<td><strong>2.47 – 1.73</strong></td>
</tr>
<tr>
<td>R12: no. of students graduating annually</td>
<td><strong>no. of individual food-animals consultations outside the Faculty</strong></td>
<td><strong>2.56 – 1.02</strong></td>
</tr>
<tr>
<td>R13: no. of students graduating annually</td>
<td><strong>number of herd health visits</strong></td>
<td><strong>0.20 – 0.09</strong></td>
</tr>
<tr>
<td>R14: no. of students graduating annually</td>
<td><strong>no. of equine cases</strong></td>
<td><strong>1.78 – 0.92</strong></td>
</tr>
</tbody>
</table>

\(^2\) see Annex 3, Tab. 9.4
<table>
<thead>
<tr>
<th>Parameter addressed</th>
<th>Indicator (Ratios)</th>
<th>established range of denominators</th>
</tr>
</thead>
<tbody>
<tr>
<td>R15: no. of students graduating annually</td>
<td>no. of poultry/rabbit cases</td>
<td>0.58 – 0.37</td>
</tr>
<tr>
<td>R16: no. of students graduating annually</td>
<td>no. of companion animals seen at faculty</td>
<td>48.74 – 37.94</td>
</tr>
<tr>
<td>R17: no. of students graduating annually</td>
<td>Poultry (flocks)/rabbits (production units) seen</td>
<td>0.07 – 0.02</td>
</tr>
<tr>
<td>R18: no. of students graduating annually</td>
<td>no. necropsies food producing animals + equines</td>
<td>0.75 – 0.46</td>
</tr>
<tr>
<td>R19: no. of students graduating annually</td>
<td>no. poultry/rabbits</td>
<td>0.26 – 0.12</td>
</tr>
<tr>
<td>R20: no. of students graduating annually</td>
<td>Necropsies companion animals</td>
<td>1.26 – 0.89</td>
</tr>
</tbody>
</table>

*range 80% cut off*
1. General

The self-evaluation report is the cornerstone of the evaluation process, for both Stage one and Stage two evaluations.

Important points to note are:

- It is recommended that preparation of the SER should begin well in advance of the visit. It must reach the visiting experts and the evaluation programme co-ordinator\(^9\) at least two months prior to the scheduled date of the visit.

- Therefore, it is recommended that preparation of the SER 1 and SER 2 should begin about one year prior to the date of the visit.

- The SER should be drafted by the Faculty concerned. The SER must be prepared in English, which is the only language used for the Evaluation and the site visitation.

- Any SER should be as brief, concise and complete as possible. The use of unnecessary abbreviations, acronyms and unusual technical or administrative terms should be avoided.

- The SER 1 is the result of an in-depth review of the institution, its departments and their activities. Each Faculty should obtain an outside opinion as to whether it is achieving its objectives.

- The SER 2 should describe the policies and procedures that the Faculty uses with the intention of assuring academic standards and the promotion of quality of learning for the veterinary students. It should provide a view of how the Faculty develops, executes and monitors the effectiveness of their quality assurance systems concerning the veterinary study programme, research and research education. The SER 2 should also indicate how teachers, students and other stakeholders are involved in the process of quality assurance and how the public (stakeholders) is informed of the Faculty's academic achievements and excellence.

- Minority opinions at all levels may be indicated. Recommendations for improvements should be included under each heading. A SER which fails to highlight weaknesses or areas for improvement will be viewed with concern.

- Brevity is essential! Long, unnecessary lists of explanatory material are to be excluded from the SER 1 and SER 2. If found necessary, details can be systematically included as appendices. Care should be taken not to include excessive extracts from official texts (especially if they are in a language other than English).

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\(^9\) For RCVS visits, this means the RCVS Education Department.
2. Report layout

**SER 1**

The self-evaluation report should begin with an introductory chapter describing the main events in the institution's recent history. This chapter must cover the period that has elapsed since the last site visit or, if there has been no previous visit, a period of about ten years. In this chapter, the institution should highlight major organisational changes, new teaching regulations, new equipment or buildings, curricular changes, major decisions made by the Faculty administration or the competent/responsible authority and the major problems encountered and/or resolved, etc.

The chapters below must be drafted in line with the guidelines and requirements *(Annex 1a)*

- Chapter 1 Objectives
- Chapter 2 Organisation
- Chapter 3 Finances
- Chapter 4 Curriculum
- Chapter 5 Teaching, Quality and Evaluation
- Chapter 6 Facilities and Equipment
- Chapter 7 Animals and Teaching Material of Animal Origin
- Chapter 8 Library and Learning Resources
- Chapter 9 Admission and Enrolment
- Chapter 10 Academic and Support Staff
- Chapter 11 Continuing education
- Chapter 12 Postgraduate education
- Chapter 13 Research

Each chapter or sub-chapter should set out providing:

- Factual information,
- Comments,
- Suggestions for improvement.

The information should be provided in the same order and under the same headings.

All chapters required for SER 1 should be addressed in the report and all the questions of *Annex 3* must receive a response. If there is no activity in the Faculty which corresponds to the paragraph or the question, please state "not applicable".
Annex 3, Chapter 1 (Objectives) must include the institution’s general objectives (teaching, research, service, continuing and postgraduate education), not detailed objectives, which are to be dealt with in Annex 3, Chapter 4 (Curriculum).

In Annex 3, Chapter 5.1.1, evidence and data should be collected to confirm that students are equipped with essential competences at graduation (Day one skills), these should be analysed and given as a summary.

Annex 3, Chapter 7 (Animals and teaching material) and Chapter 8 (Library and learning resources), in particular, should contain only basic data, and with the complete documentation provided by each service placed in the appendices.

In Annex 3, Chapter 13 (Research), the information should primarily cover the involvement of undergraduate students in research.

It is important that:

- Any appendices should follow the outline of the basic evaluation report,
- The core report should always contain a cross-reference to the exact place in the relevant appendix.
- The information to be contained in the appendices must be carefully selected so that the report is not excessively lengthy and useful information is not swamped by large amounts of unnecessary detail.

A map of the Faculty should be attached to the report in order to facilitate the preparation of, and to lay the groundwork for, the visit.
SER 2

The SER 2 can only be drawn up following at least two (2) year’s implementation, together with the supporting documentation.\(^\text{10}\)

The self-evaluation report should begin with an introduction providing an outline of the main features of the Faculty in the period since the last evaluation or, if there has not been a previous visit, in the last ten (10) years. It must clearly be stated when implementation of assessment procedures for quality control was started and when the complete programme was first implemented. Evaluation according to SER 2 requires a minimum of two (2) year’s documentation.

The chapters below must be drafted in line with the guidelines and requirements described in Annex 1b.

Chapter 1. Policy statement
Chapter 2. Assessment of students, post graduate education and student welfare
Chapter 3. Assessment of teaching staff
Chapter 4. Assessment of learning opportunities
Chapter 5. Assessment of training programme and the award of the title of Veterinary Surgeon
Chapter 6. Assessment of quality assurance systems for clinics, laboratories and farm
Chapter 7. Assessment of continuing education
Chapter 8. Assessment of research
Chapter 9. Assessment of internationalisation of education and research
Chapter 10. Assessment of cooperation with stakeholders and society

Each chapter or sub-chapter should provide:

- Factual information,
- Comments,
- Suggestions for improvement.

The Faculty must present its policy statement including all associated formal procedures and mechanisms designed for the approval, monitoring and periodic review of their veterinary training programme. The Faculty must also present a strategy for the continuous enhancement of quality of training leading to the development of a culture which recognises the importance of quality and quality assurance in their work. This should include not only the assessment of the students (measure the achievement of the intended learning outcomes and other programme objectives) but also include the mechanisms employed for quality assurance of the teaching staff. The SER 2 should also present the way the Faculty collects, analyses and uses relevant information for the effective management of its study programme and other relevant activities, particularly, clinics, research, research education and continuing education. How the public (stakeholders) is informed should also be included.

\(^{10}\) If 2 years worth of data is not available, please provide whatever data is available, and indicate when statistical monitoring first started.
The description of strategy, policy and procedures should have a formal status and be publicly available. The SER 2 should also indicate how teachers, students and other stakeholders are involved in the process of quality assurance.

All the chapters required for the SER 2 should be responded to in the self evaluation report and all the questions of Annex 3 must receive a response. If there is no activity in the Faculty which corresponds to the paragraph or the question, please state “not applicable”.

3. **Recommendations for the dissemination of the report/s**

The self-evaluation report/s (as hard copy and electronic copy, the latter compatible with Microsoft Office applications) must be sent by the administration of the institution **to the RCVS AT LEAST TWO MONTHS PRIOR TO THE START OF THE VISIT.**

It is strongly recommended that the SER should be made available to all relevant faculty staff by the University. All faculty staff scheduled to meet the visiting experts should be advised by the University to take cognisance of at least those parts of the report which directly concern them.
Annex 3 - Information to be provided in the self evaluation report/s

This annex defines the information that must be provided in the self-evaluation report (SER) for Stage One (SER 1) and Stage Two (SER 2).

It is suggested that the information should be provided only after careful study of Annexes 1, 2 and 4 of this document.

The aim of this annex is to provide the information necessary for the evaluation process.

Each chapter or section follows the same organisation in three parts, with the aim of sequentially obtaining different information:

- factual information (lists, numerical data, descriptions, policies and formal documentation),
- comments,
- suggestions for improvements. Please add any suggestions for improvement in sequential order of importance as well as commenting on specific areas as indicated.

Information in response to each question has been requested. In some instances, the reply might be “not applicable”.

In the event of difficulty in answering any of the questions, it is recommended that the Faculty consults with the responsible secretariat.

A Faculty may have certain unusual features, which require explanation appropriately placed in the SER.
Annex 3A

Annex 3a – Contents of the SER 1

The contents of the Self Evaluation Report (SER 1) should be:

**Introduction**

Chapter 1. Objectives

Chapter 2. Organisation

Chapter 3. Finances

Chapter 4. Curriculum

Chapter 5. Teaching: quality and evaluation

Chapter 6. Facilities and equipment

Chapter 7. Animals and teaching material of animal origin

Chapter 8. Library and learning resources

Chapter 9. Admission and enrolment

Chapter 10. Academic and support staff

Chapter 11. Continuing education

Chapter 12. Postgraduate education

Chapter 13. Research

Chapter 14. EMS

It is important that:

- Any appendices should follow the outline of the basic evaluation report,
- The core report should always contain a cross-reference to the exact place in the relevant appendix.
- The information to be contained in the appendices must be carefully selected so that the report is not excessively lengthy and useful information is not swamped by large amounts of unnecessary detail.

A map of the Faculty should be attached to the report in order to facilitate the preparation of, and to lay the groundwork for, the visit.

**Introduction**

Please provide an outline of the main features of the history of the Faculty in the period since the last evaluation visit or, if there has not been a previous visit, in the last ten (10) years.

It should cover,

- the main organisational changes
- new regulations relating to teaching
- new buildings or major items of equipment
- main changes to the study programme
- important decisions made by the management of the Faculty, or by the authorities responsible for it
- major problems encountered by the Faculty, whether resolved or not

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11 The section on EMS is unique to RCVS and does not appear in the EAEVE SOP.
Chapter 1. Objectives

1.1 Factual information

Indicate whether there is an official list of the overall objectives of the Faculty.

If this is the case, please indicate these.
- Who determines the official list of objectives of the Faculty?
- By what procedure is this list revised?
- Do you have a permanent system for assessing the achievement of the Faculty's general objectives? If so, please describe it.

If there is no official list, please indicate the objectives that guide the Faculty’s operation.

1.2 Comments

In your view, to what extent are the objectives achieved?
What, in your view, are the main strengths and weaknesses of the Faculty?

1.3 Suggestions

If you are not satisfied with the situation, please list your suggestions for change in order of importance and describe any factors which are limiting the further development of your Faculty.

Chapter 2. Organisation

2.1 Factual information

Contact details of the Faculty

Name of the Faculty:

Address:

Telephone:

Fax: Website:

E-Mail:

Title and name of head of the Faculty:
- Is the Faculty within a university? If so, please give address of the university.
- Details of the competent authority overseeing the Faculty.
- Indicate the rules concerning the appointment of the elected officials of the Faculty (Dean, Vice-Dean, Heads of Department, etc)
- Provide a diagram of the administrative structures showing the Faculty in relation to the university and ministerial structure of which it is part.
- Provide a diagram of the internal administrative structure of the Faculty itself (councils, committees, departments, etc.)
- Describe, briefly the responsibilities, constitution and function of the main administrative bodies (councils, committees etc.)
- Indicate the involvement of the veterinary profession and general public in the running of the Faculty.

2.2 Comments

Add any comments on the organisation and functioning of the Faculty that you feel useful for completing the description.

2.3 Suggestions

If you are not satisfied with the situation, please list your suggestions for change in order of importance and describe any factors which are limiting the further development of your Faculty.
Chapter 3. Finances

3.1 Factual information

3.1.1 General information

Indicate whether the Faculty's current financial model (system) meets the Faculty's mission.

In addition please specify:

- How the allocation of funding (including public funding) to the Faculty is determined, and by what body.
- If the allocation of funds, or any significant proportion of it, is linked to a particular factor (e.g. student numbers, research output), please describe this.
- How the basis for funding the Faculty compares with those teaching other courses (e.g. whether veterinary training receives a higher budget weighting compared to other disciplines).
  How the allocation of funds within the Faculty is decided.
- What are the mechanisms for funding major equipment and its replacement?
- The mechanism(s) for funding capital expenditure (e.g. building work, major items of equipment) and how decisions are taken in this matter.
- The mechanism(s) to provide the necessary support for building maintenance and how decisions are taken in this matter.

3.1.2 Information on extra income

What percentage of income from the following sources does the veterinary teaching Faculty have to give to other bodies (university, etc.)?

- clinical or diagnostic work:
- research grants:
- other (please explain):

Please indicate whether students:

- pay tuition/registration fees,
- How much these are,
- How they are decided,
- How the funds are distributed.
3.1.3 Overview income (revenue) and expenditure

Table 3.1: Income/Revenue

<table>
<thead>
<tr>
<th>Year</th>
<th>State (government)</th>
<th>Income generated by the Faculty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To university administered outside the Faculty</td>
<td>Direct to Faculty</td>
<td>Income from services provide</td>
</tr>
<tr>
<td>N*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N-2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*year prior to visitation

Table 3.2: Expenditure

<table>
<thead>
<tr>
<th>Year</th>
<th>Pay</th>
<th>Non Pay</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Salaries</td>
<td>Teaching support</td>
<td>Research support</td>
</tr>
<tr>
<td>N*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N-2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*year prior to visitation, †please specify

Please note that some of the information requested might not be available to all Faculties; in these cases indicate “not applicable” with some explanatory remarks.

3.2 Comments

- Teaching establishments never have enough finance. Please comment on any of the “Guidelines and Requirements” that are particularly difficult to fulfil in the present financial situation. Please make any comments that you feel would help the experts concerning the Faculty’s finances.
- What is your number one priority for the use of any increased funding?
- Comment on the degree of autonomy and flexibility available to the Faculty in financial matters.
- Comment on the percentage of income from services that the Faculty is allowed to retain for its own use, and in particular on the extent to which loss of this income acts as a disincentive for the services concerned.
- Please make any other general comments that you feel would help the experts concerning the Faculty’s finances.

3.3 Suggestions

If you are not satisfied with the situation, please list any shortcomings and provide suggestions -in order of importance and describe any factors which are limiting the further development of your Faculty.
Chapter 4. Curriculum

4.1 Factual information

- Indicate whether there is a defined national curriculum and (if applicable) how and by what body decisions are taken on this.
- Describe the degree of freedom that the Faculty has to change the curriculum.
- Outline how decisions on curriculum matters and course content are taken within the Faculty.
- Outline how decisions are taken on the allocation of hours between the various subjects and on the balance between theoretical and practical teaching (Tables 4.1, 4.2 and 4.3).
- Indicate the presence and disposition of an integrated curriculum. Describe the degree of integration present and the amount of time devoted for EU- and non-EU-listed subjects (Table 4.4)

4.1.1 Status\textsuperscript{12} of subjects and types of training

4.1.1.1 Status of subject

- "core" subjects taken by every student;
- "electives" which each student must select from a list of permissible subjects;
- obligatory extramural work\textsuperscript{13}.

4.1.1.2 Types of training

There cannot be absolute distinction between the terms used to distinguish between different types of training. Overlap is inevitable. The following descriptions are derived from the definitions presented in the section 'Main Indicators' of Annex 1.

4.1.1.2.1 Theoretical training

- **Lectures** convey theoretical knowledge. Lectures are given to an entire or partial annual intake of students. Teaching may be with or without the use of teaching aids or of demonstration animals or specimens. The essential characteristic is that there is no active involvement of the students in the material discussed. They listen and do not handle.
- **Seminars** (sometimes called tutorials or supervised group work) are teaching sessions directed towards a smaller group of students during which they work on their own, or as a team, on part of the theory, prepared from manuscript notes, photocopied documents, articles and bibliographic references. Information is illustrated and knowledge extended by the presentation of audio-visual material, exercises, discussions and, if possible, case work.

\textsuperscript{12} The term used in the EAEVE SOP here is “Power of subjects”

\textsuperscript{13} UK schools should include under this heading any core training which is undertaken externally, in accordance with RCVS's guidelines for “distributed” teaching as described in Annex 7.
• **Self directed learning** are sessions of individual students making use of defined teaching material provided by the Faculty (e.g. e-learning)

4.1.1.2.2 Supervised practical training

• **Laboratory and desk based work.** Includes teaching sessions where students themselves actively perform laboratory experiments, use microscopes for the examination of histological or pathological specimens. It also includes work on documents and idea-formulation without the handling of animals, organs, objects or products (e.g. essay work, clinical case studies, handling of herd-health monitoring programmes, risk-assessment computer-aided exercises).

• **Non-clinical animal work.** These are teaching sessions where students themselves work on normal animals, on objects, products, carcasses etc. (e.g. animal husbandry, ante mortem and post mortem inspection, food hygiene, etc.) and perform dissection or necropsy.

• **Clinical work.** These are strictly hands-on procedures by students which include work on normal animals in a clinical environment, on organs and clinical subjects including individual patients and herds, making use of the relevant diagnostic data. Surgery or propaedeutical hands-on work on organ systems on cadavers to practise clinical techniques are also classified as clinical work.

4.1.2 Undergraduate curriculum followed by all students

4.1.2.1 Curriculum hours

This section makes a distinction between curriculum hours to be taken by every student and those offered as electives or within a given track. Specific information is also requested on subjects other than those specified in table 4.2.

**Table 4.1: General table of curriculum hours taken by all students**

<table>
<thead>
<tr>
<th>Year</th>
<th>Lectures (A)</th>
<th>Seminars (B)</th>
<th>Self-directed learning (C)</th>
<th>Laboratory and desk based work (D)</th>
<th>Non-clinical animal work (E)</th>
<th>Clinical work (F)</th>
<th>Other (G)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fifth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sixth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 4.2: Curriculum hours in EU-listed subjects taken by each student

<table>
<thead>
<tr>
<th>Subject</th>
<th>Theoretical training</th>
<th>Supervised practical training</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lectures</td>
<td>Seminars</td>
<td>Self directed learning</td>
<td>Laboratory and desk based work</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

1. **Basic Subjects**
   a) Physics
   b) Chemistry
   c) Animal biology
   d) Plant biology
   e) Biomathematics

   **1- Total number of hours**

2. **Basic Sciences**
   a) Anatomy (incl. histology and embryology)
   b) Physiology
   c) Biochemistry, cellular and molecular biology
   d) Genetics (including molecular genetics)
   e) Pharmacology and pharmacy
   f) Toxicology (including environmental pollution)
   g) Microbiology (including virology, bacteriology and mycology)
   h) Immunology
   i) Epidemiology (including scientific and technical information and documentation methods)
   j) Professional ethics

   **2- Total number of hours**
### Table 4.2, continued…

<table>
<thead>
<tr>
<th>Subject</th>
<th>Theoretical training</th>
<th>Supervised practical training</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lectures</td>
<td>Seminars</td>
<td>Self directed learning</td>
<td>Laboratory and desk based work</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

#### 3. Clinical Sciences

- a) Obstetrics
- b) Pathology (including pathological anatomy)
- c) Parasitology
- d) Clinical medicine and a surgery (including anaesthetics)
- e) Clinical lectures on various domestic animal, poultry and other animal species including
- f) Field veterinary medicine (ambulatory clinics)
- g) Preventive Medicine
- h) Diagnostic imaging (including radiology)
- i) Reproduction and reproductive disorders
- j) Veterinary state medicine and public health
- k) Veterinary legislation and forensic medicine
- l) Therapeutics
- m) Propaedeutics (including laboratory diagnostic methods)

**3- Total number of hours**

#### 4. Animal Production

- a) Animal production
- b) Animal nutrition
- c) Agronomy
- d) Rural economics
- e) Animal husbandry
- f) Veterinary hygiene
- g) Animal ethology and protection

**4- Total number of hours**
Table 4.2 continued…

<table>
<thead>
<tr>
<th>Subject</th>
<th>Theoretical training</th>
<th>Supervised practical training</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lectures</td>
<td>Seminars</td>
<td>Self directed learning</td>
<td>Laboratory and desk based work</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>5. Food Hygiene/ Public Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Inspection, and control of animal foodstuffs or foodstuffs of animal origin and the respective feedstuff production unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Food hygiene and technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Food science including legislation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Practical work (including practical work in places where slaughtering and processing of foodstuffs takes place)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- Total number of hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Professional Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Practice management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Veterinary certification and report writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Career planning and opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- Total number of hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note:

Establishments, which due to the character of their curriculum feel unable to complete Table 4.2 may – alternatively – provide a detailed outlay of their curriculum. This should allow conclusions to be drawn about the extent to which the requirements laid down in Directive 2005/36/EC are met. The values for ratios R6, R7 and R8 (Annex 1, 2.10) must be given.
Table 4.3: Curriculum hours in EU-listed subjects offered and to be taken as electives

<table>
<thead>
<tr>
<th>Subject</th>
<th>Theoretical training</th>
<th>Supervised practical training</th>
<th>Other</th>
<th>Hours to be taken by each student per subject group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Seminars</td>
<td>Self directed learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic subjects</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>Basic sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal production</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food hygiene/ Public health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The inherent nature of an elective is that students make a distinction and select. However, the total number of hours to be taken by each student out of the various subject groups should be stated.
Where a Faculty runs a “Tracking system” this should be indicated when completing Table 4.3. Separate tables should be provided for each track, e.g. Table 4.3a: Curriculum hours in EU-listed subjects to be taken in the “equine medicine track”.

Tab. 4.4 requests information concerning curriculum hours in subjects not listed in Table 4.2 to be taken by every student. If offered as electives or within a special track, please develop separate tables (e.g. 4.4a, b…).

**Table 4.4: Curriculum hours in subjects not listed in Table 4.2 to be taken by each student, including Diploma work (final graduation thesis, or final graduation work).**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Theoretical training</th>
<th>Supervised practical training</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lectures A</td>
<td>Seminars B</td>
<td>Self directed learning C</td>
<td>Laboratory based work D</td>
</tr>
</tbody>
</table>

(Expand table as necessary)

### 4.1.3 Further information on the curriculum

- Provide the visiting team with highlights and any unusual or innovative aspects of the teaching programme, e.g. tracking and orientation programmes.
- State the parts of the programme that must be attended as obligatory by the students and how the attendance is verified.
- Please provide **specific information on the practical clinical training**;
  - If clinical training is be provided through obligatory clinical rotations in different areas, please give an outline description of how this is structured, in terms of:
    - are such rotations a structured part of the training given to all undergraduate students?
    - the total number of days or weeks of such rotations;
    - the year(s) in which they occur;
    - the different areas covered and the time spent in each area;
    - whether attendance is full-time, for part of the day, and/or other (e.g. based on case needs);
    - the activities and case responsibilities that students are expected to undertake.
    - the group sizes in the clinical rotations
- Describe clinical exercises in which students are involved prior to the commencement of clinical rotations.
- Outline the student involvement in the emergency and hospitalisation activities of the clinics.
- Specify student participation in the activities of the mobile clinic and indicate whether or not the hours spent in the mobile (ambulatory) clinic are included in those in Table 4.2.

4.1.4 Obligatory extramural work

These are training periods that are an integral part of the curriculum, but which are taken outside the Faculty. Please make a distinction in respect to the nature of the work, for instance work on farms, training in a veterinary practice or in Food Hygiene/Public Health with a commercial or government organisation.

Please indicate the guidelines pertaining to this activity, and the manner by which it is assessed.

(For RCVS visits, please also see Chapter 14, EMS, and Annex 7, RCVS's policy on “distributed” clinical education. Schools should distinguish clearly between time spent on EMS, and time spent in “distributed” placements.)

Table 4.5: Obligatory extramural work that students must undertake as part of their course

<table>
<thead>
<tr>
<th>Nature of work</th>
<th>Minimum period(^2)</th>
<th>Maximum period(^2)</th>
<th>Year in which(^1) work is carried out</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>hours</td>
<td>% of total study time</td>
<td>hours</td>
</tr>
</tbody>
</table>

\(^1\)If these periods of extramural work take place during vacations, then the preceding academic year should be entered in the last column of Table 4.5

\(^2\)Where applicable

4.1.5 Specific information on the practical training in food hygiene/Public Health

- Describe arrangements for teaching in a slaughterhouse and/or in premises for the production, processing, distribution/sale or consumption of food of animal origin.
- Indicate the distance to slaughterhouses where students undergo training, and the species covered. Outline the structure and the frequency of these visits (group size, number of trainers, duration, etc.).
4.1.6 Ratios

These must be delineated from Table 4.1, 4.2 and 4.3.

For explanation about ratios, see the section 'Main Indicators' of Annex 1. The indicator derived from the ratios established is the denominator when the numerator is set 1.

4.1.6.1 General indicators types of training

As indicated in tables 4.1, 4.2 and 4.3, the figures for the numerators and denominators are defined as follows:

<table>
<thead>
<tr>
<th>Figure</th>
<th>Total no teaching hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Lectures</td>
</tr>
<tr>
<td>B</td>
<td>Seminars</td>
</tr>
<tr>
<td>C</td>
<td>Self directed learning</td>
</tr>
<tr>
<td>D</td>
<td>Laboratory and desk based work</td>
</tr>
<tr>
<td>E</td>
<td>Non-clinical animal work</td>
</tr>
<tr>
<td>F</td>
<td>Clinical work</td>
</tr>
<tr>
<td>G</td>
<td>Other</td>
</tr>
</tbody>
</table>

Please give the following values:

<table>
<thead>
<tr>
<th></th>
<th>Denominator</th>
</tr>
</thead>
</table>
| R 6: Theoretical training (A+B+C) | \[
\frac{\text{Theoretical training}}{\text{Denominator}} = \frac{1}{1} = \text{Denominator} : \text{Denominator} \\
\text{Supervised practical training (D+E+F)}
\]| |
| R 7: Clinical Work (F) | \[
\frac{\text{Clinical Work}}{\text{Denominator}} = \frac{1}{1} = \text{Denominator} : \text{Denominator} \\
\text{Laboratory and desk based work + non-clinical animal work (D +E)}
\]| |
| R 8: Self directed learning (C) | \[
\frac{\text{Self directed learning}}{\text{Denominator}} = \frac{1}{1} = \text{Denominator} : \text{Denominator} \\
\text{Teaching load (A+B+C+D+E+F+G)}
\]| |
4.1.6.2 Special indicators of training in food hygiene/ public health

<table>
<thead>
<tr>
<th>R 9: Denominator</th>
<th>Total no. curriculum-hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Food Hygiene / Public Health$^1$</td>
</tr>
<tr>
<td></td>
<td>___________________________</td>
</tr>
<tr>
<td></td>
<td>Total no. hours</td>
</tr>
<tr>
<td></td>
<td>vet. Curriculum$^1$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R 10: Denominator</th>
<th>Total no. curriculum hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Food Hygiene / Public Health$^2$</td>
</tr>
<tr>
<td></td>
<td>___________________________</td>
</tr>
<tr>
<td></td>
<td>Hours obligatory extramural work</td>
</tr>
<tr>
<td></td>
<td>in Veterinary inspection$^3$</td>
</tr>
</tbody>
</table>

Origin numerators, denominators

1: Total as derived in Table 4.1
2: Total as derived in Table 4.1, Subject 5
3: Figures to be taken from Table 4.5

4.2 Comments

Please comment on:
- the way in which the veterinary curriculum prepares the graduate for the various parts of the veterinary profession, especially under the specific conditions prevailing in your country/region.
- the way the curriculum is structured and reviewed.
- the major developments in the curriculum, now and in the near future.
- the local conditions or circumstances that might influence the ratios in 4.1.6.

4.3 Suggestions

If the denominators in 4.1.6 for your Faculty are not meeting the range as indicated in Annex 1, Supplement A, what can be done to improve the ratios?
Chapter 5. Teaching and learning

5.1 Factual information

5.1.1 The teaching programme

Describe the measures taken to ensure co-ordination of teaching between different departments, sections, institutes and services.

Describe the pedagogical approach of the institution. In particular, describe the use of newer approaches, such as problem-based learning, interactive computer-assisted learning, etc.

Indicate the extent to which course notes are used to supplement or substitute for the use of standard veterinary textbooks.

Describe (if applicable) any established or contractual arrangements that support undergraduate teaching between the Faculty and outside bodies, e.g. farms, breeding centres, practitioners, state veterinary services, factories/processing plants, outside laboratories, etc. Briefly describe how these arrangements work out in practice in terms of the contact this provides for all students or for selected students.

Describe the general learning objectives underlying the veterinary curriculum and how this is ensured.

Evidence and data should be collected to confirm that students are equipped with essential competences at graduation (Day one skills), these should be analysed and given as a summary.

5.1.2 The teaching environment

Describe the available staff development facilities, particularly in relation to teaching skills.

Describe the available systems for reward of teaching excellence (e.g., accelerated promotion, prizes, etc).

Describe other measures taken to improve the quality of teaching and of learning opportunities.

5.1.3 The examination system

Describe the examination system of the Faculty, in particular:

- Is there a central examination policy for the Faculty as a whole? If ‘yes’, by whom is it decided?
- Are there special periods (without teaching) during the year for examinations?
- What form(s) of examination are used (written papers, multiple-choice questions, oral, practical, clinical examination, continuous assessment, etc.)?
- Is use made of external examiners?
• How many retakes of an examination are allowed?
• Do students have to pass the examination within a certain time?
• Do students have to pass an examination before they can start other courses?

5.1.4 Evaluation of teaching and learning

Describe the method(s) used to assess the quality of teaching and learning in the Faculty.

Indicate whether the evaluation is a Faculty procedure, or one set up by individual departments, by students or by individuals.

Indicate the use of external evaluators.

Describe the role of students in the evaluation of teaching and teachers.

Describe the follow-up given to the evaluation.

5.1.5 Student welfare

Describe any measures taken to protect students from zoonoses (e.g. rabies) and physical hazards.

Describe the facilities (not related to the teaching programme) which the establishment provides for students.

Describe the guidance offered by the Faculty (or its parent institution) for students with problems (social problems, study problems) as well as for future career development or job selection.

5.2. Comments

Please give general comments about the quality of the teaching programme under the above headings.

5.3 Suggestions
Chapter 6. Facilities and equipment

6.1 Factual information

6.1.1 Premises in general

Please give a general description of the site(s) and buildings occupied by the Faculty and include a map.

6.1.2 Premises used for clinics and hospitalisation

The information to be entered in Table 6.1 is the number of animals that can be accommodated, not the number of animals used. Certain premises may be used to accommodate different species of animal. If so, the same premises should be entered only once.

Table 6.1: Places available for hospitalisation and animals to be accommodated

<table>
<thead>
<tr>
<th></th>
<th>Species</th>
<th>No. places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular hospitalisation</td>
<td>cattle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>horses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>small ruminants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pigs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dogs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>other¹</td>
<td></td>
</tr>
<tr>
<td>Isolation facilities</td>
<td>farm animals and horses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>small animals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>other¹</td>
<td></td>
</tr>
</tbody>
</table>

¹) please specify

6.1.3 Premises for animals

Give a description of the facilities for rearing and maintaining normal animals for teaching purposes.

If the Faculty has no farm of its own, please explain in the SER the practical arrangements made for teaching such subjects as animal husbandry, herd health, and the techniques of handling production animals.

6.1.4 Premises used for theoretical, practical and supervised teaching

The same room should not be entered under two or more headings, even if it is used, for example, for both practical and supervised work.
### Table 6.2: Premises for clinical work and student training

<table>
<thead>
<tr>
<th></th>
<th>no. consulting rooms</th>
<th>no. surgical suits</th>
<th>equine and food animals</th>
<th>no. examination areas</th>
<th>no. surgical suites</th>
<th>other(^1)</th>
</tr>
</thead>
</table>

\(^1\) please specify

### Table 6.3: Premises for lecturing

<table>
<thead>
<tr>
<th>Hall</th>
<th>no. 1</th>
<th>no. 2</th>
<th>no. 3</th>
<th>no. 4</th>
<th>no. 5</th>
<th>no. 6</th>
<th>no. 7</th>
<th>no. 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
</tr>
</tbody>
</table>

Total number of places in lecture halls:

### Table 6.4: Premises for group work (Number of rooms that can be used for supervised group work)

<table>
<thead>
<tr>
<th>Room</th>
<th>no. 1</th>
<th>no. 2</th>
<th>no. 3</th>
<th>no. 4</th>
<th>no. 5</th>
<th>no. 6</th>
<th>no. 7</th>
<th>no. 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Room</th>
<th>no. 9</th>
<th>no. 10</th>
<th>no. 11</th>
<th>no. 12</th>
<th>no. 13</th>
<th>no. 14</th>
<th>no. 15</th>
<th>no. 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
</tr>
</tbody>
</table>

Total number of places in rooms for group work:

### Table 6.5: Premises for practical work (Number of laboratories for practical work by students)

<table>
<thead>
<tr>
<th>Laboratory</th>
<th>no. 1</th>
<th>no. 2</th>
<th>no. 3</th>
<th>no. 4</th>
<th>no. 5</th>
<th>no. 6</th>
<th>no. 7</th>
<th>no. 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
</tr>
</tbody>
</table>

Total number of places in laboratories:

Please give a brief description of health and safety measures in place in the premises for practical work and in the laboratories to which undergraduate students have access.
6.1.5 Diagnostic laboratories and clinical support services

- **Diagnostic laboratories**
  Briefly describe the facilities available for clinical diagnostic work.

- **Central clinical support services**
  Indicate the nature of these services and how they are organised (e.g. diagnostic imaging, anaesthesia, etc.)

6.1.6 Slaughterhouse facilities

Describe briefly the slaughterhouse facility to which the Faculty has access, including distances from the Faculty and level of activity.

6.1.7 Foodstuff processing unit

Describe briefly any access that the Faculty has to foodstuff processing units.

6.1.8 Waste management

Briefly describe the systems and equipment used for disposing of waste material; cadavers, carcasses, biological waste of different types, excreta, etc.

6.1.9 Future changes

Outline any proposed changes in the premises that will have a substantial effect on the Faculty, and indicate the stage which these have reached.

6.2 Comments

- Comment on the adequacy of the buildings in general for undergraduate teaching.
- Comment on the adequacy of the equipment in general for undergraduate teaching.
- Comment on the maintenance of buildings and equipment.

6.3 Suggestions

If you are unhappy with any situation, please list any improvements you would make in order of preference.
Chapter 7. Animals and teaching material of animal origin

7.1 Factual information

This chapter should contain summary data. More details may be provided in an appendix.

7.1.1 Anatomy

Indicate the materials that are used in practical anatomical training, and how these are obtained and stored.

Table 7.1: Material used in practical anatomical training

<table>
<thead>
<tr>
<th></th>
<th>dog</th>
<th>ruminant</th>
<th>equine</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year N*</td>
<td>Year N-1</td>
<td>Year N*</td>
<td>Year N-1</td>
</tr>
<tr>
<td>live animals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cadavers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>specimen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eg ultrasound</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>computer assisted teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) give figures, 2) indicate, *year prior to visitation

7.1.2 Pathology

Table 7.2: Number of necropsies over the past 3 years

<table>
<thead>
<tr>
<th>species</th>
<th>Number of necropsies</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>year N*</td>
<td>year N-1</td>
</tr>
<tr>
<td>Food-producing animals;</td>
<td>cattle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>small ruminants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pigs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>other farm animals</td>
<td></td>
</tr>
<tr>
<td>Equine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poultry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rabbits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Companion animals/exotic</td>
<td>dogs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>other**</td>
<td></td>
</tr>
</tbody>
</table>

*year prior to visitation, **Indicate species

Indicate the nature and extent of any additional sources of material for the teaching of necropsies and pathological anatomy, including slaughterhouse material.
7.1.3 Animal production

Indicate the availability of food-producing animals for the practical teaching of students

a) on the site of the institution;

b) on other sites to which the institution has access.

7.1.4 Food hygiene/Public health

Indicate the availability of farm animals and products of animal origin for the practical teaching of students in veterinary public health, food hygiene, inspection and technology.

7.1.5 Consultations and patient flow services

7.1.5.1 Consultation

- State the number of weeks, in the course of the year, during which the clinics are open.
- State the number of consultation days each week.
- State the consultation hours.

7.1.5.2 Patient flow

The number of animals to be stated are for all disciplines combined (medicine, surgery, reproduction, etc.). In Table 7.3 only animals coming into the Faculty should be included. Animals studied in practical teaching outside the Faculty should be entered in the section entitled "Ambulatory Clinic" (Table 7.4).

The term "consultation" refers to those patients which come in and go out during daily consultation hours. "Hospitalisation" refers to those patients which are retained in the clinic as “in patients” following presentation.
Table 7.3: Number of cases: a) received for consultation, and b) hospitalised in the Faculty clinics, in the past three years.

<table>
<thead>
<tr>
<th>Species</th>
<th>Number of cases</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year N* Year N-1 Year N-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a   b    a     b     a     b</td>
<td></td>
</tr>
<tr>
<td>Food producing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bovine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ovine, caprine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Porcine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other farm animals**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poultry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rabbits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Companion animals/exotics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other**</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*year prior to evaluation, **Indicate species

7.1.6 Vehicles for animal transport

State the number and nature of the Faculty vehicles that can be used to bring sick animals to the clinics.

7.1.7 On-call emergency service

Outline what emergency service is available (full-time, 24 h service, ON-CALL or 8-22 h duty) and discriminate for species.

7.1.8 On farm teaching and outside patient care

7.1.8.1 Ambulatory (Mobile) clinic

The Ambulatory (Mobile) Clinic is defined as a unit which provides on-call outside services to farms and other institutions and is generally operated on a commercial basis.

- State the number of hours of operation per week. Is emergency service provided 24 h/day, 365 days per year? What is the degree of student participation (include duties)?
- State the number, the type and the seating capacity of the vehicles used to transport students working in the ambulatory (mobile) clinic.
- State the approximate number of sick animals (specify cattle, swine, equine, poultry or small ruminants, others) seen by the ambulatory clinic per year during the past three years (Table 7.4).
- State the average number of visits in a year made by the ambulatory clinic to farms and other institutions.

Table 7.4a: Number of cases seen by the Ambulatory (mobile clinics) in the past three years.

<table>
<thead>
<tr>
<th>Species</th>
<th>Number of patients</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>year N*</td>
<td>year N-1</td>
</tr>
<tr>
<td>Food-producing animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cattle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>small ruminants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pigs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other farm animals**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poultry (no of flocks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rabbits (no production units)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*year prior to visitation, **Indicate species

7.1.8.2 Other on farm services and outside teaching

If there is no on duty Ambulatory (Mobile) clinic, a Faculty may have defined contracts with farms or other institutions to allow for outside teaching and patient care. Similarly, a Faculty may provide herd-health services.

Please indicate if and to what extent this applies to your Faculty. If applicable please provide no. of patients seen on outside teaching

Table 7.4b: Number of patients seen on outside teaching in the past three years.

<table>
<thead>
<tr>
<th>Species</th>
<th>Number of patients</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>year N*</td>
<td>year N-1</td>
</tr>
<tr>
<td>Food-producing animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cattle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>small ruminants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pigs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other farm animals**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*year prior to visitation, **Indicate species
7.1.9 Other information

Indicate any notable additional outside sources of material for clinical training purposes, such as animal charities, animals awaiting slaughter, etc. Indicate how the level of clinical service that is offered by the Faculty (in small companion animals, equines and production animals) compares with outside practices in terms of facilities, hours of service, equipment, expertise, responsiveness, etc.

Provide an indication in percentage terms of the proportion of cases that are primary (i.e. first opinion), and referrals (provide a breakdown by species, if helpful). If the Faculty has a particular aim or policy as regards this mix, describe it.

Indicate what areas of clinical specialisation are covered, and the extent of the coverage (for example, a veterinarian with a particular specialisation may see patients in the clinic for one day a week, 3 afternoons, etc.).

Indicate the relationship the Faculty has with outside practitioners (in small companion animals, equines and production animals) in terms of matters such as referral work, providing diagnostic or advisory services for private practitioners, practitioners participating in teaching, holiday or 'seeing practice' work for students, feedback on the level of clinical training. Describe (if applicable) any other relationships with outside organisations that are routinely used to provide students with training (in particular practical training) in other clinical subjects (e.g. pathology work, interaction with state veterinary work).

Provide an outline of the administrative system(s) used for the patients, e.g. in terms of how case records are kept, how data are retrieved, whether systems are centralised, etc.

7.1.10 Ratios

See the section 'Main Indicators' in Annex 1a for the figures needed for calculating ratios. Give the figures for numerators and denominators. The ratios should then be expressed by taking the numerator as 1.
Table 7.5: Animals available for clinical training (in the clinics of the Faculty or seen through the Ambulatory clinic) as ratio to the number of students in last full year of clinical training

<table>
<thead>
<tr>
<th>R 11</th>
<th>no. of students graduating annually a) 1 = _______ = _____ no. of food-producing animals seen at the Faculty¹</th>
<th>Denominator</th>
</tr>
</thead>
<tbody>
<tr>
<td>R 12</td>
<td>no. of students graduating annually a) 1 = _______ = _____ no. of individual food-animal consultations outside the Faculty²³</td>
<td>Denominator</td>
</tr>
<tr>
<td>R 13</td>
<td>no. of students graduating annually a) 1 = _______ = _____ number of herd health visits³⁴</td>
<td>Denominator</td>
</tr>
<tr>
<td>R 14</td>
<td>no. of students graduating annually a) 1 = _______ = _____ no. of equine cases¹</td>
<td>Denominator</td>
</tr>
<tr>
<td>R 15</td>
<td>no. of students graduating annually a) 1 = _______ = _____ no. of poultry/rabbit cases¹</td>
<td>Denominator</td>
</tr>
<tr>
<td>R 16</td>
<td>no. of students graduating annually a) 1 = _______ = _____ no. of companion animals¹ seen at Faculty</td>
<td>Denominator</td>
</tr>
<tr>
<td>R 17</td>
<td>no. of students graduating annually a) 1 = _______ = _____ Poultry (flocks)/rabbits (production units) seen²³</td>
<td>Denominator</td>
</tr>
</tbody>
</table>

a) see Annex 1, 2.2.b; ¹Table 7.3, average; ²Table 7.4, average; ³where applicable use or add information provided in chapter 7.1.8.2; ⁴see 7.1.8.1
Table 7.6: Animals available for necropsy

<table>
<thead>
<tr>
<th></th>
<th>no. of students graduating annually</th>
<th>1</th>
<th>Denominator</th>
</tr>
</thead>
<tbody>
<tr>
<td>R 18:</td>
<td>no. necropsies food producing animals + equines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R 19:</td>
<td>no. poultry/rabbits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R 20:</td>
<td>necropsies companion animals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ \frac{\text{no. of students graduating annually}}{\text{denominator}} = \frac{\text{no. necropsies food producing animals + equines}}{} = \frac{\text{no. poultry/rabbits}}{} = \frac{\text{necropsies companion animals}}{} \]

\[ \text{a) see Annex 1, 2.2.b; 1) Table 7.3, average; 2) Table 7.4, average; 3) where applicable use or add information provided in chapter 7.1.8.2; 4) see 7.1.8.1} \]

### 7.1.11 Other Species

Indicate how the Faculty deals with fish and other food producing species

### 7.2 Comments

Feel free to comment on all data provided in this Chapter.

Comment on major developments in the clinical services, now and in the near future.

Comment on local conditions or circumstances that might influence the ratios in tables 7.5 and 7.6.

### 7.3 Suggestions

If the denominators in tables 7.5 and 7.6 for your Faculty are not meeting the range as indicated in Annex 1, Supplement A, what can be done to improve these ratios?
Chapter 8. Library and learning resources

8.1 Factual information

8.1.1 Library and other Information Technology services

Give a general description of the library/libraries of the Faculty/university that are available to students. Indicate how the library/libraries are managed (e.g. library committee).

For each major library of the Faculty, please provide the following summary information, either in narrative or tabular form. More details of the services provided may be placed in an appendix.

Main library:
- is this specific to the veterinary training establishment?
- is this common to two or more establishments?
- Full time equivalents of part time employees
- Number of full-time employees
- Number of journals received each year as hard copies,
- Numbers of full access electronic journals
- Availability for online literature search
- Availability of textbooks
- Number of student reading places
- Library opening hours: weekdays weekends
  - during term-time .......... ...........
  - during vacations .......... ...........
- Indicate how the facilities are used by students

Subsidiary libraries of the Faculty

- Please describe the subsidiary (e.g. Departmental) libraries of the Faculty, and arrangements for student access.
- Indicate whether the main library holds a list of individual books of the subsidiary libraries.
- Describe any other information services and how are they are supported and how student access is regulated
8.2 Comments

- Please comment on the adequacy of the books and accessible journals, of the opening hours and of the provision of reading spaces and support personnel.

- Please comment on the Faculty's provision of IT-facilities and the approach to self-learning, and on the further developments in this area.

8.3 Suggestions
Chapter 9. Student admission and enrolment

9.1 Undergraduate courses

9.1.1 Undergraduate student numbers

Table 9.1 asks for numbers of undergraduate students in the veterinary training institution. This means students enrolled for undergraduate training and paying the corresponding tuition fees (if applicable), except for those students who do not participate in the teaching offered.

Some veterinary curricula require students to successfully complete all courses presented in an academic year before they can start the subjects in the following year. In other establishments students have to complete all the subjects in the curriculum before graduating, but can do so in a more flexible way. In the latter instance, it may be difficult – perhaps impossible – to place some of the students in a specific year of the programme.

If this is so, table 9.1 may be omitted (with an explanation provided), or it may be based on an approximate figure, or be calculated by reference to the course of year that corresponds to the largest number of subjects taken.

In any case, please indicate the minimum no of years (MNY) allowed to successfully complete the curriculum.

MNY: _____ years

Table 9.1: Undergraduate student composition in year prior to visitation

| Total number of undergraduate students |  
|--------------------------------------|------
| Total number of male students        |      |
| Total number of female students      |      |
| Foreign students                     |      |
| - from EU countries                  |      |
| - from non-EU countries              |      |

9.1.2 Student admission

- State the minimum admission requirements.
- Indicate whether there is a limit to the number of students admitted each year.
- Describe how the number of government-funded student places is determined.
- Outline any selection process (or criteria) used in addition to the minimum admission requirements.
- Describe whether students applying for and/or starting veterinary training have an equal or very variable knowledge base in scientific disciplines from their previous studies.
- Describe any circumstances under which extra students may be admitted to the undergraduate veterinary course.
- Outline any changes foreseen in the number of students admitted annually. If applicable, describe how the Faculty plans to adjust to these changes.

Table 9.2 asks for the numbers of undergraduate students admitted to the Faculty over the last five years. Apart from the ‘standard’ intake, the Faculty may also be taking in students as transfers from other courses, privately funded students, etc. Please indicate any supplementary intake of this kind in the last column of the table.

Table 9.2: Intake of veterinary students in the past five years

<table>
<thead>
<tr>
<th>Year</th>
<th>number applying for admission</th>
<th>'standard' intake</th>
<th>other entry mode (describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N - 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N - 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N - 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N - 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*year prior to evaluation

9.1.3 Student flow

Table 9.3 establishes to what extent students make progress in their studies. To this end, we look at the students who were admitted initially and which year they have reached after the MNY (see page 63) has elapsed.

Table 9.3: Student flow and total number of undergraduate veterinary students

<table>
<thead>
<tr>
<th>Number of students present after admitted year 1</th>
<th>Number of additionally admitted students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year 1)</td>
<td></td>
</tr>
<tr>
<td>2nd year</td>
<td></td>
</tr>
<tr>
<td>3rd year</td>
<td></td>
</tr>
<tr>
<td>4th year</td>
<td></td>
</tr>
<tr>
<td>5th year</td>
<td></td>
</tr>
<tr>
<td>6th year</td>
<td></td>
</tr>
<tr>
<td>&gt;6th year</td>
<td></td>
</tr>
</tbody>
</table>

*number undergraduate veterinary students

1) mark year matching MNY
Table 9.4: Number of students graduating annually over the past five years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>N*</td>
<td></td>
</tr>
<tr>
<td>N - 1</td>
<td></td>
</tr>
<tr>
<td>N - 2</td>
<td></td>
</tr>
<tr>
<td>N - 3</td>
<td></td>
</tr>
<tr>
<td>N - 4</td>
<td></td>
</tr>
<tr>
<td>average</td>
<td></td>
</tr>
</tbody>
</table>

*year prior to visitation

Table 9.5: Average duration of studies (distribution of students in years)*

<table>
<thead>
<tr>
<th>Duration of attendance</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>-years 0 1)</td>
<td></td>
</tr>
<tr>
<td>years 1</td>
<td></td>
</tr>
<tr>
<td>years 2</td>
<td></td>
</tr>
<tr>
<td>years 3</td>
<td></td>
</tr>
<tr>
<td>years 4</td>
<td></td>
</tr>
<tr>
<td>years 5</td>
<td></td>
</tr>
<tr>
<td>years &gt; 5</td>
<td></td>
</tr>
</tbody>
</table>

1) Year matching MNY allotted to the veterinary curriculum *year prior to visitation

- Describe the requirements (in terms of completing subjects and examinations) for progression to a subsequent year of the course.
- Describe the academic circumstances under which the Faculty would oblige students to leave the course.

9.2 Comments

- Comment on standard of the students starting the course.
- Comment on the ability of the Faculty to satisfactorily decide the number of students it can accept.
- Comment on the factors that determine the number of students admitted.
- Comment on the adequacy of the facilities and teaching programme to train the existing number of students.
- Comment on the progress made by students in their studies, and the Faculty's ability to ensure that satisfactory progress is maintained.
- Comment on the percentage of students that will eventually graduate.

9.3 Suggestions

If you are not satisfied with the situation, please state in order of importance any suggestions that you may have concerning this Chapter if you feel unhappy about:

- The number of students admitted;
• The drop-out percentage and reasons, if known
• The average duration of studies;
• Other aspects.

Chapter 10. Academic and support staff

10.1 Factual information

Definitions:
For definitions, also see the section “Main indicators” in Annex 1.

Budgeted and non-budgeted posts: A distinction is drawn between:
- posts that are allocated to the Faculty and financed by the university or ministry responsible for the Faculty. These posts can be regarded as more or less permanent. They are termed "budgeted posts".
- posts that depend upon finance in addition to the allocation of budgeted posts from public money. These posts can fluctuate in number. They are termed "non-budgeted posts".

Full-time equivalents (FTE): Posts can be occupied full-time or part-time. The number given should correspond to a total of full-time equivalents (FTE). For instance 10 full-time posts plus two part-time posts at 50% plus 1 part-time posts at 80% should be given as a total of 11.8 FTE.

VS versus NVS academic personnel: A distinction has to be made between teaching staff holding the degree of veterinary surgeon (VS) and non veterinary surgeon (NVS) teaching staff.

Teaching staff: It is understood that “teaching” staff will also do research.

Research staff: This category includes academic personnel whose main task is to do research work, even though they may from time to time participate in undergraduate teaching.

Support staff: This includes all posts, regardless of the work undertaken; secretaries, administrators, technicians, animal caretakers, cleaners, etc.

Interns, residents, doctoral (PhD) students are not included in the staff numbers unless they perform regular, paid, teaching activities for at least 20% of their workload.

If you find that the distinctions made between different groups of staff do not fit your situation, make the best distribution you can of your personnel between the headings we use. Add an explanatory note if you wish.
Table 10.1: Personnel in the establishment provided for veterinary training

<table>
<thead>
<tr>
<th>Budgeted posts (FTE)</th>
<th>Non-budgeted posts (FTE)</th>
<th>Total (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Academic staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching staff (total FTE)</td>
<td>VS</td>
<td>NVS</td>
</tr>
<tr>
<td>Research staff (total FTE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (please specify) (FTE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total FTE (VS + NVS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE providing last year teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Support staff

- a) responsible for the care and treatment of animals
- b) responsible for the preparation of practical and clinical teaching.
- c) responsible for administration, general services, maintenance, etc.
- d) engaged in research work
- e) others (please specify)

Total support staff

3. Total staff

In table 10.2 supply information on the allocation of personnel to the various departments. The technical term ‘Departments’ refers to the component academic units of the veterinary Faculty and may have another name (e.g. ‘Institute’). The titles of the academic staff grades in the table may differ from country to country, and should be modified to suit your particular situation.

Table 10.2: Allocation of academic (veterinary surgeon and non veterinary surgeon) teaching staff – expressed as FTE – and support staff to the various departments

<table>
<thead>
<tr>
<th>Department name</th>
<th>Academic teaching staff</th>
<th>Support staff</th>
<th>(see table 10.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VS</td>
<td>NVS</td>
<td>VS</td>
</tr>
</tbody>
</table>

1) please specify; 2) veterinary surgeon; 3) non veterinary surgeon
Ratios: From the above data please delineate the following ratios

Table 10.3: Ratios students/staff

<table>
<thead>
<tr>
<th></th>
<th>Formula</th>
<th>Denominator</th>
</tr>
</thead>
<tbody>
<tr>
<td>R 1:</td>
<td>( \frac{\text{no. total academic FTE in veterinary training}}{\text{no. undergraduate veterinary students}} ) = ( \frac{\text{}}}{\text{}} = 1 )</td>
<td>( \text{Denominator} )</td>
</tr>
<tr>
<td>R 2:</td>
<td>( \frac{\text{no. of total FTE at Faculty}}{\text{no. undergraduate students at Faculty}} ) = ( \frac{\text{}}}{\text{}} = 1 )</td>
<td>( \text{Denominator} )</td>
</tr>
<tr>
<td>R 3:</td>
<td>( \frac{\text{no. total VS FTE in veterinary training}}{\text{no. undergraduate veterinary students}} ) = ( \frac{\text{}}}{\text{}} = 1 )</td>
<td>( \text{Denominator} )</td>
</tr>
<tr>
<td>R 4:</td>
<td>( \frac{\text{no. total VS FTE in veterinary training}}{\text{no. students graduating annually}} ) = ( \frac{\text{}}}{\text{}} = 1 )</td>
<td>( \text{Denominator} )</td>
</tr>
<tr>
<td></td>
<td>( \frac{\text{no. total FTE academic staff in veterinary training}}{\text{no. total FTE support staff in veterinary training}} ) = ( \frac{\text{}}}{\text{}} = 1 )</td>
<td>( \text{Denominator} )</td>
</tr>
</tbody>
</table>

1) applies only to those Faculties, which offer additional courses to the veterinary curriculum,  
2) Table 9.3  
3) Table 10.1

- Outline how the allocation of staff to the Faculty is determined.
- Outline how the allocation of staff to the departments (or other units) within the Faculty is determined.
- Indicate whether there are difficulties in recruiting or retaining staff.
- Describe (if appropriate) any relevant trends or changes in staff levels or the ability to fill vacancies over the past decade.
- Indicate whether it is easy to employ additional staff from service income (e.g. from revenues of clinical or diagnostic work).
- Describe the regulations governing outside work, including consultation and private practice, by staff working at the establishment.
- Describe the possibilities and financial provisions for the academic staff to:
  a) attend scientific meetings;
  b) go on a sabbatical leave.
10.2 Comments

- Comment on the numbers of personnel in the various categories.
- Comment on the salary levels, especially those of academic staff in relation to the level of income in the private sector.
- Comment on the ease or difficulty of recruiting and retaining personnel.
- Comment on the percentage of veterinarians in the academic staff.

10.3 Suggestions

---

Chapter 11. Continuing education

11.1 Factual information

Please describe the role of the Faculty in providing continuing education.

11.2 Comments

- Comment on the quality of the continuing education programmes in which the Faculty is involved.
- Comment on the degree of participation of veterinarians in the continuing education programmes in which the Faculty is involved.

11.3 Suggestions
Chapter 12. Postgraduate education

This heading covers all further training leading to a diploma - special postgraduate studies, Ph.D. courses, research training programmes, and national or European College specialised qualifications. Please provide details of all postgraduate training opportunities in tabular form under “Factual Information”.

12.1 Factual information

12.1.1 Clinical specialty training (interns and residents)

Table 12.1.1: Clinical specialty training

<table>
<thead>
<tr>
<th>Clinical discipline</th>
<th>No interns</th>
<th>No residents</th>
<th>Diploma or title anticipated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Indicate whether students involved in this training receive a grant or a salary.
- Indicate any programmes that are certified by the European Board of Veterinary Specialisation.

12.1.2 Research education programmes

Table 12.2: Number of research students enrolled in different programmes

<table>
<thead>
<tr>
<th>Type of degree</th>
<th>Fulltime</th>
<th>Part time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other doctoral level(^1)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) please specify

Please indicate when and where and whether the students require a grant or salary

12.2 Comments

Comment on the number of postgraduate diplomas/titles awarded annually.
Comment on the percentage of veterinarians participating in postgraduate research training programmes.

12.3 Suggestions
Chapter 13. Research

The details requested under this heading relate only to research experience offered to students during their undergraduate training, for example through project work.

13.1 Factual information

Indicate the involvement of undergraduate students in research, including the time spent, percentage of students involved and outcome required.

13.2 Comments

Comment on the opportunities for students to participate in active research work.

13.3 Suggestions

Will students be given more opportunity to participate in research activities? If so, how will this be done?

Chapter 14 – Extra Mural Studies

(This section is additional to the standard EAEVE SER, and is required to show how the School meets RCVS’s requirements for EMS.)

14.1 Factual Information

Describe briefly
- how pre-clinical and clinical EMS is structured within the School’s curriculum – describe how it is integrated with other intra-mural studies
- the support structures for EMS within the School – how it is administered and coordinated, including databases and systems for gathering and acting on feedback from EMS practices about students
- feedback mechanisms – both from practices about students, and from students about practices
- give examples of actions taken as a result of such feedback.
- Summarise how students’ EMS experience is assessed.

14.2 Comments

Summarise any key strengths or weaknesses in how the School operates EMS

14.3 Suggestions
### Annex 3B - Contents of the SER 2

The contents of the Self Evaluation Report two (SER 2) should be as follows:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Policy statement (AP1)</td>
</tr>
<tr>
<td>2</td>
<td>Assessment of students (AP2), post-graduate education (AP3) and student welfare (AP4)</td>
</tr>
<tr>
<td>3</td>
<td>Assessment of teaching staff (AP5)</td>
</tr>
<tr>
<td>4</td>
<td>Assessment of learning opportunities (AP6)</td>
</tr>
<tr>
<td>5</td>
<td>Assessment of training programme and the award of the title of Veterinary Surgeon (AP7)</td>
</tr>
<tr>
<td>6</td>
<td>Assessment of quality for clinics, laboratories and farm (AP8)</td>
</tr>
<tr>
<td>7</td>
<td>Assessment of continuing education (AP9)</td>
</tr>
<tr>
<td>8</td>
<td>Assessment of research (AP10)</td>
</tr>
<tr>
<td>9</td>
<td>Assessment of internationalisation of education and research (AP11)</td>
</tr>
<tr>
<td>10</td>
<td>Assessment of cooperation with stakeholders and society (AP12)</td>
</tr>
</tbody>
</table>

In order to derive the necessary information, the Faculty must develop twelve (12) assessment procedures (AP 1 – 12).

### Introduction

The framework for preparing the SER 2 is much more flexible than for the SER 1. A description of processes and, in some cases, the results of assessments are required rather than figures. In order to allow evaluation for Stage-2, the processes of assessing quality should have been in operation for a minimum of two years.

A **flow chart** should be provided for each assessment procedure with examples of documentation. Unless the documentation is in English, a one page summary must be provided.

Full documentation of the assessment procedures must be made available at the visit on day one, the person responsible for quality assurance for each assessment procedure must be available on call for the visiting experts.

Please identify the way unexpected events are handled and documented.

The minimum period of 2 years is considered necessary in order to adequately judge the results of assessment and – where appropriate – any measures taken by the Faculty.

**As Stage-1 and -2 may be run as separate evaluation procedures**, all information required should be provided in the SER 2 and not by reference to SER 1, even when the relevant information had already been given there.

---

14 For RCVS visits, the two stages will normally be run as a single visit. However, the SERs should be prepared as described here.
Chapter 1. Policy statement

Please address the following points:

- the relationship between teaching and research so that research education and research quality can be distinguished
- Faculty’s strategy for quality and standards
- organisation of the quality assurance system
- responsibilities of organisational units and individuals for the assurance of quality
- involvement of students in quality assurance
- ways in which the policy is implemented, monitored and revised

Chapter 2. Assessment of students, post graduate education and student welfare

Please address the following points:

2.1 Undergraduate education

a) How are students assessed when applying to study veterinary medicine and to what extent is the system open for foreign students?15

How and by whom are the assessment procedures developed and by what means is the result validated?

Table 1: Assessment admission of students

<table>
<thead>
<tr>
<th>Number of students applying</th>
<th>Year$^1$ n</th>
<th>Year$^1$ n-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students admitted based on criterion$^2$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students admitted based on criterion$^2$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15 This question refers to the selection procedures and criteria used for admission to the degree course, the extent to which these have been evaluated, and whether these procedures and criteria are achieving the desired objective.
% foreign students

<table>
<thead>
<tr>
<th>Assessment of selection criteria¹)</th>
<th>good</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>acceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>need improvement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹) year n: year preceding evaluation ²) depending on the country and school, student-cohorts may be admitted based on different selection criteria ³) please specify when different criteria had been used

b) Assessment procedures of the performance of enrolled undergraduates. (see also Annex 3, SER 1, chapter 5)¹⁶

Student performance must be assessed regularly. Please describe the underlying systems(s), its adequacy, system validation and results of the past two years (Year n, Year n-1). Please provide records of the process and include examples of formative and summative assessment (Flow chart from learning objectives to examination results, including the way students are informed).

What are the means to cope with problems in the student assessment system?

In respect of examinations; do students have to pass them within a certain time; how many retakes are allowed and to what extent have students to pass examinations before they can start other courses?

How is student assessment communicated to the students and what, if applicable, is the student involvement e.g. is there participation in a joint committee?

2.2 Post-graduate student education: academic track

Postgraduate education may be performed at different levels, e.g. master or PhD-programme. Please specify the specific admission procedures for national and foreign students separately for each programme and how these procedures are developed and advanced.

Describe the financial basis securing these programmes, the involvement of Faculty, the type of training provided, the course work required and the procedures for assessment of the underlying scientific programme(s) (see also Annex 3 b, chapter 7).

How are post graduate students assessed, how is assessment communicated to the students and what are the results of the past 2 years?

Please give data in table 2.

¹⁶ This question concerns the assessment methods used by the school for undergraduate students throughout the course.
2.3 Post-graduate student education: professional track

In taking into account that professional specialisation may follow a national and/or international (e.g. European) track, information must be provided on the following:

- types of programmes offered and admission procedures for national and foreign students
- cooperation with other institutions
- student assessment procedures and results

Please supplement the information given by providing the data requested in table 3.

Table 3: figures postgraduate professional specialisation

<table>
<thead>
<tr>
<th>Diplomate title offered</th>
<th>Number of diplomates on staff</th>
<th>Number of interns</th>
<th>Number of residents</th>
<th>Success rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N&lt;sup&gt;1)&lt;/sup&gt; n-1</td>
<td>n</td>
<td>n n-1</td>
<td>n n-1</td>
</tr>
</tbody>
</table>
### Table 3 continued

<table>
<thead>
<tr>
<th>National track specialisation</th>
<th>Number of specialists on staff</th>
<th>Number of trainees</th>
<th>Success rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) n: year proceeding evaluation

### Chapter 3. Assessment of teaching staff

Assessment of teaching staff involves

- evaluation by students
- evaluation by teaching success
- evaluation by scientific merit.

a) Evaluation by students relates to teaching engagement, the didactic qualities, provision of support/learning material and the raising of student interest in respect to lifelong learning.

The Faculty should provide its policy on the evaluation of the teaching staff by students and indicate when and how students are asked to record their impressions and how they are involved in preparing the questionnaires.

In addition to evaluation by students the Faculty should lay out its policy to assess teaching success and scientific merits and how the whole system of assessing teaching staff is managed and further developed.

Is there an award policy or are there other measures taken/offered to improve individual teaching qualifications?

If assessment of individual teaching staff results in a single grade, please provide a graph showing the distribution.

![Example graph]

1: excellent
2: good
3: fair
4: acceptable
5: not acceptable
Chapter 4. Assessment of learning opportunities

The technical term “Learning opportunities” encompasses a number of aspects, beginning with the provision of and advice on learning material to individual teachers, the provision of IT and library facilities at the Faculty level and the creation of the academic environment that provides adequate opportunities for self studies and interactions with the teaching staff beyond regularly scheduled lectures. Regular control and updating is necessary.

The report on this topic must include how such a system is managed at the Faculty level, how critical control point analysis is executed, who is responsible and to whom they have to report and to what extent are students involved.

Chapter 5. Assessment of training programmes and the award of the title of veterinary surgeon

Information is requested on the following points

- development and publication of explicit intended learning outcomes, including a description of essential competences required at graduation (the so-called “day one- skills”) as listed in Annex 4.
- procedures for formal curriculum and teaching programme approval and regular reviews
- application of the ECTS to your programme and evidence for its use
- procedures for monitoring delivery of the curriculum and the teaching programme
- assurance concerning the participation of students in quality assessment activities
- parameters assessed and procedures to monitor regular feedback from stakeholders and graduates
- provision of a structure that promotes life-long learning

It is accepted that statements given on the above points cannot be in a standardised form due to the (legal) differences between countries and also Faculties.

In order to avoid duplication it is possible to refer to previous or following chapters in case the respective information has already been provided.

Chapter 6. Assessment of quality assurance for clinics, laboratories and farm

Provide information on the system(s) of quality assurance in the clinical area, laboratory diagnostic services and farm facilities. List any existing accreditation from external quality assurance bodies.
Chapter 7. Assessment of continuing education

The Faculty should describe its quality assurance systems to monitor and promote the design, implementation and quality control of its own, or joint Continuing Professional Development (CPD) programmes in specific areas of practical veterinary medicine and whether there is a legal basis or other official requirement for continuing education.

This documentation should be accompanied by a list of courses offered in the preceding year (year n) and their assessment by the participants.

Chapter 8. Assessment of research

The institution should describe its quality assurance systems to develop, maintain and audit research programmes. Of particular interest is how research provides opportunities for student training, staff promotion, how research methods and results are conveyed into basic veterinary training and to what extent bibliometric methods are applied.

A list of publications of year n (prior to evaluation) and year n-1 should be added to the SER 2, supplemented with the respective bibliometric data. Following implementation and adoption of Stage two (2) evaluation, information on year n-2 will be required.

Chapter 9. Assessment of internationalisation of education and research

The institution should describe its system to promote and assess the development of international postgraduate education and of co-operative research projects with other countries, including developing countries (see also chapter 2).

Of particular importance is the description of the measures of encouragement used to engage veterinary students and new graduates in international mobility of training (e.g. EU programmes such as Erasmus, Socrates, Tempus, Marie Curie etc) as well as the effectiveness of such activities.

Chapter 10. Assessment of cooperation with stakeholders and society

The institution should provide proof that it regularly publishes up to date, objective and accurate information, both quantitative and qualitative, about the study programme. This information should be readily accessible and should not be used simply as a marketing opportunity. The institution should describe to what extent it meets its own expectations. Published information might also include the views and employment destinations of past students and the profile of the current student population.

Is there an alumni association and how does the Faculty maintain communication with former students?
Annex 4 - Essential competences required of the veterinary surgeon – the RCVS
Day One Competences

Introduction

1. An important statutory function of RCVS is to determine the “standard of proficiency” and “knowledge and skill” to fit veterinary surgeons for practising in the United Kingdom. The standard set for registration is a key benchmark that affects the approval of veterinary degree courses in the UK and overseas, and should also be seen as the starting point for consideration of an individual’s continuing education and training needs after registration. Maintaining and further developing professional competence is a requirement for all veterinary surgeons.

2. This document sets out the essential competences required of the veterinary surgeon for membership of the Royal College of Veterinary Surgeons. It does this in two parts:

   • essential competences required at graduation – the “day one skills”
   • essential competences required after approximately one year of further professional training within a defined area of practice – the “year one skills”.

3. There are many definitions of ‘competence’ and many views on how it can be developed and assessed. In general terms, however, competence is a concept that integrates knowledge, skills and attitudes, the application of which enables the professional to perform effectively, and to respond to contingencies, change, and the unexpected.

4. This document takes a broad definition of competence as being “the ability to perform the roles and tasks required by one’s job to the expected standard” (Eraut & Boulay, 2000\(^\text{17}\)). The advantage of this definition is that it recognises that requirements and expectations change depending on job role and context. It also recognises that competence develops, and that an individual may work ‘competently’ at many different levels, either at different stages of their career, or indeed from one day to the next depending on the nature of their work.

5. It is important to distinguish between an individual’s competence – what one can do, and performance – what one actually does. RCVS is concerned with competence when it undertakes its primary function of determining “the standard of proficiency required for registration” and ensuring that individuals “will have acquired the knowledge and skill needed for the efficient practice of veterinary surgery” (Veterinary Surgeons Act 1966, section 3). Performance may be affected by factors such as workload, working conditions, levels of support, and so on. The regulation of performance is a function of RCVS through its statutory disciplinary powers.

\(^{17}\) “Developing the Attributes of Medical Professional Judgement and Competence”, a review funded by the Postregistration Medical and Dental Education Research Initiative of the Dept. of Health’s Policy Research Programme, by Professor Michael Eraut and Benedict du Boulay, University of Sussex. The full paper is available on the web at http://www.cogs.susx.ac.uk/users/bend/doh
6. The essential competences have been broken down into three main areas, and these are reflected in both the “day one” and the “year one” requirements. They are:

- **A General professional competences and attributes**
  describing the distinguishing characteristics of a veterinary surgeon

- **B Underpinning knowledge and understanding**
  describing in general terms the breadth of knowledge and understanding needed for a career as a veterinary surgeon, and for subsequent professional development in whatever sphere of veterinary science the individual wishes to pursue

- **C Practically-based veterinary competences**
  describing the basic practical competences that are expected a) at the point of graduation, and b) following an extended period of further professional training in practice.

---

**The ten guiding principles of the RCVS Guide to Professional Conduct should be seen as overarching requirements for registration (and by implication, continued registration) with the College. The Guide states that:**

Your clients are entitled to expect that you will: -

1. make animal welfare your first consideration in seeking to provide the most appropriate attention for animals committed to your care

2. ensure that all animals under your care are treated humanely and with respect

3. maintain and continue to develop your professional knowledge and skills

4. foster and maintain a good relationship with your clients, earning their trust, respecting their views and protecting client confidentiality

5. uphold the good reputation of the veterinary profession

6. ensure the integrity of veterinary certification

7. foster and endeavour to maintain good relationships with your professional colleagues

8. understand and comply with your legal obligations in relation to the prescription, safe-keeping and supply of veterinary medicinal products

9. familiarise yourself with and observe the relevant legislation in relation to veterinary surgeons as individual members of the profession, employers, employees and business owners

10. respond promptly, fully and courteously to complaints and criticism.
Essential competences required of the new veterinary graduate

RCVS “Day One Skills”

A1 - General professional skills and attributes

The new veterinary graduate should be able to:

A1.1 Communicate effectively with clients, the lay public, professional colleagues and responsible authorities; listen effectively and respond sympathetically to clients and others, using language in a form appropriate to the audience and the context

A1.2 Prepare clear case reports and maintain patient records in a form satisfactory to colleagues and understandable by the public

A1.3 Work effectively as a member of a multi-disciplinary team in the delivery of services to clients

A1.4 Be aware of the ethical responsibilities of the veterinary surgeon in relation to individual patient care and client relations, and also more generally in the community in relation to their possible impact on the environment and society as a whole

A1.5 Be aware of the economic and emotional climate in which the veterinary surgeon operates, and respond appropriately to the influence of such pressures

A1.6 Be willing to use one’s professional capabilities to contribute as far as possible to the advancement of veterinary knowledge in order to benefit veterinary practice and further improve the quality of animal care and public health

A1.7 Have an elementary knowledge of the organisation and management of a veterinary practice, including:

- awareness of own and employer’s responsibilities in relation to employment and health and safety legislation, and the position relating to lay staff and public liability
- awareness of how fees are calculated and invoices drawn up, and the importance of following the practice’s systems for record keeping and book-keeping, including computer records and case reports
- ability to use information technology effectively to communicate, share, collect, manipulate and analyse information
- importance of complying with professional standards and policies of the practice

A1.8 Understand the need and professional obligation for a commitment to continuing education and training, and professional development, throughout one’s professional life
A1.9 Conduct oneself in a professional manner with regard to the veterinary surgeon’s professional and legal responsibilities and understand and apply the ethical codes as set out in the RCVS Guide to Professional Conduct

A1.10 Be able to cope with uncertainty and adapt to change

A1.11 Develop a capacity for self-audit and willingness to participate in the peer-review process

A1.12 Be aware of personal limitations, and demonstrate awareness of when and from where to seek professional advice, assistance and support.

(Commentary: This last item is considered to be one of the most important, and should guide all new veterinary graduates when undertaking their professional duties. Veterinary surgeons undertaking procedures on patients must at all stages in their careers be fully competent in their performance, or be under the close supervision of those so competent. When in doubt, the new veterinary graduate must seek professional support and in the interests of animal and human health, should not attempt to undertake complex procedures unsupervised.)

B1 - Underpinning knowledge and understanding

The new veterinary graduate will need to have acquired a thorough knowledge and understanding of the following:

B1.1 The sciences on which the activities of veterinary surgeons are based

B1.2 Research methods and the contribution of basic and applied research to all aspects of veterinary science

B1.3 How to evaluate evidence

B1.4 The structure and functions of healthy animals, and all aspects of their husbandry

B1.5 The aetiology, pathogenesis, clinical signs, diagnosis and treatment of the common diseases and disorders that occur in the common domestic species in the UK

B1.6 Legislation relating to the welfare (including transport) of animals and notifiable diseases

B1.7 Medicines legislation and guidelines on responsible use of medicines

B1.8 The principles of disease prevention and the promotion of health and welfare

B1.9 Veterinary public health issues including zoonoses.
C1 - Practical competences

The new veterinary graduate should be able to undertake the following:

C1.1 Obtain an accurate and relevant history of the individual animal or animal group, and its/their environment

C1.2 Handle and restrain an animal safely and humanely, and instruct others in performing these techniques

C1.3 Perform a complete clinical examination

C1.4 Attend all species in an emergency and perform basic first aid

(Commentary: problems to be handled for any species include first aid management of haemorrhage, wounds, breathing difficulties, eye & ear injuries, unconsciousness, clinical deterioration, burns, tissue damage, internal organ damage and cardiac arrest. First aid to be applied includes bandaging, cleaning, immobilising limbs, resuscitation procedures, haemorrhage control.)

C1.5 Assess correctly the nutritional status of an animal and be able to advise the client on principles of husbandry and feeding

(Commentary: this applies to commonly presented cases and would not, for example, be expected to include advanced nutritional advice for complex cases, e.g. high performance horses, high yielding diary cows, certain exotic or zoological species.)

C1.6 Collect, preserve and transport samples, perform standard laboratory tests, and interpret the results of those generated in-house, as well as those generated by other laboratories

(Commentary: new graduates are expected to have a working knowledge of tests to be undertaken include conditions relating to infectious & contagious diseases; alimentary system; respiratory system; circulatory system; urinary system; nervous system; endocrine system; mucocutaneous system; musculoskeletal system; trauma; poisoning; obstetrics; paediatrics; parturition; reproduction)

C1.7 Use radiographic, ultrasonic, and other technical equipment which can be used as a diagnostic aid, safely and in accordance with current regulations

C1.8 Follow correct procedures after diagnosing notifiable, reportable and zoonotic diseases

C1.9 Know and apply the RCVS twelve Principles of Certification correctly
C1.10 Access the appropriate sources of data on licensed medicines; prescribe and dispense medicines correctly and responsibly in accordance with relevant legislation and ensure that medicines and waste are safely stored and/or disposed of.

C1.11 Correctly apply principles of sterilisation of surgical equipment.

C1.12 Correctly apply principles of aseptic surgery.

C1.13 Safely perform sedation, general and regional anaesthesia, implement chemical methods of restraint, and assess and control pain.

C1.14 Advise on, and administer appropriate treatment.

(Commentary: the new veterinary surgeon must always seek professional advice and support if presented with a case beyond his or her immediate capability – see item A.12)

C1.15 Recognise when euthanasia is necessary and perform it humanely, using an appropriate method, whilst showing sensitivity to the feelings of owners and others, and with due regard to the safety of those present; advise on disposal of the carcase.

C1.16 Perform a basic gross post mortem examination, record details, sample tissues, store and transport them.

C1.17 Perform ante mortem inspection of animals destined for the food chain and correctly identify conditions affecting the quality and safety of products of animal origin.

C1.18 Assess and implement basic health and welfare records (and production records where appropriate).

C1.19 Advise on, and carry out preventive and prophylactic programmes appropriate to the species and commensurate with accepted animal health, welfare and public health standards, seeking advice and assistance where necessary from professional colleagues.

C1.20 Minimise the risks of contamination, cross infection and accumulation of pathogens in the veterinary premises and in the field.
Annex 5

Annex 5 - RCVS EMS Policy and guidance, November 2009

Extra-mural studies

The value of EMS

1. There is wide consensus on the enduring value of EMS – not just in terms of its contribution to the veterinary undergraduate course, but also to the many practices who feel they benefit from the injection of new ideas from students and the opportunity to contribute to the professional development of the next generation of veterinarians.

2. Although there is no direct equivalent of EMS elsewhere on mainland Europe or in the USA, and there is no requirement for EMS within the EU Directive setting out the minimum training requirement for veterinary surgeons, the UK’s system is often looked on with envy by veterinary colleagues in other countries, and there are some moves elsewhere in Europe to develop a similar system. The UK’s EMS system is an excellent example of how universities and practices can collaborate in the training of the next generation of veterinary surgeons, and should not only remain as a key feature of veterinary education but should continue to be strengthened and improved.

3. Furthermore, there is an increasing emphasis within UK higher education on work-based learning, which is seen as a way to improve the employability of graduates and to increase the involvement of employers in HE. “Employer engagement” and “employability” are key government themes for HE, and these have been features of veterinary education in the UK for over 70 years. The veterinary profession should be seen as an example for other sectors of how employers and the universities can work together for mutual benefit, and for the good of the profession at large.

4. There are strong educational reasons why EMS should continue to be an integral part of the veterinary degree. It provides students with an unrivalled opportunity to gain real-life work experience that enhances their university-based studies. Whilst the universities are responsible for teaching the skills that students need to practise when they first graduate, (the ‘Day One Competences’), it is on EMS placements that students can further practise the animal handling and clinical skills that they first learn at university, as well as build up their experience of dealing with clients and with members of the veterinary team. New graduates are therefore able to ‘hit the ground running’ having developed their Day One competences whilst on EMS placements during their degree course. EMS helps students to prepare for work, and introduces them to the important concept of lifelong learning and reflective practice which then continues after graduation through the Professional Development Phase and ongoing CPD. As the veterinary degree is a professional qualification, EMS constitutes an important component that helps to distinguish the qualification from other academic science degrees.

5. EMS provides educational benefits for students with periods of veterinary work placements interspersed with their university-based studies. The timing of EMS placements is important as the
experience that students gain during placements informs and reinforces their learning during the core curriculum.

6. EMS placements not only help to develop Day One Competences, but they also provide students with valuable complementary experience in contexts that cannot be replicated within the university. Students benefit from being exposed to veterinary work in real-life commercial and other working environments. Working within the time constraints and financial pressures of every-day veterinary practice is seen as an invaluable part of the undergraduate course and this must continue to be the main focus of EMS for the majority of students.

Aims of EMS

7. The aims set out below reinforce the flexibility to tailor EMS to fit the individual student and get away from the idea that placements should always cover a breadth of species for each student.

EMS aims

Work placements should be undertaken in a range of veterinary-related contexts to allow students to gain an appreciation of the breadth of the veterinary role and how veterinary medicine and science operates in “real-life” and commercial environments. Specifically, placements should enable students to:

- develop their animal handling skills across a range of common domestic species
- develop their understanding of the practice and economics of animal management systems and animal industries
- appreciate the importance of herd health and the epidemiological approach to production animal work
- develop their understanding of practice economics and practice management
- develop their understanding and gain further experience of medical and surgical treatments in a variety of species
- develop communication skills for all aspects of veterinary work
- expand their experience to those disciplines and species not fully covered within the university
- appreciate the importance of animal welfare in animal production and in the practice of veterinary medicine
- gain experience to help them appreciate the ethical and legal responsibilities of the veterinary surgeon in relation to individual clients, animals, the community and society
- gain experience of a variety of veterinary working environments.
Time spent on EMS

Pre-clinical EMS

8. The term “pre-clinical EMS” is used to refer to that period of EMS undertaken in the early part of the veterinary course, when students gain experience of animal husbandry and animal handling across the common domestic species as well as the animal and food industries. Some universities refer to this as animal husbandry EMS; others call it pre-clinical EMS or other variants. The term “pre-clinical” EMS is used here purely for the sake of simplicity, accepting that some universities may wish to adopt different terminology.

9. Twelve (12) weeks should be devoted to pre-clinical EMS. Students need to develop their handling skills and husbandry knowledge for a variety of species, as well as develop their communication skills with animal owners and others and this must remain an essential component of the early years of the veterinary degree course. It is also an important grounding for veterinary public health education.

10. For the majority of students it is important that this pre-clinical EMS experience is undertaken after they have started the veterinary course so that it builds on and complements other teaching in the early years. In particular, students will need to have received a thorough briefing on health and safety matters before going on placements.

11. Universities may wish to consider granting exemptions on a very exceptional basis (for example for students who have considerable animal handling experience gained on a previous course at tertiary level). However, any time saved by allowing exemption in one particular area would be well spent on developing skills in other areas, such as gaining experience on different types of farms, at other animal handling facilities, or at food production facilities.

12. The priority should be for pre-clinical EMS placements to provide the student with all the necessary handling skills and husbandry experience of common domestic species that they need to master before they progress to the clinical components of the course. This continues the concept expressed in previous RCVS guidance which said that “animal husbandry EMS should be designed to meet the individual needs of the student.” Universities should provide sufficient resource to assess individual student learning needs, allowing as much flexibility as possible to meet these needs, rather than students merely ticking boxes as evidence of time-serving.

Clinical EMS

13. Twenty-six (26) weeks should be devoted to clinical EMS placements and clinical EMS should be phased and structured so that there is more flexibility to allow students to select placements that match their areas of interest as well as the university’s curriculum.

14. Universities should take advantage of the significant flexibility in the balance that can be achieved between different types of placement. This will help avoid a climate of “box ticking” with students attending placements merely to meet the requirements, rather than seeing all their placements as a positive contribution to their learning.
15. Whilst it is essential that all students gain appropriate experience across all the common domestic species to meet their Day One Competences, universities must not rely solely on EMS placements to provide this experience. Universities must take primary responsibility for delivering the Day One Competences, and where these need to be covered in placements outside the university, such external placements should be seen as part of the core curriculum and should be quality assured, controlled and monitored accordingly, just like any other part of the intra-mural course. Where placements are being used to deliver essential ‘Day One’ teaching that is not being covered within the university, such placements should not be seen as falling within the category of EMS with which this paper is concerned.

16. Clinical EMS should comprise two phases:

- “Preparatory EMS” of around 6 weeks, to be undertaken when pre-clinical EMS has been completed. During this period students should undertake at least three different types of placements to experience a range of veterinary work. This phase will help them prepare to make decisions about the type of placements to undertake during the next, practical phase of EMS. As a student’s clinical skills are still undeveloped in year 3, the amount of hands-on clinical work that is reasonable for them to undertake during early EMS placements is limited, and this can sometimes prove frustrating for both the student and the placement provider. The focus during this phase of EMS should instead be on observing how practices work, and gaining experience to help select an appropriate ‘base’ practice or area of practice for the next phase of EMS. This is not to rule out practical hands-on work during this phase – on the contrary, students will learn best by doing, rather than just by seeing, but the limits of their ability at this stage need to be appreciated by all parties.

- “Practical EMS” should follow on from preparatory EMS, and should comprise the remaining 20 weeks to be undertaken during the later clinical years. For their practical EMS, students should be able to select the areas of practice they wish to focus on, and should be encouraged to find a “base” practice where they can spend a significant part of this final phase of their EMS, returning at different intervals until they graduate. This will help students to build a relationship with the practice, and help the practice to get to know and trust the student. In this way, the opportunities offered by the placement can be maximised for both parties.

17. The number of weeks that should be spent in a base practice, and the number of weeks that should be spent on different types of placement (e.g. on research or lab based placements) or with different species have not been specified. This should be left to the individual student after a discussion with their clinical tutor at the university to identify their changing learning needs and career aspirations. However, the university has the over-riding responsibility to ensure that Day One Competences have been covered adequately for each student, either through external placements (the ‘distributed model’) or through other intra-mural rotations at the university. Universities must provide sufficient resources to enable individual “tailoring” of student learning to be agreed and reviewed at regular intervals.
18. Wherever possible, students should be discouraged from selecting a base practice or booking up EMS placements for particular species too far in advance. This is difficult to regulate as many students want to book well ahead to secure their preferred placement. However, not only might they change their minds about the areas on which they want to focus, but booking too far in advance blocks placements for others unnecessarily. It would help if practices were discouraged from accepting bookings too far ahead, as this may limit choices when students and their tutors are planning future placements to match the student’s educational needs. The exception to this would be that of a student seen during their preparatory EMS who would then like to book several return practical EMS visits throughout their remaining time as a student.

EMS and Veterinary Public Health

19. Separate guidance on the teaching of VPH is available from RCVS. The practical component of understanding food hygiene and gaining experience of full-throughput abattoirs should not be delivered solely through ad hoc EMS placements. To improve the quality of learning in this area, visits to fully commercial abattoirs and other meat processing plants, which form an essential part of teaching in veterinary public health for all students, must be part of the core curriculum and should not be left to EMS.

20. The use of small in-house abattoirs such as those at Nottingham and Bristol could be effective if used to introduce students to the processes involved in a controlled manner. RCVS strongly supports collaboration and sharing of facilities for abattoir training between universities. But this must be supplemented by external visits, coordinated by the university as part of the core course and possibly organised in small groups, to commercially run full-throughput red and white meat abattoirs, cutting and processing plants. This will help ensure that all students see a variety of meat production processes and, with more direction and control provided by the university, may help facilitate the development of closer links between the industry and the university for the mutual benefit of each. Continued collaboration between the veterinary schools, the Government Veterinary Surgeons team and the Veterinary Public Health Association is important.

21. Those students who wish to spend further elective time focussed on public health (which of course is far broader than just meat hygiene) should be encouraged to undertake relevant EMS placements within the industry, including time with an OV and in abattoirs, as well as other placements such as with the VLA, Defra, Animal Health, and food production facilities.

Communication

22. For EMS to be effective, all parties – veterinary schools, practices and students – have a part to play and communication and exchange of information between veterinary schools and practices, between students and practices, and between students and their university tutors is important. Adding RCVS into the equation with its statutory duty to set and monitor standards for veterinary undergraduate education means that there are four principal parties involved if EMS is to be delivered effectively: students, universities, practices and other placement providers, and the RCVS.
23. In general EMS is considered by all involved to be of immense value and should not be diminished, but there is room for improvement by all parties to ensure that EMS continues to be an effective part of veterinary education and contributes to the development of the profession more generally. All have a part to play if EMS is to be strengthened, and the roles and responsibilities of all four parties are set out below.

**Students**

24. Students must take responsibility for their own learning during EMS. This includes preparing properly before each placement, setting themselves learning objectives for each placement in consultation with their tutors, taking into account the RCVS Day One Competences. They must be familiar with the guidance provided by their university and RCVS for EMS. They should also communicate effectively and in a professional manner with the placement provider before, during and after the placement. The EMS ‘Driving Licence’ developed by Edinburgh and RVC will be very useful preparation for placements. Students should check that their placement provider has received all the relevant paperwork and guidance relating to EMS and, if they haven’t, then either provide the practice with a copy, or email them with an on-line link so they can find it easily.

25. Students must keep their EMS records up to date, and must keep a proper record of their experience during EMS, using the logbooks, learning diaries or databases provided by their university. They must discuss their EMS records and progress with their clinical tutor(s), reflect on what they are learning and see their EMS experience as an integral part of their education.

26. There is already plenty of guidance for students on how they should behave whilst on EMS placements, including the EMS ‘Driving Licence’ and the BVA EMS Guides, ‘Making the most of EMS – a student guide’ and ‘Making the most of EMS: a guide for providers of EMS’. The key issue is that students must recognise that they have important responsibilities as “nearly professionals” when undertaking EMS and that their attitudes and behaviour have an effect on their own career, and also reflect on their university and the veterinary student body more widely.

**Universities**

27. Universities must allocate sufficient staff resources to EMS to ensure that it is administered, coordinated and monitored effectively, as befits a 38 week component of the veterinary degree. They must ensure that there is ongoing liaison with all the various placement providers, ensure that staff are available to discuss learning objectives prior to each placement, gather feedback on students with those providers, and ensure that students are maintaining their EMS experience records and learning diaries. They must also ensure that such records are discussed with clinical tutors. It is recommended that timetabled tutorial sessions are built into the course to facilitate this.

28. Responsibility for coordinating EMS within the university is not a task that can be undertaken by a single individual, especially when that individual has other teaching, clinical or administrative demands on their time. Universities must have a single named EMS coordinator to oversee EMS within the university and to liaise with practices and other organisations, including the RCVS. But, to ensure EMS continues to be delivered effectively and to do justice to the enormous contribution provided by
the rest of the profession through placements, the universities must ensure that there are adequate staff resources to support EMS.

29. There must be a comprehensive recording system for students to log and reflect on their EMS experience and this must form an integral part of formative assessment during the degree course. Such a log could be combined with other records that demonstrate students’ progress in achieving Day One Competences; it need not necessarily be used exclusively for EMS. Students must be made aware of the importance of keeping accurate and up to date notes on their progress.

30. Universities must take primary responsibility for delivering the Day One Competences, and where these need to be covered in placements outside the university, such placements should be seen as part of the core curriculum – not as EMS - and should be quality assured, controlled and monitored accordingly, just like any other part of the intra-mural course (see RCVS requirements for Universities implementing a ‘distributed’ veterinary clinical education model, February 2008.)

31. The 2009 student finance regulations in England allow students to apply for long course loans where attendance over 30 weeks and 3 days is required. The extra loan is paid for 52 weeks where attendance is required on a course for 45 weeks or more. Although such extended loans are means-tested, they would provide access to significant extra funds to help some students defray the expense of undertaking EMS. Although this is not a complete solution to the problem of alleviating students’ financial problems as it will add to graduate debt, it is still worth exploring as a means of providing additional funds to those students most in need. As EMS is a mandatory and integral part of the veterinary degree course, it is recommended that universities should together explore the possibility of defining some parts of their degree course as a “long course”, and publicise this information to students to enable them to take advantage of the increased student loan available.

32. Bearing in mind that practices receive no financial remuneration for their contribution to the training of veterinary students, universities should consider offering EMS providers discounted and/or preferential access to some services, facilities and/or CPD provided by the university. This will help to strengthen links between practices and universities, bringing benefits to both sides. Whilst these recommendations have financial implications for the universities, it should be recognised that it could cost them considerably more to try and replace EMS completely by in-house or university-owned provision, if indeed it ever could be replicated.

**Practices**

33. It is recognised by all that veterinary practices and other placement providers make a very important and highly valued contribution to veterinary education through their involvement with EMS. This altruistic attitude to education is a great credit to the profession and is something that should continue to be nurtured. When undertaking its review of EMS in 2009, the RCVS working party heard from many contributors about the benefits to practices of taking students, not only in terms of recruitment opportunities, but also of having insight into the latest thinking within the veterinary schools. It was reported that students who were near the end of their degree and who had built a relationship with a practice were often able to act as an additional pair of hands within the practice and thus were not always perceived as a drain on practice staff time.
34. To improve the experience of EMS for both the practice and the student, it is recommended that practices identify named individual(s) to act as EMS contact for students and the university, and that some time is set aside for entry and exit interviews with students at the beginning and end of each placement. Each student should arrive at the placement with a set of objectives they’re hoping to meet, and it will save time and make the placement more productive for both parties if these can be briefly discussed with the student at the outset. Practices should then not be inhibited from providing honest feedback to and about the student, and should contact the university’s EMS coordinator if they want to discuss a particular student in more detail.

35. Practices should check they have access to the latest guidance on EMS provided by the BVA and the universities and on the RCVS website. The student should be able to give them a copy or point them to the online guidance if necessary. Guidance published on the RCVS website summarises the curriculum for each university and gives further general guidance for practices.

36. It is RCVS’s responsibility to monitor that EMS is being delivered effectively as part of the university degree. Although EMS has always been considered during RCVS visitations, an audit-based approach will be adopted so that RCVS’s Education Policy & Specialisation Committee can monitor how the universities are developing and improving their EMS programmes, as well as other measures they are taking to deliver Day One Competences generally. In the first few years of implementing these recommendations RCVS will arrange a series of short one day or half day visits to follow up a random sample of students, tutors and EMS providers and associated records. The committee will ensure that this is a regular feature on its agenda.

37. RCVS will take the lead in exploring with the universities the feasibility of developing a single ‘PDP style’ recording system for EMS to be used by students as a pre-cursor to PDP after they graduate. This could be by extending the existing PDP system or a variant thereof, or by agreeing common data items to be recorded in the universities’ own systems. There is a natural link between systems used to record EMS, PDP and ongoing CPD, and this would help to emphasise the importance of reflective lifelong learning in the workplace.

38. RCVS will communicate its recommendations on EMS to veterinary schools and to the wider profession in a concerted effort over the next year.
Summary

RCVS Council adopted the report and recommendations of the EMS Working Party at its meeting on 5 November 2009 and agreed that implementation by all parties – veterinary schools, students, practices and other placement providers, and the RCVS - should begin immediately. The main actions to be taken and responsibilities of all four parties are summarised below.

1. Twelve weeks should be devoted to pre-clinical EMS and it should be designed to meet the individual needs of the student. (paragraphs 8 – 12)

2. The way clinical EMS is phased and structured should change: there should be more flexibility to allow students to select placements that match their areas of interest as well as the university’s curriculum. (paragraphs 13 – 18)

Clinical EMS should comprise two phases:

- Preparatory EMS of about 6 weeks, to be undertaken when pre-clinical EMS has been completed. During this period it is suggested that students should undertake at least three different types of placements to experience a range of veterinary work.

- Practical EMS should follow on from this preparatory EMS phase, and should comprise the remaining 20 weeks to be undertaken during the later clinical years.

3. Visits to fully commercial abattoirs and other meat processing plants, which form an essential part of teaching in veterinary public health for all students must be seen as part of the core curriculum and should not be left to EMS. (Paragraphs 19 – 21)

4. Collaboration and sharing of university facilities for abattoir training between universities must be complemented by external visits, coordinated by the university as part of the core course and possibly organised in small groups, to commercially run full-throughput red and white meat abattoirs, cutting and processing plants. (Paragraphs 19 – 21)

5. Students must take responsibility for their own learning during EMS. This includes preparing properly before each placement. Students must keep their EMS records up to date, and must keep a proper record of their experience during EMS, using the logbooks, learning diaries or databases provided by their university. They must discuss their EMS records and progress with their clinical tutor(s), reflect on what they are learning and see their EMS experience as an integral part of their education. (paragraphs 24 - 26)

6. Students should ensure that their placement provider has a copy of the relevant documents and guidance on EMS. (paragraphs 24 – 26)

7. Universities must allocate sufficient staff resources to EMS to ensure that it is administered, coordinated and monitored effectively, as befits a 38 week component of the veterinary degree. (paragraphs 27– 28)
8. There must be a comprehensive recording system for students to log and reflect on their EMS experience and this must form an integral part of formative assessment during the degree course.  
(paragraph 29)

9. Universities must take primary responsibility for delivering the Day One Competences, and where these need to be covered in placements outside the university, such placements should be seen as part of the core curriculum – not as EMS - and should be quality assured, controlled and monitored accordingly, just like any other part of the intra-mural course.  (paragraph 30)

10. Universities should together explore the possibility of defining some parts of their degree course as a “long course”, and publicise this information to students to enable them to take advantage of the increased student loan available.  (paragraph 31)

11. Universities should consider offering EMS providers discounted and/or preferential access to some services, facilities and/or CPD provided by the university.  (paragraph 32)

12. Practices should identify named individual(s) to act as EMS contact for students and the university, and ensure that some time is set aside at the beginning and end of each placement for entry and exit interviews with students.  (paragraph 34)

13. Practices should check they have access to the latest guidance on EMS provided by the universities, RCVS and the BVA. The student should be able to give them a copy or point them to the online guidance if necessary.  (paragraph 35)

14. An audit-based approach will be adopted so that RCVS’s Education Policy & Specialisation Committee can monitor how the universities are developing and improving their EMS programmes, as well as other measures they are taking to deliver Day One Competences generally. This could be achieved in the first few years of implementing these recommendations by a series of short one day or half day visits. The Committee should ensure that this is a regular feature on its agenda. (paragraph 36)

15. RCVS will take the lead in exploring with the universities the feasibility of developing a single ‘PDP style’ recording system for EMS to be used by students as a pre-cursor to PDP after they graduate. This could be by extending the existing PDP system or a variant thereof, or by agreeing common data items to be recorded in the universities’ own systems.  (paragraph 37)

16. RCVS will communicate its recommendations on EMS to veterinary schools and to the wider profession in a concerted effort over the next year.  (paragraph 38)
Annex 6

Annex 6 – Veterinary Public Health teaching in the UK veterinary schools

This statement from HOVS was approved by RCVS Education Policy and Specialisation Committee in October 2009 for inclusion in the RCVS Visitation Guidance. The section on Extra-Mural Studies has been amended to bring it into line with current EMS policy (see Annex 5)

Background

1. The global events of the past 20 years have changed the role of veterinarians in public health. It can no longer be based on food safety alone but must be expanded to cover a number of aspects of the animal – human interface more comprehensively. This is reflected by the World Health Organisation which defined Veterinary Public Health (VPH) as “the sum of all contributions to the physical, mental and social well-being of humans through an understanding and application of veterinary science”. This is a very wide definition which is broader than food and encompasses issues relating to disease, humans, animals, the environment, trade, food production methods (including welfare) and food safety.

2. In recent years there has been a shift in the EU legislative controls with harmonisation of Directives and a move to a more risk based approach to food safety. This is reflected in the current legislation which puts the emphasis firmly on audit and moves away from inspection to the use of the Hazard Analysis Critical Control concept and principles in e.g. Good Farming Practice (GFP) and Good Hygienic Practice (GHP), where there is clarification on who does what, how and where. There is also a far greater emphasis on the longitudinal integration of all parts of the food chain, especially with controls throughout the chain.

3. Teaching in this growing and increasingly complex field must be responsive and based on genuine needs. In broad terms, VPH can be considered as a series of concepts, and their application, all taught within a framework that delivers basic knowledge and sound understanding of risk analysis, epidemiology and population medicine and basic preclinical and clinical sciences. Teaching must also take account of modern technology and the veterinary surgeons role in the interpretation and decision making process.

4. The VPH curriculum must equip the UK graduate with the knowledge and skills required to fulfil their role and responsibilities and to face the opportunities and challenges of the 21st century. The curriculum must also be based on the legislative requirements of EU law which places emphasis on the role of the veterinary surgeon in Food Safety.

5. The aim should be to produce graduates who are aware of and enthusiastic about the important role veterinary surgeons have in public health in its broadest sense, not just food hygiene. They should be equipped with the theoretical and practical knowledge, understanding and skills to pursue a structured progression from undergraduate level through the appropriate postgraduate training necessary to enable them to work in this field.
Current EU legislation

6. **Directive 2005/36/EC on the Recognition of Professional Qualifications** sets out the minimum training requirements for all European Veterinary Surgeons although the Directive does not require each university to have the same curriculum. Article 38 specifies that training as a veterinary surgeon shall provide assurances that the person concerned has acquired specified knowledge and skills. Of relevance to VPH are an adequate knowledge of the hygiene and technology involved in the production, manufacture and putting into circulation of animal foodstuffs or foodstuffs of animal origin intended for human consumption (Article 38 (3f)). It also requires knowledge of the laws, regulations and administrative provisions relating to the areas of work including the production of foodstuffs.

7. Annex V.4 of the Directive details the specific study programme for veterinary surgeons. In addition to basic subjects, four specific subjects are listed - basic sciences, clinical sciences, animal production, and food hygiene. VPH related topics may be relevant in first three such as epidemiology (basic sciences), veterinary state medicine and public health, veterinary legislation and forensic medicine (clinical science), and animal ethology and protection (animal production).

8. The annex provides some detail on requirements for the teaching of food hygiene. It specifies three topics i) inspection and control of animal foodstuffs or foodstuffs of animal origin, ii) food hygiene and technology, and iii) practical work (including practical work in places where slaughtering and processing of foodstuffs takes place).

9. The Annex also specifies that, ‘The distribution of the theoretical and practical training among the various groups of subjects shall be balanced and coordinated in such a way that the knowledge and experience may be acquired in a manner which will enable veterinary surgeons to perform all their duties’.

Current EU guidance on VPH teaching


11. The Guidance deals briefly with the clinical sciences such as veterinary state medicine and public health and veterinary legislation and forensic medicine. It states that they are general subjects and that faculties should ensure that students are exposed to all major areas of clinical specialisation. No guidance is provided on content of the curriculum.

12. A number of key requirements are highlighted in the guidance relating to veterinary food hygiene/public health (Para 1.4.2.5): These include an understanding of ante and post mortem
inspection, familiarity with legal regulations, understanding the importance of risk based monitoring and ability to interpret and take action on food chain information.

13. The Guidance states that veterinary food hygiene/public health subjects must include:
   a. Inspection and control of animal foodstuffs, foods of animal origin and premises of production
   b. Food hygiene and technology
   c. Food science including legislation
   d. Practical work (including practical in places where slaughtering and processing of foodstuffs takes place).

14. As with the Directive the Guidance does not expand on these requirements and makes no suggestions as to what should be covered in each of the topics. It is interesting that the Guidance requires teaching in food science when this is not mentioned in the Directive and does not seem to be a legal obligation.

**Definition of terms**

15. Agreement on definition of terms used in the EAEVE Guidance is important. In the absence of other information, UK Schools will use the following definitions:
   - **Food hygiene:** the measures and conditions necessary to control hazards and to ensure fitness for human consumption of a foodstuff taking into account its intended use.
   - **Food technology:** Methods that contribute to food chain security (food quantity, food safety). The prime focus of food technology in VPH is on food safety through detection, prevention, reduction (including preservation) or removal of contamination or spoilage organisms. However, awareness of emerging food technologies is important (e.g. GM crops).
   - **Food science:** The scientific principles that underlie food chain security. The prime focus of food science in VPH includes food-borne microbiology (including spoilage, quantitative microbiology) and meat quality.

**VPH course objectives**

16. These are minimum objectives – each school will wish to supplement this list according to strengths and interests and curriculum design:

17. **On graduation, students will be able to:**
   - Recognise and advise on the consequences for human health and the environment of animals and their management, and through this contribute to the improvement of human well-being as part of a multidisciplinary team
b. Understand the scientific basis for the legislative control of food and protection of the environment

c. Advise on the suitability of animals for food production, recognise and apply the principles of food hygiene and safety, including food inspection and control, and implement the principles of health certification of food

d. Understand and apply the principles of risk analysis, particularly as they relate to food safety at all stages of the food chain

e. Devise and operate food safety management systems based on principles of Good Manufacturing/Hygienic Practices (GMP, GHP), Hazard Analysis Critical Control Point (HACCP) and Safety and Quality Assurance systems.

Training elements for the UK undergraduate course in VPH

18. The teaching of VPH in the UK has evolved so that it is taught as an integrated continuum throughout the veterinary programme with teaching in the earlier years identifying the relevance of VPH to the particular disciplines, involving, where necessary, the VPH teachers. This inevitably produces problems in counting the hours that apply to VPH in the curriculum. It is important to encourage the use of VPH concepts across the entire veterinary teaching programme no matter which discipline is involved.

19. The new graduate must have the basic skills for use in the vocational situation. These can be developed further through postgraduate training to an appropriate standard. In the UK a number of the topics are more appropriately covered during post graduate training. Based on current EU legislation and the EAEVE guidance the VPH curriculum in the UK should demonstrably cover the following topics. Further detailed specifications for each topic are in appendix 1.

Basic science:
   Epidemiology
Clinical science:
   Veterinary State medicine and Public health
   Veterinary legislation and forensic medicine
Food hygiene:
   Inspection and control of animal foodstuffs or foodstuffs of animal origin
   Food hygiene and technology
   Practical work (including practical work in places where slaughtering and processing of food stuffs takes place)

20. Based on the EAEVE guidance the training must also ensure that each student understands the fundamentals of veterinary public health, food science and modern food technology, the scientific basis of the relationship between food and human health, and the factors underlying the quality of hygiene (of food and the environment") (Annex 1: 1.4.2.5).
21. The EU and EAEVE requirements reflect the minimum standards. In the UK additional topics need to be added to the curriculum to ensure that the new veterinary surgeon is able to meet the challenges which the future will bring. These additional items are reflected under the topics in appendix 1.

**Practical learning**

22. The Directive and the EAEVE Guidance are quite clear that undergraduates should undertake practical work in relation to food hygiene and that this should include work in places where slaughtering and processing of foodstuffs takes place. There is no specific requirement or guidance in the Directive as to how this should be achieved.

23. The objective of the practical training is to enable the students to become familiar with the concepts of food business audit throughout the food chain and especially in slaughterhouses. It is important for undergraduates to be exposed to the commercial environment and to gain experience in places where harvesting, slaughtering and processing of foodstuffs takes place.

24. EAEVE guidance indicates that undergraduates should develop Day 1 competences in the interpretation of food chain information, ante mortem and post mortem inspections and be capable of being trained as official veterinarians by the competent authority.

25. Practical work can be undertaken in a number of situations either in small groups or by extramural instruction. It is important that the Training Objectives set out in the GVS-Vet School Liaison Group document: Protocol for *Extra Mural Students in Meat Processing Plant*¹⁹s are met whichever system is used and that the undergraduates are able to gain hands on experience.

26. Specific recommendations on the number of hours of practical teaching time delivered would be useful for auditing purposes but are extremely difficult to establish. Comparability of hours in practical VPH teaching is difficult because of differences in student group sizes, teaching methods, teaching material, teaching location (abattoir versus post-mortem room, versus seminar room). Emphasis should be placed on outcomes as assessed at final examination and each university should ensure that sufficient time is devoted to practical work.

¹⁹A booklet, ‘Getting experience in the food sector: Meat production & processing A guide for UK veterinary students’, based on this guidance is available from the Government Veterinary Surgeons’ website, or the RCVS website
Extra mural studies

27. The EAEVE Guidance indicates that EMS for training in veterinary public health and food hygiene may be used provided it is properly supervised.

28. The RCVS EMS policy was updated in November 2009 and states that, visits to fully commercial abattoirs and other meat processing plants form an essential part of teaching in veterinary public health for all students and must be seen as part of the core curriculum.

29. The Training Objectives set out in the GVS-Vet School Liaison Group document: Protocol for Extra Mural Students in Meat Processing Plants can be met through rotations and practical teaching in small groups at commercial slaughterhouses. If this is the case, then and only in this circumstance it should no longer be essential for EMS to include compulsory visits to slaughterhouses. If EMS placements are used to provide the essential experience in slaughterhouses, then the Training Objectives in the Protocol must be followed. Individual Schools may wish to retain the requirement for students to visit abattoirs as part of their EMS as well as the small group teaching.

Electives

30. Elective study at various stages of the course provides opportunities for undergraduates to explore the subject in greater depth. Subject areas such as Preventive Medicine; State Veterinary Medicine; Population Medicine; Epidemiology and Infectious Disease should be taught in parallel and, when appropriate, together as part of a module. There is merit in the farm animal groups reviewing their teaching in the area of ‘food animal studies’ and linking VPH to the teaching in epidemiology, preventive medicine and farm assurance schemes.

Final assessment

31. As a subject area, VPH must be part of the final assessment for award of the degree. The graduate must be competent at a level that with a knowledge of all the issues and an awareness of what happens downstream, they can provide competence in certification.
Appendix 1: Suggested training requirements and topics

These are suggested requirements based on the EAEVE and EC Directive. Veterinary Schools will wish to develop their own curricula but must ensure that they meet the requirements of the legislation. Equally different parts of suggested topics below may be taught in under other disciplines than veterinary public health.

Basic Science: Epidemiology

- principles and concepts of population medicine, with emphasis on veterinary epidemiology
- population dynamics of infection and intoxications
- data handling including collection, processing, interpretation and management of data
- the application of biostatistics
- diagnostic epidemiology
- principles and diagnostic applications of modern testing methods
- tracking and tracing of zoonoses including outbreak investigation
- disease control strategies
- monitoring and surveillance systems including those for food-borne diseases
- risk analysis including the principles, concepts and methods of risk assessment, risk communication and risk management
- analysis of data, scientific writing and presentation of results
- biostatistics (principles and applications)
- preventive and control measures regarding diseases in animals related to human health

Clinical sciences: Veterinary State Medicine and public health

Principles of Veterinary State Medicine

- detection, control strategies and legislation for statutory notifiable diseases.
- the principles of policy development and implementation for epizootic disease incursions and the control of other (e.g. zoonotic) animal diseases at State level.
- the principles of global trade, international, EU and national legal agreements and frameworks and the principles of certification
- trans-boundary diseases including zoonoses and diseases of significant socio-economic impact.

Principles and concepts of veterinary public health

- principles and concepts of both human and animal health economics – at a basic level
- information and communication technology as related to issues of veterinary public health, or its orientations, population medicine and food science
- prevention and control of occupational zoonoses and non-infectious illnesses derived from animals.
- prevention and control of zoonoses other than food-associated.
- investigations of outbreaks of food-borne diseases in humans including the use of molecular methods.
• prevention and control of environmental contamination associated with animal and food production based on current EU and UK legislation. Includes management of animal by-products, veterinary (clinical and special waste), the avoidance of antimicrobial resistance, biosafety, disaster management and bioterrorism.  
• addressing animal-associated situations impacting on human well-being through economic or social effects  
• Understanding of the combined role of the veterinary and medical professions in food-borne disease outbreak surveillance, investigation and control  
• Protection of animal welfare at the level of production, transport and slaughter.

Clinical sciences: Veterinary legislation

• Principles, concepts and knowledge of national EU and international legislation on veterinary public health, food safety, animal health, animal welfare, and pharmaceutical substances.

Food hygiene: Inspection and control

• food chain assurance and control of food-borne disease.  
• pre-harvest quality management (good farming practices)  
• food inspection including food chain information (FCI), ante- and post-mortem meat inspection  
• food safety management systems (e.g. GMP/GHP, HACCP, ) and their auditing applied at various points and the entirety of the food chain  
• principles, concepts and methods of HACCP, and the use of HACCP throughout the food production chain  
• training in food hygiene of personnel working in the food production chain  
• risk-based monitoring of processes (with sound knowledge of pathology, pharmacology, toxicology, microbiology and parasitology).  
• prevention and control of food borne hazards related to human health  
• precautionary principle

Food hygiene: Food hygiene and technology

• concepts of food science and food technology which underpin training in food hygiene  
• essentials of food processing and food technology  
• Hygienic food production (including basics of food technology) and handling at harvest and post-harvest levels  
• food chemistry and chemical hazards associated with food production and food safety, including antimicrobial resistance issues  
• food microbiology including safety aspects, foodborne pathogens, antimicrobial resistance and microbial spoilage  
• molecular epidemiology of foodborne pathogens  
• ensuring the safety of food with respect to chemical, physical, microbiological and environmental residues  
• prevention and control of foodborne hazards related to human health, including bacteria, parasites, protozoa, viruses, molds, yeasts, prions, toxins, toxic chemicals and residues
• promotion and use of food hygiene, and food related safety and quality management systems, throughout the food chain, including the principles and concepts of good manufacturing practice, hazard analysis critical control points, and total quality management
• hygiene of food, including inspection and preservation
• food production and harvesting logistics

**Food hygiene: Practical work**

Refer to the GVS/UVS Protocol for Extra Mural Students in Meat Processing Plants

The purpose of the following training objectives is to give direction to the student and the OV to ensure that as much as possible is gained from the limited time available:

1. To understand the different legislation (EU and domestic) that OVs must be familiar with for the delivery of the Official Controls
2. To understand the OV role and responsibilities for animal welfare during transport, at unloading, in the lairage and during slaughter
3. To observe and understand ante mortem procedures in the slaughterhouse for all main species, including the use of Food Chain Information (FCI) and the importance of checking for Notifiable Diseases.
4. To understand on line post mortem inspection procedures, including the judgments and actions to be taken and the value of the Collection and Communication of Inspection Results (ante and post mortem)
5. To observe and understand FBO’s implementation and maintenance of pre requisites and Food Safety Management Procedures based on HACCP principles
6. To understand the FBOs responsibilities for microbiological testing and the difference between ‘process hygiene criteria’ and ‘food safety criteria’
7. To understand the hygienic procedures involved in the handling of offal and for processing of edible co-products (casings, tripe, etc)
8. To understand the FBO responsibilities for the identification, separation, hygienic storage, staining and dispatch of the different categories of animal by-products
9. To understand the OV role in the auditing and verification of FBO’s own procedures to control possible hazards
10. To understand the principles of risk based enforcement and the hierarchy of enforcement to identify and prioritise deficiencies
11. To observe the taking of samples for residue testing and understand the importance of correct traceability
12. To understand the 12 principles of certification and the OV responsibilities for certification
13. To understand the reasons for testing animals for TSEs, and the methods and controls required.
14. To understand the procedures in accepting animals with abnormalities, and the bodies of animals that have undergone on farm emergency slaughter.
15. To understand the principles involved in Trichinella testing and the sampling techniques used.
Annex 7 - RCVS requirements for universities implementing a ‘distributed’ veterinary clinical education model

Introduction

1. This document supplements guidance and requirements set out in the “RCVS/EAEVE Criteria and Guidance for RCVS Approval of Veterinary Degree Courses” and should be read in conjunction with that document.

2. The term ‘distributed’ model is used here although it is recognised that there is no single model for distributed teaching, but rather a spectrum of possible arrangements. This guidance applies where a veterinary school delivers ‘core’ clinical teaching, or other essential components of the veterinary degree course (i.e. the ‘Day One Competences’) on sites not owned by the university and/or through organisations/people that are not administratively part of the university.

Distributed teaching and EMS

3. In some circumstances, the term ‘distributed’ may extend to some placements that have previously fallen under the heading of Extra Mural Studies (EMS). If the clinical training provided on a particular EMS placement is considered by the university to be a mandatory part of the course not otherwise provided by the university, then it should be treated as a core component falling under the ‘distributed’ model, rather than being counted as EMS. Although EMS is an integral part of the veterinary degree course as a whole, its function should be more properly understood as being complementary to the main programme, extending the students’ range of experience and helping to consolidate their skills and knowledge, rather than providing core training and experience ab initio. It is on this understanding that the quality assurance and assessment of EMS placements can be undertaken on a rather less formal basis. All other placements providing core distributed teaching must meet all the relevant accreditation standards, in particular those relating to a) teaching, quality and evaluation, and b) facilities and equipment.

General principles

4. Veterinary schools implementing any type of distributed teaching will need to be able to demonstrate how the degree course as a whole meets all the RCVS/EAEVE criteria for accreditation, regardless of where the teaching takes place.

5. The university must designate to RCVS which sites it considers as primary instructional sites to be used to deliver core/essential teaching, and must identify which parts of the curriculum are to be covered at those sites.
6. During RCVS/EAEVE visitations, the visiting team will need to inspect at least a representative sample of off-campus teaching sites and interview the staff involved there in teaching and assessing students, in the same way that university-based staff are interviewed.

**Specific requirements for off-campus distributed teaching sites**

**Finances and contractual arrangements**

7. External organisations and any off-campus clinical sites selected by the school to provide core teaching should receive appropriate financial or other ‘in-kind’ remuneration from the school to ensure that students receive on-site supervised instruction.

8. There should be a formal written contract or signed agreement between the university and the organisation concerned setting out expectations on both sides, to ensure that standards will be maintained for the duration of the students’ training. Such contracts or agreements should include reference not only to resources and staffing, but also to the need for compliance with anti-discrimination policies, data protection, grievance procedures and communications channels for reporting problems on both sides.

9. There must be evidence (e.g. through contracts with each site/organisation) that there are sufficient places available in total to match the training needs of the student intake. For the avoidance of doubt, the availability and timing of placements should be such that students can attend all the necessary placements without having to miss other essential parts of their course.

10. Taken as a whole, arrangements with off-campus sites/organisations should be secured sufficiently far in advance to ensure stability of provision for students over successive cohorts during the period of accreditation. The university must have suitable contingency plans to cover any possible shortfalls.

**Staff**

11. Staff (whether directly employed by the university or not) who provide core teaching and/or who are involved in assessing students at distributed sites must be fully competent and experienced in the curriculum subject area concerned, ideally holding a relevant postgraduate qualification (eg, RCVS Certificate or Diploma, European Diploma, etc.).

12. They must be adequately trained in principles of teaching and assessment, and receive on-going training and support from the university to enable them to keep up to date with best practice teaching and learning strategies, and with university assessment policies and procedures.

13. There should be clarity within the agreements made with off-campus organisations or individuals about the teaching and assessment time commitment for staff not employed by the university.
14. Staff not directly employed by the university who are involved in teaching for more than 10 hours per year may be included in the university’s staff-student ratio returns to RCVS/EAEVE provided their teaching time is covered by a contract/agreement with the university. They must be individually listed by name in the university’s annual data returns to RCVS. (The calculation for the ratio should be made on the basis of the proportion of time which they spend teaching compared with the time an average full-time teacher devotes to teaching, eg. if the average workload is 600 hours per year per lecturer, and the external lecturer teaches undergraduates for 60 hours per year, this is counted as 0.1 FTE.)

15. If staff employed by the university are seconded to, or located at off-campus sites or other non-university owned facilities, or if they spend the majority of their time there, there should be arrangements to ensure that they can continue to be part of the collegiate community, including access to the university and veterinary school’s normal communication channels. This is in order that their career path and general academic interests (including research involvement) are not disadvantaged by geographical separation from the academy.

Facilities

16. The facilities and equipment at off-campus veterinary clinics, practices and hospitals used for distributed teaching must meet the applicable national standards or codes, including compliance with all relevant legislation. In the UK, practices and hospitals should be accredited through the RCVS Practice Standards scheme at Tier 2 at least.

17. In countries without any defined national standards or codes for veterinary practices, clinics or hospitals, all off-campus facilities and equipment used for teaching students must be well maintained, and must implement high standards of health and safety, animal welfare and biosecurity. Ongoing compliance must be regularly reviewed by suitably qualified university staff or others. Facilities attended by students must be of a high standard and preferably ‘state of the art’.

18. Distributed clinical sites where students spend a significant amount of their time should provide dedicated learning spaces including access to computers with a high speed internet link, or a WiFi connection, so students can access the university’s on-line library and other e-learning facilities. Additionally, a range of relevant text books should also be available for student reference, over and above the ‘standard practice library’ relating to the practice’s core species interests, if not otherwise readily available electronically.

The teaching and learning environment

19. Core clinical teaching in off-campus sites should be provided in an environment that promotes best practice of veterinary medicine and surgery.

20. Where core teaching is provided in private practices or other commercial environments, time should be allowed for students to investigate and follow up at least a proportion of cases in depth. There should be opportunities for students to discuss and reflect upon cases with their practice-based
teachers, to develop their problem-solving skills and gain experience of evidence and research-based medicine, notwithstanding the commercial constraints present in a private practice.

21. Across the programme as a whole, students should have opportunities to perform or contribute to extended diagnostic work up and problem solving of complex cases, including referrals, that go beyond those routinely encountered in first opinion practice.

22. Students should be given the opportunity to demonstrate understanding of the full range of treatment and surgery options, including some at the forefront of veterinary clinical research and speciality practice together with an ability to appropriately select and advise on the best treatment options.

Assessment

23. Staff at off-campus sites, who are not employed by the university, but who are involved with the **summative** assessment of undergraduate students, must be identified by name to RCVS/EAEVE. All staff involved with undergraduate student assessment must be trained in assessment issues. Those who are new to the role and who are still undergoing training, must be fully supported by the university, and their assessments double marked by experienced examiners for at least one academic year, or as otherwise specified by the university’s own quality assurance procedures.

24. Any summative assessments undertaken at off-campus sites must be subject to thorough monitoring under the university’s quality assurance procedures. All the university’s policies on assessment and examinations (including protocols on exam security and confidentiality) which apply to university-owned facilities must apply equally to all distributed sites.

Quality assurance and monitoring

25. The university must implement robust quality assurance and monitoring procedures to ensure that teaching and assessment undertaken at distributed sites continues to meet the required standards. This must include

- regular site visits by veterinary-qualified university staff
- feedback from students on the quality of instruction and coverage of the learning objectives
- feedback from teaching staff at the site.

26. Sufficient monitoring visits must be undertaken by veterinary qualified staff to ensure that appropriate student services are provided, that physical facilities are adequate and the educational programme is being delivered appropriately.

27. Where numerous off-campus sites are employed by the veterinary school to deliver the veterinary curriculum, there must be effective co-ordination between them, led by the university/veterinary school, to minimise the risk of fragmentation across the curriculum and to ensure consistency of approach from the student’s perspective.
28. Representatives from all distributed sites/organisations should be included on key veterinary school committees, and involved wherever possible in discussions on curriculum planning, teaching and learning, and assessment planning.

**Information and student support**

29. The university must take steps to ensure that the educational objectives to be covered at each site are clearly explained and understood by students, teachers and site coordinators alike.

30. Students should be provided with sufficient information about the distributed sites they are required to attend, including any local protocols, the communication channels available to them to report problems or grievances, and other background information that will help them settle quickly.

31. Students must be provided with information on how to contact their personal tutors or other university welfare staff during times when they are off campus.

32. Students must be made aware of their responsibilities when attending off-campus sites, particularly where they are dealing with clients and other members of the public. For all off-campus clinical training sites in the UK, site coordinators and students must be aware of their position under the “Practice by Students Regulations 20”. When dealing with clients and other members of the public at off-campus clinics, their status as students must be clear to all.

*This paper was approved by Education Policy & Specialisation Committee, 13 February 2008*

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20 The Veterinary Surgeons (Practice by Students) (Amendment) Regulations 1993 identify two categories of student, full time undergraduate students in the clinical part of their course and overseas veterinary surgeons whose declared intention is to sit the MRCVS examination within a reasonable time. The Regulations provide that students may examine animals, carry out diagnostic tests under the direction of a registered veterinary surgeon, administer treatment under the supervision of a registered veterinary surgeon and perform surgical operations under the direct and continuous supervision of a registered veterinary surgeon.

The College has interpreted these as follows:

a. ‘direction’ means that the veterinary surgeon instructs the student as to the tests to be administered but is not necessarily present

b. ‘supervision’ means that the veterinary surgeon is present on the premises and able to respond to a request for assistance if needed

c. ‘direct and continuous supervision’ means that the veterinary surgeon is present and giving the student his/her undivided personal attention
Annex 8 – The evaluation of overseas veterinary degrees

Criteria originally agreed by RCVS Council, June 1998, to be used in the evaluation of applications for recognition of overseas veterinary degrees (other than EU) and in ensuring the continuing sufficiency of any such overseas degree recognised.

Recognition of overseas veterinary degrees

1. The courses must be broadly comparable with the requirements of EC Directive 2005/36/EC\(^{21}\).

2. The level of clinical instruction must be comparable to that required of veterinary schools in the United Kingdom.

3. Where appropriate the degree of the overseas veterinary school must be recognised in its region.

4. The overseas veterinary school must have been producing graduates for at least five years or a sufficient number of its graduates must have submitted themselves for the Statutory Examination for Membership of the Royal College to allow a judgement of the standard of the overseas school to be reached.

5. The question of recognition will only be considered following a formal application from the overseas veterinary school on the basis of its acceptance of these criteria. These criteria will only be departed from in exceptional circumstances.

6. RCVS Council may then, at its discretion, appoint a team of visitors to undertake a formal visitation of the overseas veterinary school. Such a visitation will be at the expense of the overseas school.

7. RCVS Council is prepared to accept a certain amount of flexibility in the arrangements for an overseas visitation depending on the overseas school’s particular circumstances. An RCVS visitation to an overseas school may take account of internal visitation systems of the country in which the overseas school is located inasmuch as the RCVS team may join an already planned internal visitation.

Follow-up enquiries

8. An overseas university whose veterinary degree is recognised by RCVS Council will be required to make a written submission some 3—5 years after a full visitation in order that follow-up enquiries on the continuing sufficiency of the degree may be conducted.

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21 Previously EEC/78/1027
Future assessment of an overseas veterinary degree

9. RCVS Council normally will require further visitations to be made at approximately 10 year intervals. Such further visitations would also be at the expense of the overseas school.
Annex 9 - RCVS mutual recognition agreement with AVBC (INC)

AGREEMENT
BETWEEN

ROYAL COLLEGE OF VETERINARY SURGEONS (RCVS)
of Belgravia House, 62-64 Horseferry Road, London SW1P 2AF

AND

AUSTRALASIAN VETERINARY BOARDS COUNCIL INC.(AVBC Inc.)
of level 11, 470 Collins Street, Melbourne, Victoria 3000

MADE ON

JUNE 2000
and amended
NOVEMBER 2005 and NOVEMBER 2010

To accept systems of accreditation and visitation in the United Kingdom (carried out by RCVS) and in Australia and New Zealand (carried out by the Veterinary Schools Accreditation Advisory Committee, reporting to AVBC Inc.) as the basis of recognising veterinary qualifications for the purpose of registration, as follows:-

1. The recognised qualifications shall be accepted as the basis for registration to practise veterinary surgery by RCVS in the United Kingdom and by AVBC Inc., in conjunction with the Australian and New Zealand registering authorities (whose details and support for this Agreement are recorded in the attached Schedule), subject to meeting any other requirements which may be set out in the relevant legislation of the country or state in which registration is sought. Each party to this Agreement shall inform the other of any changes in such legislation.

2. The recognised qualifications shall include degrees awarded by universities accredited by the RCVS and AVBC, the RCVS Statutory Membership Examination and the National Veterinary Examinations for Australia and New Zealand.

3. RCVS and AVBC Inc. shall carry out regular visitations of the veterinary schools in the United Kingdom and Australasia, respectively, with no more than a 10 year interval between visits to an individual school, and shall send each other for information only, a draft copy of each visitation report as soon as it has been checked for factual accuracy by the university concerned. Each organisation shall then send to the other organisation the final version of each report as soon as it has been approved by either RCVS Council, in the case of the UK schools, or by AVBC Inc in the case of the Australasian schools. Any unreasonable delay in carrying out a visit may be grounds for acting in accordance with paragraph 6 of this Agreement.
4. RCVS and AVBC Inc. shall furnish each other with complete copies of the current visitation procedures and documentation specifying standards and methods of evaluation and provide immediate information about any material changes made. Each party to this Agreement reserves the right to call for a review of this Agreement if material changes are made to the standards, the procedure or the documentation used for visitations.

5. Each visitation team shall normally include at least one, and usually no more than two, nominees of RCVS or AVBC Inc., on a reciprocal basis, to act as observers.

6. Once final visitation reports have been received, as described in paragraph 3 above, the Council of the receiving organisation shall decide whether to:-

   i. accept the report, on the basis that no material deficiencies have been identified and the receiving organisation is satisfied that the qualification is sufficient to meet the current registration requirements in that country or state; or

   ii. specify that certain steps should be taken, within a stated period of time; for example, to provide further information, to effect changes or remedy deficiencies, if there are deficiencies identified, or if the receiving organisation has concerns. In such a case it would be expected that the University in question should formally respond within two years in a letter from the Vice-Chancellor; and/or

   iii. make a further visit itself, subject to the agreement of the school in question, to investigate its continuing concerns or to confirm that there are no longer any material deficiencies; and/or

   iv. withdraw recognition, if there is any unnecessary delay in responding to a request for changes to be made or for further information to be provided.

7. The RCVS Statutory Membership Examination and the Australian and New Zealand National Veterinary Examinations shall be subject to an audit every 5 years using agreed criteria for assessment, and copies of the audit reports shall be submitted to RCVS/AVBC Inc., as appropriate, to consider the options listed in paragraph 6 above (in so far as they are relevant to the examining bodies rather than universities).

8. In the event that either of the parties to this Agreement, or the relevant registration authorities, is not satisfied that a qualification is sufficient to meet their statutory or other requirements for registration, the RCVS and the Australasian registering authorities have the right to withhold or withdraw recognition. Any withdrawal of recognition shall have immediate effect unless a different date is specified.

9. The long distance travel costs of the RCVS and AVBC observers shall normally be borne by the sending country, and the accommodation and incidental subsistence costs by the receiving country (either the University or the visiting body) respectively, on a reciprocal basis.

10. This Agreement supersedes any previous Agreement about recognition of veterinary qualifications in the United Kingdom and Australasia.

11. This Agreement shall be reviewed every five years or as otherwise agreed between the two organisations.
Annex 10 - Description of the RCVS visitor’s job role and person specification

The following description of the visitor’s role, and the ‘person specification’ is provided to all those who apply to be considered as RCVS visitors. Applicants are invited to describe in writing how they meet the person specification. Applications are considered by the chairman and vice-chairman of RCVS’s Primary Qualifications Sub-Committee, and the names of those deemed to meet the requirements are passed to Education Policy & Specialisation Committee for endorsement and inclusion on the list of possible visitors. The team of visitors for any particular visit is put together in consultation with the chairman of PQSC and chairman of the visitation panel, confirmed by PQSC and ratified by Education Policy & Specialisation Committee and Council.

Job context
Setting and monitoring the standards for veterinary education is a key responsibility of the RCVS. The RCVS defines the competences that need to be met by the new veterinary graduate, and specifies the requirements for veterinary degree courses to be approved for registration purposes. The RCVS undertakes formal visitations to universities to ensure that veterinary degree standards are being maintained, and for UK universities, reports its recommendations to the Privy Council. For a veterinary degree to be approved for registration purposes by the College, the course must meet RCVS criteria as well as UK and European legislative requirements. There is also liaison with the Quality Assurance Agency for Higher Education (QAA), which carries out quality assurance monitoring on behalf of the English and Scottish funding councils.

Visiting group
The visiting group, including the Chairman, will normally consist of five or six people (plus any observers from AVBC and/or AVMA). For an overseas visitation the numbers may be reduced, provided that RCVS Education Policy & Specialisation Committee is satisfied that the visitation process will not be compromised. EAEVE appoints two visitors for visitations to UK veterinary schools. Overseas visitations will not include visitors nominated by EAEVE.

Role of the Observer
The observer’s role on RCVS and AVBC accreditation visits is to act as an independent member of the visiting team – not as a subject expert who has responsibility for evaluating specific aspects of the course or facilities, but rather as an auditor of the visitation process as a whole. The observer is required to observe the proceedings and discussions during the visit and at the conclusion, to report back to their parent body on the fairness of the process. The observer may take part in discussions with faculty and students during the visit, and can contribute to discussions between the visitors. They may be called on, for example, to give guidance on interpreting the specific requirements of their parent accrediting body. They should refrain from voting during meetings of the visitors on compliance with the standards. Their role, therefore, is essentially to enable their parent accrediting body to have confidence in the findings and recommendations of the visitors.

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Broad areas of expertise to be covered by visitation

The panel of visitors will normally be constituted to cover the following subjects:

- veterinary basic sciences
- animal production
- veterinary public health and food hygiene
- clinical studies – one visitor to cover companion animal clinical studies and one to cover large/production animals. One of the two clinical visitors must be a veterinary surgeon in practice.

At least one of the visitors should have significant experience within a HE environment.

Key tasks

- Work as a member of a team of experts reviewing and making recommendations to RCVS Council on the standard of veterinary education and training at universities offering, or seeking to offer, approved degrees;
- Following agreed RCVS and EAEVE evaluation criteria and procedures, review the university’s self evaluation report and submit draft comments to RCVS before the visit;
- Take part in the visit to the university to review the curriculum, teaching methods and facilities relating to the allocated subject areas;
- Discuss findings with other members of the visiting team and reach agreement on the visitors’ overall recommendations to RCVS;
- Prepare a draft report on the allocated subject areas within one week of the visit;
- Comment on drafts of the overall report before submission to RCVS committees;
- If agreed with the chairman of the panel, to attend the university to observe examinations and report to RCVS accordingly;
- Attend further follow-up meetings/visits if required and comment on subsequent follow-up reports as necessary.

Training programme

Training will be provided for all new visitors.
The training pack to be provided will incorporate information including the RCVS/EAEVE criteria, EAEVE indicators, RCVS Day 1 competences. The pack is provided on CD and on the RCVS website.
For those candidates selected for a visitation, a half-day training programme will be delivered locally in RCVS led by the Chair of the panel and the RCVS Head of Education.

Time commitment

Preparatory reading time: the visitor must allow time to consider the university’s full self evaluation report (often around 100+ pages) and to prepare their initial written comments - usually around 6 weeks before the visit.

Visit: usually 5.5 days (Sunday afternoon – Friday inclusive), with the formal proceedings starting on the Monday. (Need to allow for up to 6 days away from home). Each day is a full day, from 8.30am through to late evening; the visiting team have a meeting every evening after visiting the university during the day as well as a working dinner. In some instances, one or more of the visitors may also be asked to attend the university at a later date to observe the final degree examinations.
**Report writing**: reports are drafted during the week of the visit, but the visitor must also allow time afterwards to finalise their report and to consider and comment on the full draft visitation report. Draft reports need to be turned round quickly.

**Expenses**
Travel and accommodation expenses are paid by RCVS. UK visitors may claim reimbursement for loss of earnings in accordance with agreed rates on submission of an invoice from their place of work.
### RCVS Visitors – “Person Specification” – Annex 10, continued

<table>
<thead>
<tr>
<th>Factors</th>
<th>Essential</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education and professional qualifications</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>A1</td>
<td>Hold a degree registrable with the RCVS (except for visitor in Veterinary Basic Sciences)</td>
</tr>
<tr>
<td></td>
<td>A2</td>
<td>PhD (mandatory for visitor in Basic Sciences)</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Postgraduate qualification</td>
</tr>
<tr>
<td><strong>Experience/training (including research experience if appropriate)</strong></td>
<td>Essential</td>
<td>C1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C4</td>
</tr>
<tr>
<td></td>
<td>D1</td>
<td>CPD undertaken in accordance with RCVS guidelines</td>
</tr>
<tr>
<td></td>
<td>D2</td>
<td>Expertise and experience in the professional area/subject concerned</td>
</tr>
<tr>
<td></td>
<td>D3</td>
<td>Knowledge and experience of current national veterinary standards in the professional subject area</td>
</tr>
<tr>
<td></td>
<td>D3</td>
<td>Minimum of 7 years professional experience</td>
</tr>
<tr>
<td><strong>Specific aptitude and abilities</strong></td>
<td>Essential</td>
<td>E1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E2</td>
</tr>
<tr>
<td></td>
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<td>E3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E4</td>
</tr>
<tr>
<td></td>
<td>Desirable</td>
<td>F1</td>
</tr>
<tr>
<td></td>
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<td>F2</td>
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<td></td>
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<td>F3</td>
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<tr>
<td></td>
<td></td>
<td>F3</td>
</tr>
<tr>
<td><strong>Interpersonal skills</strong></td>
<td>Essential</td>
<td>G1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G2</td>
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<tr>
<td></td>
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<td>G5</td>
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<td>G6</td>
</tr>
<tr>
<td><strong>Special factors</strong></td>
<td>Essential</td>
<td>H</td>
</tr>
</tbody>
</table>

- Ability to interpret a large amount of complex information
- Ability to identify significant issues from complex data
- Good problem solving abilities
- Good English writing skills
- Experience of curriculum development
- Familiarity with budgets and financial statements
- Diplomacy in dealing with sensitive issues
- Ability to provide constructive criticism
- Good interviewing skills
- Ability to work in a team
- Ability to facilitate discussion to reach conclusions
- A courteous manner in verbal communications
- Absolute discretion in confidential matters
- Good professional standing
Annex 11 – Statement on the composition of visitor teams

In order to ensure that all matters relating to the approval of veterinary degrees by the RCVS are conducted in an objective manner, it is important that any potential conflicts of interest (on the part of visitors and committee members called to consider visitation reports) are avoided as far as possible, or carefully managed where complete avoidance is not practicable. Visitors reports are first considered by the Primary Qualifications Sub-Committee (PQSC) which makes recommendations to Education Policy & Specialisation Committee (EPSC), which in turn makes its final recommendation to Council. This statement therefore covers not only visitors, but also members of those committees called upon to consider visitation reports.

Criteria used when selecting visitors

1. When forming its visitation panels, RCVS needs to appoint visitors who, between them, have the necessary combined expertise to form an objective and informed judgement about the standard of veterinary education and training at a university. When the team is appointed, a number of variables are taken into account: there must be an appropriate balance of expertise covering basic sciences, animal production, food hygiene and clinical studies; one or more visitors must have experience at a senior level (preferably as a Dean) of managing a veterinary school; at least one member must be a clinical practitioner, and at least one of the team must have an appreciation of veterinary research. Two members of the team are normally nominated by the European Association of Establishments of Veterinary Education (EAEVE). Most members of the team must have had previous experience as a visitor, either in the UK or elsewhere. Furthermore, visitors need to be available to devote at least 5 continuous days to the visit, in addition to further time spent preparing for the visit and contributing to the subsequent report.

Impartiality

2. In appointing visitors to particular teams, RCVS places a strong emphasis on the need for impartiality, and expects all its visitors to act objectively and professionally at all times. Guidance to this effect is included within the notes provided to visitors. However, the need to demonstrate independence and impartiality must be balanced against the equal need for particular expertise within the team. This can sometimes present difficulties for a small profession such as the veterinary profession, and especially so for academics who network widely with fellow experts on a national and international basis.

Conflicts of interest

3. With many factors to be taken into account as described above, it is not always possible to avoid the appointment of visitors with no previous history of involvement with a particular university. In putting teams of visitors together, RCVS seeks to minimise the possibility of individual conflicts of interests or any perception of bias, to ensure that the team as a whole can be seen to reach a fair and impartial view of degree standards.

4. The person specification for visitors is published on the RCVS website with an open invitation for Members to apply to join the list. New appointments to the list of visitors are considered by the chairman of PQSC together with the Head of Education and must meet all the essential criteria in the person specification. All new visitors receive training in the purpose and conduct of visitations. Briefing meetings for visiting teams are held before each visit to ensure that the visit is only focussed on the published accreditation criteria and not on any other wider extraneous matters. Visitors are
initially selected from the list by the Chairman of PQSC in consultation with RCVS staff, taking all the many variables into account. Appointments to a particular team are confirmed by PQSC. Visitors are only appointed for an individual visit but, subject to satisfactory performance, may stay on the list to be available for future visits.

5. Those with a very close and/or recent association with a university being visited would be ruled out as a visitor for that university. In other more marginal cases, where there is potential for a conflict of interest whether actual or perceived (see below), visitors must declare their interest or possible interest in advance. They must complete a Declaration (section B of attached form) and send it to the Head of Education who will in the first instance consult with the Chairman of PQSC and the Registrar in the event of any relevant interest becoming apparent. They may be asked to step down from the team or alternatively the Chairman of the Visiting team will be asked to ensure that any actual or potential conflict is made known to the other visitors, so that this can be taken into account during visitors’ meetings. The membership of a visiting team is made known to the university being visited at least 6 months before the visit takes place.

6. Depending on the nature of the interest, a visitor may be asked during the visit to step back from taking part in some meetings with university staff (e.g. if they have an association with a faculty member) or from reporting on particular topics (e.g. on research, if their involvement has been research related). In this way, any potential conflicts of interest are disclosed and managed during the visit and in the drafting of the subsequent report. In addition, it should be noted that all RCVS Council Members must abide by RCVS’s Code of Conduct for Managing Potential Conflicts of Interest and must complete a standard ‘declaration of interest’ form which is held by the College and updated annually.

7. Committee members with a close and/or recent association with a university under consideration will need to declare their interest to the Chairman of the meeting, and may be asked to withdraw from discussions on the visitation report. Representatives of the university concerned will always be asked to withdraw from the meeting when their report is being discussed. They may, however, be present for part of the meeting if the committee requests clarification on points of fact.

8. Potential conflicts of interest involve official, professional, or personal relationships which may, or could reasonably be viewed as influencing or impairing the visitors’ judgements. These may include, but are not limited to:
   - recent collaborative research, teaching or service interests with a key administrator or faculty members of the university being visited;
   - having been employed by, or having recently applied for employment with the university being visited;
   - having provided consultancy advice on accreditation matters for the university being visited – either voluntarily or for a fee;
   - having published statements or opinion which could be perceived as evidence of bias
   - having a close family relationship with a key member of the university being visited;
   - having a financial or other personal interest in the outcome of the visitation.
Declaration

9. All visitors are asked to complete and sign the attached form, either confirming that they have no conflicts of interest, or alternatively declaring any they believe to be relevant, and return it to the Head of Education at RCVS.

*Paper confirmed at EPS Committee, May 2008*
VISITORS DECLARATION

Name of visitor: ________________________________________________

University to be visited: _______________________________________

Year of visit: _________________________________________________

Please complete either section A, or section B as appropriate:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I confirm that, to the best of my knowledge and belief, I have no current conflict of interest that would, or could be perceived to affect my duties as a visitor</td>
<td>I wish to declare the following interests which I understand will be discussed with the Chairman of PQSC before my appointment as a visitor is confirmed. (Continue on a separate sheet if necessary)</td>
</tr>
</tbody>
</table>

Signature: ________________________________________________

Date: _____________________________________________________

Signature: ________________________________________________

Date: _____________________________________________________
Annex 12 – Typical timescale for production of the visitation report

(This is based on a typical visit undertaken in March of any given year. Timescales for visits undertaken at other times of the year will vary depending on dates of RCVS committee meetings.)

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 1 weeks after visit in March</td>
<td>Visitors complete draft reports and submit to RCVS secretariat. The timing for subsequent parts of the process depends on whether Visitors return to the School to observe examinations.</td>
</tr>
<tr>
<td>April/May</td>
<td>Visitors’ reports collated &amp; first draft report produced. First draft of full report sent to University. Visitors will receive a draft of the report for comment before it is finalised and sent to the University to check factual accuracy. If report is to be received at the Autumn meeting of Education Policy &amp; Specialisation Ctte &amp; Council, only limited time is available for both visitors and University to comment.</td>
</tr>
<tr>
<td>May/June</td>
<td>University comments on factual accuracy of draft report. This is an informal comment stage only to check factual accuracy. University will be invited to provide formal comment at later stage in the process. If a longer period is needed for factual comment by the University, the report will need to be held back until the January meeting of PQSC. Draft report will be sent to AVBC for information only after the university has checked factual accuracy.</td>
</tr>
<tr>
<td>July</td>
<td>RCVS Primary Qualifications Sub-Committee receives report &amp; confirms recommendations.</td>
</tr>
<tr>
<td>July-August</td>
<td>Report sent to University by RCVS. University considers RCVS report &amp; recommendations and submits comments to RCVS. University. This is a statutory 2 month consultation period.</td>
</tr>
<tr>
<td>September</td>
<td>University’s formal comments circulated to Primary Qualifications Sub-Committee.</td>
</tr>
<tr>
<td>October</td>
<td>RCVS Education Policy &amp; Specialisation Ctte &amp; Council receive final report + University’s comments. Council recommends: a) Approval of course of study or b) Conditional Approval with follow-up visit or c) Withdrawal of approval of course of study.</td>
</tr>
<tr>
<td>December-January</td>
<td>Report printed &amp; sent to Privy Council, EAEVE and other agencies with RCVS recommendations. Only reports from UK universities are sent to Privy Council and EAEVE. For overseas universities, the process is completed when RCVS Council has considered the report. Following agreement by Council, a UK visit report is also sent to the EAEVE/FVE joint education committee (ECOVE) which will meet with the Visitation Chairman and Head of School to discuss it. Final report also sent for consideration by AVBC, and to other relevant recipients, e.g. QAA. Executive summary published on RCVS website.</td>
</tr>
<tr>
<td>Autumn each year</td>
<td>RCVS invites University to submit follow up report. In the case of conditional approved courses, a follow up visit will take place 2 years after the initial visitation.</td>
</tr>
</tbody>
</table>