

DRAFT

Education Committee

Agenda for the meeting to be held on Tuesday 15th September 2020 at 13.30

1.	Welcome and Apologies for absence	
2.	Declarations of interest	
3.	Minutes of meeting held on 15 May 2020	Paper attached
4.	Matters arising	
5.	Education Department update	Oral report
6.	RCVS Covid-19 Taskforce update <ul style="list-style-type: none"> a) Review of changes to the CPD requirement b) SME: OET@home c) Virtual abattoir resources d) Temporary changes to EMS policy e) Temporary amendment to RCVS accreditation standards 	Paper attached Paper attached Paper attached Paper attached Paper attached
7.	CPD <ul style="list-style-type: none"> a. Update from referral group 	Paper attached
8.	Graduate outcomes <ul style="list-style-type: none"> a) VetGDP Update b) EMS/Clinical Education Update c) Day One Competences: endoscopy 	Paper attached Paper attached Paper Attached
9.	Accreditation Review <ul style="list-style-type: none"> a) Minutes from the meeting held on the 24th June and 24th August 2020 b) New 2020 RCVS Standards c) New 2020 RCVS Accreditation methodology 	Paper attached Paper attached Paper attached
10.	Statutory Membership Examination <ul style="list-style-type: none"> a) 2020 diet written exam b) Refugee support proposal 	Oral Report Paper attached
11.	Primary Qualifications Sub-Committee (PQSC) <ul style="list-style-type: none"> a. Reports of sub-committee meeting held on 11th September 2020 	Oral report
12.	RCVS Review of Vet School Plans	Oral Report
13.	Certificate in Advanced Veterinary Practice <ul style="list-style-type: none"> a. Minutes from the meeting held on 19th June 2020 	Paper attached

14.	Advanced Practitioner a) List of new approved advanced practitioners b) AP status evaluation research report c) Additional AP designation	Paper Attached Paper Attached Paper Attached
15.	ENQA Update a. Feedback following virtual ENQA visit b. QI policy and procedures c. Thematic analysis policy	Oral Report Paper attached Paper attached
16.	Specialists a) Equine Residencies	Paper attached
17.	Risk register	Paper attached
18.	Any other business	
	Date of next meeting	10 November 2020

Britta Crawford
Committee Secretary
September 2020
b.crawford@rcvs.org.uk
020 7202 0777

Education Committee membership

Professor Ewan Cameron

Mr Danny Chambers

Ms Linda Ford

Mrs Susan Howarth

Dr Richard Hammond

Mrs Susan (Sue) Paterson (Chair)

Dr Kate Richards

Dr Cheryl Scudamore

Professor James Wood

Student Members:

Mr Tobias Hunter

Ms Katie Fox

Ops Board member as observer: Dr Niall Connell

Chairs of Education Subcommittees:

Dr Melissa Donald, CertAVP

Dr Joanne Dyer, PQSC and EMS co-ordinators Liaison Group

Mr John Fishwick, Specialist Recognition Subcommittee

Professor Nigel Gibbens, Accreditation Review Group

Full terms of reference agreed by Council June 2015

1. The Education Committee shall set the policy for undergraduate and postgraduate education and training of veterinary surgeons and determine the requirements for those seeking registration, for the award of qualifications under the Charter, for continuing professional development, and for recognition as RCVS Advanced Practitioner and RCVS Specialist.
2. The Committee shall develop and keep under review education and training requirements for registration, and in particular shall:
 - define "day 1 competences" and advise on the content of the veterinary undergraduate curriculum;
 - oversee the approval process and ongoing monitoring of veterinary degrees and international recognition agreements, considering sub-committee reports on appointment of visitors, visitation reports, follow-up reports and annual monitoring reports from veterinary schools, sub-committee reports on overseas degrees from other accrediting bodies, and sub-committee reports on operation of the statutory membership examination;
 - make decisions on recognition of registrable veterinary degrees;
 - make recommendations to Council on the regulations governing the statutory membership examination and on the regulations governing practice by students.
3. The Committee shall develop and keep under review policy for continuing professional development, revalidation and postgraduate training and qualifications, and in particular shall:
 - define "year 1 competences" and monitor the postgraduate development phase;
 - set the requirements for and monitor continuing professional development within the profession;
 - develop and maintain a framework of College postgraduate awards, receiving reports from sub-committees on the standards for College-awarded certificates, diplomas and fellowships, examinations and accreditation of other recognised postgraduate qualifications as part of the framework;
 - define the requirements for RCVS Advanced Practitioner and RCVS Specialist status, receiving reports from sub-committees on the maintenance of lists for Advanced Practitioners and Specialists; and
 - recommend to Council amendments to the certificate and diploma and Fellowship bye-laws.

The Committee shall recommend fees to the Operational Board for candidates, examiners and visitors, Advanced Practitioners, Specialists and Fellows.

Summary	
Meeting	Education Committee
Date	15 September 2020
Title	Education Committee Minutes of the meeting held on 5 May 2020
Summary	Education Committee Minutes of the meeting held on 5 May 2020
Decisions required	To note
Attachments	None
Author	Britta Crawford Senior Education Officer b.crawford@rcvs.org.uk / 020 7202 0777

Classifications		
Document	Classification¹	Rationales²
Paper	Unclassified	

¹Classifications explained

Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.
Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.

²Classification rationales

Confidential	<ol style="list-style-type: none"> 1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others 2. To maintain the confidence of another organisation 3. To protect commercially sensitive information 4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none"> 5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

Education Committee

Minutes of the meeting held on 5 May 2020

Present:	Professor Ewan Cameron	
	Mr Danny Chambers	Also Adv Practitioner Panel Chair
	Ms Linda Ford	- Lay member
	*Professor Richard Hammond	
	Mrs Susan Howarth	
	Dr Susan (Sue) Paterson	- Chair
	Dr Cheryl Scudamore	
	Professor Kenneth Smith	
	Professor James Wood	
	*Ms Katie Fox	- Student representative
	Mr Tobias Hunter	- Student representative
By invitation:	Professor Susan Dawson	- PQSC Chairman
	Professor Jill Maddison	- CertAVP Sub-Committee Chair
	Mr John Fishwick	- Chair of Specialist Sub-Committee
	Dr Joanne Dyer	EMS Co-ordinators Liaison Group
	Professor Stephen May	- Graduate Outcomes Working Group
In attendance:	Mr Duncan Ash	- Senior Education Officer
	Mrs Britta Crawford	- Committee Secretary
	Mr Jordan Nichols	- Senior Education Officer
	Dr Linda Prescott-Clements	- Director of Education
	Mr Jonathan Reid	- Examinations Manager
	Ms Jenny Soreskog-Turp	- Senior Education Officer
	Ms Laura Hogg	- Senior Education Officer
	Ms Sam Eady	- Education Assistant
	Ms Beckie Smith	- Education Assistant
	Mrs Kirsty Williams	- Quality Assurance Manager
	Ms Lizzie Lockett	- CEO
	Dr Amanda Boag	- Officer Team Observer

Apologies for absence and welcome

1. Apologies were received from Richard Hammond and Katie Fox.

2. The meeting was held remotely by “Teams” due to the Covid-19 pandemic.
3. The meeting papers reference the RCVS Council Covid-19 Taskforce. The Chair explained that this is a group brought together to make key decisions on temporary policy changes due to the Covid-19 pandemic. All decisions are reported to Council and any decisions with far reaching effects will be decided by Council in the usual manner.
4. The Chair, as always, sincerely thanked the Education Department for their hard work, both in preparing for the meeting and for dealing with the added pressures caused by the pandemic. Her thanks were appreciated.

Declarations of interest

5. Susan Howarth informed the Committee that she is programme manager for Veterinary Nursing courses at Harper Adams.

Minutes

6. The minutes of the meeting held on 11 February 2020 were approved.

Matters arising

7. The Chair updated the Committee as to relevant matters arising that would not be covered in meeting papers: The update to the Statutory Instrument, required for the agreed change in Statutory Membership Exam (SME) re-sit charges, was delayed due to Covid-19 but was progressing slowly. The fellowship diploma was approved at the Council meeting in March. For the accreditation review, the interview with the Veterinary Nursing department had been planned but was postponed. Laura Hogg had tried to contact the BCVA regarding the Advanced Practitioner (AP) review but had so far not had a response.
8. Three new members had been invited to join the VetGDP task and finish groups. These were Erin Marsh, first opinion practitioner who had graduated from Nottingham in 2015; Tim Hutchinson a mixed species practitioner from an independent first opinion practice with a tradition of recruiting graduates and developing them in-house; and John Chitty, a small animal/exotics practitioner who was a previous BSAVA president and had helped develop their mentoring scheme.

Education Department update

9. The Director of Education, Dr Linda Prescott-Clements, gave an oral update on the work of the Education Department. The Committee heard that the final diploma appeal had not been upheld and therefore no further Diploma exams would now be held.
10. Regarding funding for refugees taking the SME, the RCVS has agreed to make funding available and had met with the Refugee Council who were now deciding on how this funding would be administered.

11. It had been agreed by the Covid-19 Taskforce and approved by this committee that members may undertake 25% less CPD for the year 2020. Whilst many were able to undertake more CPD this year with unexpected time on their hands due to having been furloughed, many had extra responsibilities such as childcare and home “schooling” and therefore may find meeting the requirements difficult.
12. Dr Prescott-Clements reported that she had received an invitation to join inter-regulatory meetings with other healthcare regulators, to discuss education policy.
13. Dr Prescott-Clements was invited to take part in a recent online round-table discussion organised by the Quality Assurance Agency (QAA) involving other Professional Statutory Regulatory Bodies (PSRB’s) on the subject of temporary policy changes as a result of the pandemic.

Change to CPD requirement for 2020 due to Covid-19

14. The committee received and noted the paper about the reduction in CPD hours for 2020 due to the Covid-19 pandemic. The policy will be reviewed again at the beginning of June by the CPD Policy Working Party and the Education Committee will be kept informed of the discussion and any potential amendments

CPD Audit

15. The Committee received the results from the 2019 CPD audit with further analysis of CPD records. A review of records show that compliance is over 70% in all age groups under the age of 60 and that 59% of recorded CPD activities are external formal learning.
16. Twenty-four vets have been included in three audits but are still non-compliant, and a further 54 have been included in three audits but have not responded, so they will be referred to the CPD Referral group.
17. The next audit is planned for October 2020 and due to Covid-19 pandemic this year’s audit will focus on the follow up of cases of non-compliance and non-respondents from last year, but not contact members as part of a random sample. In order to check compliance an anonymous random sample will be taken from 1CPD users. The audit will check compliance for the last three years and not focus on the hours for 2020. The committee agreed the proposal for this year’s audit.
18. The committee discussed the previous CPD policy change to an annual requirement instead of the rolling three year requirement. The positive aspects such as regular recording of CPD and better enforcement of the requirement were noted, but also potential negative aspects such as not being able to carry over hours to next year. They felt that it is important that we keep reviewing data and compliance to see if we need to make further amendments to the policy to make sure that the policy is supportive and reflects best practice.

Update from CPD Referral Group

19. The committee received the minutes from the CPD Referral group meeting on the 17 April 2020. Ms Ford briefed the committee about some of the discussions at the meeting.
20. The group considered how CPD compliance can be enforced following the changes in the CPD policy and emphasised the importance of educating the professions about what can be counted as CPD and encourage 1CPD usage. The group also discussed how CPD could be encouraged through mentors and any collaborations with the Practice Standards Scheme (PSS).
21. The Education Committee noted the suggested process for dealing with non-compliance after 1CPD becomes mandatory in 2022 and were satisfied that the process would be efficient and use resources appropriately.

Graduate Outcomes

Day 1 Competences (D1C)

22. A further update of the draft of the new D1C document was received and noted.
23. Professor May explained that the intention of the update was to embrace a broader range of professional, non-technical skills within the competences. There would be a slight further update with the document being date stamped, and with acknowledgements also given to the Day One Competences sub-group of the wider Graduate Outcomes Working Party for the update.
24. There was a discussion around the explanatory notes to each of the competences, with specific examples of words like “simple”, and “basic”, being used to describe certain procedures that new graduates should be capable of doing, and whether or not this implied that they were ‘easy’ tasks. It was noted that it could be interpreted in such a way, however it was clarified that the intention was not to undermine any specific procedures, but more that the emphasis was being put on procedures that graduates would feel comfortable doing on “day one”, recognising that there would still be tasks that they would not have the experience to perform yet. Therefore using words like, “simple”, was designed to be able to put students and recent graduates at ease. Suggestions for specific changes to the wording of any particular section would be welcomed.
ACTION: EC to feedback any suggestions for changes to wording.
25. It was also agreed to review the guidance for 3 competences that did not have any explanatory notes in place. Although the competences themselves were straight forward, the absence of notes stood out, and in some cases the explanation existed within the competence, so it could simply be moved across.
ACTION: review guidance for 3 competences that do not have any explanatory notes
26. Members were also presented with a possible alternative format to the document, with the new Model being more incorporated into the heading for each section. It was agreed that this format should be further explored as it helped the link the competences themselves back to the Model.

ACTION: Group to further explore alternative format

Veterinary Graduate Development Phase (VetGDP)

Entrustable Professional Activity (EPA) Task and Finish Group

27. Professor May updated the Committee on the work of the EPA Task and Finish Group which had met for the first time the previous week. He reported that it had been a good brain storming session and had involved a range of perspectives and experiences from the group.
28. The group had been presented with an arrangement of EPAs, based on those developed by the Association of American Veterinary Medical Colleges, Competency-Based Veterinary Medicine group, as a starting point to discuss how we move forward to create a portfolio for VetGDP that will be framed around EPAs/tasks in practice rather than a skills check list. The graduates would need to reflect not only on their performance of the task but would also receive feedback on the professional activities involved to provide a benchmark to support their reflections.
29. The group were left with the actions to consider how feedback on the activities could be achieved both from the perspective of the graduate and the mentor. The education department would consider a milestones for the EPA's to bring back to the group. The group would feedback any areas they felt were missing, such as euthanasia, so these could be added as separate EPAs. The guidance materials may include vignettes around standards and milestones to distinguish the level needed at 1 year post graduation and how these are different from competences at day one.
30. The 1st opinion practitioners added enormously to the discussions and all were excited to see what would be produced.

Timeline review in light of Covid-19

31. The VetGDP project has the potential to have a genuine positive impact on all new graduates. The current 4th year students at vet schools are arguably those that will be the hardest hit by the effects of the Covid-19 pandemic, having missed out on this period of experience while the country is in lock down. The hope is that the VetGDP can be ready to pilot by the time the 4th years graduate in summer 2021 but it may require a re-shaping of internal resources so that the department has sufficient support. The sub-committee agreed that they would support a call for extra resources where necessary.
32. The Committee also noted that the VetGDP would be useful for those returning to the veterinary profession and those who had may need to focus on specific areas after a disciplinary hearing. The committee heard that the EPA structure would be beneficial for these uses as they could be tailored to individual need. There would be a "toolkit" so that new EPAs could be added to the bank if any areas were felt to be missing.

Review of Accreditation Standards and Processes

33. The minutes from the accreditation review working party were received and noted, and an update on the ongoing work was presented. It was noted that the semi-structured interviews with other professional regulators regarding their accreditation processes was almost complete. It was also noted that, alongside these, interviews with a selection of veterinary schools representing the different models of curricula were also almost complete. A report from these interviews, alongside a comparison of processes observed on visitations by the American Veterinary Medical Association (AVMA) and the European Association of Establishments for Veterinary Education (EAEVE), will be presented to the working party at their next meeting.
34. A comparison of standards across the different veterinary regulators, as well as other professions, was now complete and the working party had agreed on a list of standards which needed either amending or adopting into those used by the RCVS. A lot of overlap between the new standards had been identified and it was agreed to take forward the high level themes of these rather than just copying the standards completely. Members of the Education Department were now writing up a draft of the new standards, based on the recommendations from the working party, for presentation at the next accreditation standards review meeting.
35. The main focus of the previous meeting had been the results of the literature review. The final report on the Systematic Review of the Professional Accreditation Literature, completed by the Australian Council for Educational Research (ACER), had been received by the committee and it had been agreed that it was well structured and well written, and could be used as a sound basis to evidence the next steps of the project. The review group had agreed that there was no single model presented which would satisfy the needs of RCVS, and that a hybrid model would be favourable, selecting the best parts of each type of model presented.
36. A paper was then put to the committee which presented the overarching principals of the approach agreed upon by the working party. This hybrid model would focus more on outputs, whilst still retaining the input measures necessary, and it was hoped this approach to accreditation would be suitable not only for the different models of curricula currently in use, but also be able to be applied to any new models which emerged in future.
37. It was noted that a visitation would still need to take place, but this would be more of a bespoke event where the visitors could focus on the areas needing evidence to support any decision that the standard had been met. For example, new veterinary schools, where outcomes data would not yet be readily available, a more comprehensive visitation would be required to look at all areas against the standards. However, for a more established school where more evidence and outcomes data could be reviewed in advance, a shorter visit may be more appropriate where the visiting team could focus on triangulation of the evidence or very specific areas of concern.
38. It was intended that the approach would be more transparent, with accreditation reports documenting the evidence that was considered when reaching the accreditation decision. It was also agreed that the new approach should focus more on driving quality improvement and sharing of best practice. In the long term, it was felt that such an approach could result in less administrative burden for the schools, although it was recognised that this would rely heavily on what outcomes data could be collected from the schools. Work had commenced on identifying

what data the schools were already recording so that it could be determined how best this could be used in any future accreditation model.

39. It was queried when the results of the confidential literature review would be made public, and it was commented that ACER were due to submit it for publication later in the year, at which point it could be shared.

SME Addendum

40. The Committee were asked to approve the addendum to the Statutory Membership Examination guidance, which outlined temporary changes to the examination regulations in response to Covid-19.
41. There was a question on whether the arrangements for running the written component remotely, allowing candidates to sit it in their home countries, could become a permanent change to the examination. The remote running of the written component would be reviewed by the SME Board towards the end of 2020 and Education Committee would be asked to consider whether to make any of these changes permanent at a future meeting.
42. Education Committee approved the addendum.

SME Temporary Refund Policy

43. The Committee were asked to approve a temporary refund policy proposed in light of the changes to the exam schedule brought about in response to the Covid-19 outbreak. The proposal would allow candidates a two-week window to withdraw from the examination and apply for a discretionary refund on 100% of the examination fee.
44. Education Committee approved the temporary refund policy.

SME Applications - IELTS Indicator test

45. The RCVS Covid-19 Taskforce had approved temporary changes to the policy on applicants demonstrating their English language competence prior to being accepted as a candidate for the SME, as both the IELTS and OET are currently unavailable due to the pandemic. This will enable applicants for the 2021 diet to be accepted as candidates for the exam without taking the IELTS or OET test, but they would be required to pass the IELTS or before being permitted to register.
46. Education Committee were asked to determine an appropriate length of time following a pass in the 2021 diet of the examination for candidates to pass the IELTS or OET.
47. Education Committee agree that candidates who are unable to sit the IELTS or OET as part of the application process should pass either test no later than one year following the issue of the results for the 2021 SME diet.

Primary Qualification Sub-Committee (PQSC)

48. Since the last Education Committee meeting, two PQSC meetings had been held in an attempt to bring the two committees back in sync with regards to reporting. The minutes from both these meetings were received and noted.
49. Education Committee were asked to approve one recommendation from PQSC regarding an interim visitation to CityU in Hong Kong. Following a request from the Dean of the University that an RCVS representative attend the Australasian Veterinary Boards Council (AVBC) interim visitation in 2021, PQSC felt that RCVS should conduct its own visitation, in line with RCVS standards and consistent with the decision made by Education Committee to conduct an RCVS only visitation in the final year of the first cohort. This recommendation was supported by Education Committee. It was noted that the visitation could be scheduled at a similar time to the AVBC visitation, so as to reduce the administrative burden on these school as much as possible.
ACTION: RCVS to write to CityU to inform them that an RCVS only interim visitation would be conducted in 2021.
50. Another item of note from the PQSC minutes was the rearrangement of the next meeting of the International Accreditors Working Group (IAWG), which had been due to take place in June 2020. Due to the global pandemic this meeting had now been postponed although it has been agreed to host a scaled down meeting of IAWG virtually in June this year. The original agenda had been a two day event focussing on development work and emerging ideas around accreditation, which wouldn't be possible via videoconference. The plan was now to have shorter sessions remotely focussing on essential business items such as the facilitation of joint visitations and the future remit of the group, and for a full conference to take place in 2021.

Temporary changes to Education Policy agreed by RCVS Covid-19 Taskforce

Extra-Mural Studies (EMS)

51. Following a recent decision to suspend the EMS requirements during the pandemic, and allowances for students in year 5 to be able to graduate without the required number of weeks achieved, the policy had since been reviewed and an updated version agreed upon which included further considerations for those students currently in year 4. Letters from the RCVS President, detailing these agreements, had been sent to all UK veterinary students. Thanks were given to the Education Department for drafting policy changes and getting measure in place quickly, so as to prevent any interruption in veterinary education and the supply of graduated vets.
52. Since the policy changes had been made, there had been some anxiety for students in earlier years, as it was felt that they would not have the time in already full timetables to make up any shortfall in Animal Handling EMS (AHEMS). It was clarified that this subject was under constant review by the RCVS and the Veterinary Schools Council (VSC), who met regularly, and that a decision about students in years 1 & 2 would be made before the end of May.

53. It was pointed out that both the VSC and RCVS had agreed that any changes to EMS policy as a result of the pandemic were temporary, that a precedent would not be set, and that EMS experience would not be reduced in future years as a result of this reactive policy change.

Amended Vet School assessment plans

54. Constraints resulting from the Covid-19 pandemic had meant that vet schools have had to implement alternative methods of assessment. A template for schools to report these temporary changes, as well as the QA measures in place to mitigate risk and maintain standards had been provided by RCVS and agreed by VSC. This would also ensure evidence would be kept on file and considered within context during future accreditation visits.

Accreditation periods

55. Due to the global pandemic, a number of veterinary school accreditation visits were unable to take place. A policy had been approved by the RCVS Council Covid-19 Taskforce to temporarily extend accreditation periods by twelve months for those schools impacted, to enable rescheduling to take place once things return to normal.
56. The veterinary schools affected by this situation were Glasgow, Pretoria and Melbourne, although depending on the length of the lockdown more may be impacted. Discussions with these schools, in conjunction with overseas accrediting agencies, had been ongoing to manage the rescheduling.

Certificate in Advanced Veterinary Practice (CertAVP)

57. Professor Maddison reported on the minutes of the CertAVP sub-committee from the 26th March 2020. The Committee heard that there had been an application for equivalence against the 'A' module and another for a 3rd sit at the synoptic examination. The sub-committee understood that a candidate would shortly be applying for the first designation in primary care and made some way in discussions about the format of the synoptic examination during their meeting.
58. Nottingham had presented new modules to be added to the Certificate scheme, which were welcomed. They were given some advice as to how these could fit more neatly into the scheme and would come back with revisions.
59. The Committee were presented with the draft questionnaire for the CertAVP review. The survey questions were based on the aims set out in the project document already approved by the CertAVP subcommittee and Education Committee and are similar to those going out as part of the AP review. The CertAVP sub-committee were keen that answers relating to the CertAVP alone would be easily distinguishable, and this is being achieved through the participants being asked to identify which postgraduate certificate they have completed at the beginning of the survey. The focus groups, which we hope will be done in person, rather than remotely, will also distinguish between certificates.

Advanced Practitioner Status

60. The Committee noted the lists of new and re-listed Advanced Practitioners approved by the panel in March 2020.
61. Advanced Practitioner candidates needing to re-apply for their status this year had until the end of July to provide evidence of their Professional Key Skills. Given the current circumstances, the Covid-19 Taskforce had agreed to extend this deadline to the end of October. The Committee noted the decision.

Qualifications approved for inclusion on the Registers

62. The Committee noted the recently approved qualifications approved for inclusion in the Register.

Nottingham MOOC

63. Karen Braithwaite joined the meeting for this agenda item to set out her proposal for a MOOC to replace the lack of veterinary work experience currently available for undergraduate applicants to veterinary courses due to Covid-19. The Committee heard about the areas that would be covered, such a history of the profession, veterinary roles in the profession, challenges, wider team roles, etc. The MOOC would be produced in conjunction with Future Learn and would be added to the schools career programme.
64. Susan Howarth asked if elements of the MOOC could also be useful for Veterinary Nurses. Karen Braithwaite replied that the MOOC could be structured so that the relevant parts could be easily accessed.
65. The Committee fully supported the idea felt that it was very timely and particularly beneficial for the Widening Participation students who may not have access to practice. There was a query as to whether the MOOC would include any information on the veterinary course, but it was understood that the MOOC was intended to focus purely on the profession given that there was quite a variability between the vet schools.
66. The Committee were encouraged to email any further feedback directly to Karen.

ACTION: BC to circulate MOOC outline document

Brexit Taskforce Update

67. The committee received a paper updating them on the Brexit Taskforce discussion on the future of European Degree recognition. The Committee were reminded of the interim decision for the RCVS to recognise graduates of schools approved or accredited by the European Association of Establishment for Veterinary Education (EAEVE) in the event that a MRPQ was not part of the Brexit deal.

68. The paper presented to the taskforce included concerns about this agreement and criteria for future proposals, all of which were agreed, and would be explored in more detail by the taskforce and presented to Council. The annexes to the paper contained the evidence and rationales for the future proposals. The annex regarding comparing EAEVE accreditation standards had been removed due to its sensitivity but Education Committee were given an oral report as to its content.

Risk Register

69. The Committee considered the departmental risk register and were asked to email Britta Crawford if they any questions or additions.

ACTION: Committee email Britta Crawford with any questions of additions to the risk register.

Any other business

American Veterinary Medical Association (AVMA) agreement

70. PQSC had requested that Education Committee consider the possibility of renegotiating the agreement that RCVS had with AVMA. The agreement signed in 1999 was now very much out of date and many members were concerned with how one-sided the agreement was in favour of the AVMA. This was felt to be timely, in light of the RCVS reviewing its position with regards to the temporary Council decision on accepting graduates from EAEVE approved or accredited schools following Brexit. Members felt that a more mutual recognition agreement would be beneficial and requested that a dialogue be opened to this effect.

ACTION: RCVS to talk to AVMA about renegotiating the recognition agreement.

Date of next meeting

71. Tuesday 15th September 2020 at 13.30.

Britta Crawford

Committee Secretary

May 2020

b.crawford@rcvs.org.uk

Summary	
Meeting	Education Committee
Date	15 September 2020
Title	Temporary changes to the CPD Requirement due to Covid-19 pandemic
Summary	This paper includes the paper sent to the RCVS Council Taskforce (Covid-19). Following the Covid-19 pandemic, the RCVS CPD requirement for 2020 was reduced by 25% for both veterinary surgeons and nurses. The CPD Working Party reviewed the 1CPD data and the consequences of any further amendments and recommend that no further reductions are made to the CPD requirement for 2020 and the RCVS Council Taskforce (Covid-19) agreed.
Decisions required	Education Committee to note changes agreed
Attachments	None
Author	Jenny Soreskog-Turp Lead for Postgraduate Education j.soreskog-turp@rcvs.org.uk

Classifications		
Document	Classification ¹	Rationales ²
Paper	Unclassified	
¹ Classifications explained		
Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.	
Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.	
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are	

	general issues which can be disclosed, for example in reports to committees and Council.
--	--

²Classification rationales

Confidential	<ol style="list-style-type: none"> 1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others 2. To maintain the confidence of another organisation 3. To protect commercially sensitive information 4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none"> 5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

Summary	
Meeting	RCVS Council Taskforce (Covid-19)
Date	28 May 2020
Title	Review of changes to the CPD requirement due to Covid-19
Summary	Following the Covid-19 pandemic, the RCVS CPD requirement for 2020 was reduced by 25% for both veterinary surgeons and nurses. It was agreed that the requirement should be reviewed again at the beginning of June. The CPD Working party have reviewed the 1CPD data and the consequences of any further amendments and recommend that no further reductions are made to the CPD requirement for 2020.
Decisions required	The RCVS Council Taskforce is asked to support the recommendation from the CPD Working Party and not make any further reductions to the CPD requirement.
Attachments	Annex A – 1CPD hours for 2020
Author	Jenny Soreskog-Turp Senior Education Officer j.soreskog-turp@rcvs.org.uk / 020 7202 0701

Classifications		
Document	Classification¹	Rationales²
Paper	Unclassified	
Annex A	Unclassified	

¹Classifications explained

Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.
Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.

²Classification rationales

Confidential	<ol style="list-style-type: none"> 6. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others 7. To maintain the confidence of another organisation 8. To protect commercially sensitive information 9. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none"> 10. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

Background

1. Following the spread of the Covid-19 virus and the new measures introduced by the government, many members were concerned about meeting the CPD requirement for 2020. To support any member juggling family life, child care and their professional responsibilities, the RCVS decided to reduce the CPD requirement by 25% for 2020.
2. The RCVS Council Taskforce (Covid-19) agreed the reduction in hours on 30th March 2020 and decided that the policy change should be reviewed at the beginning of June and extended further if deemed appropriate.

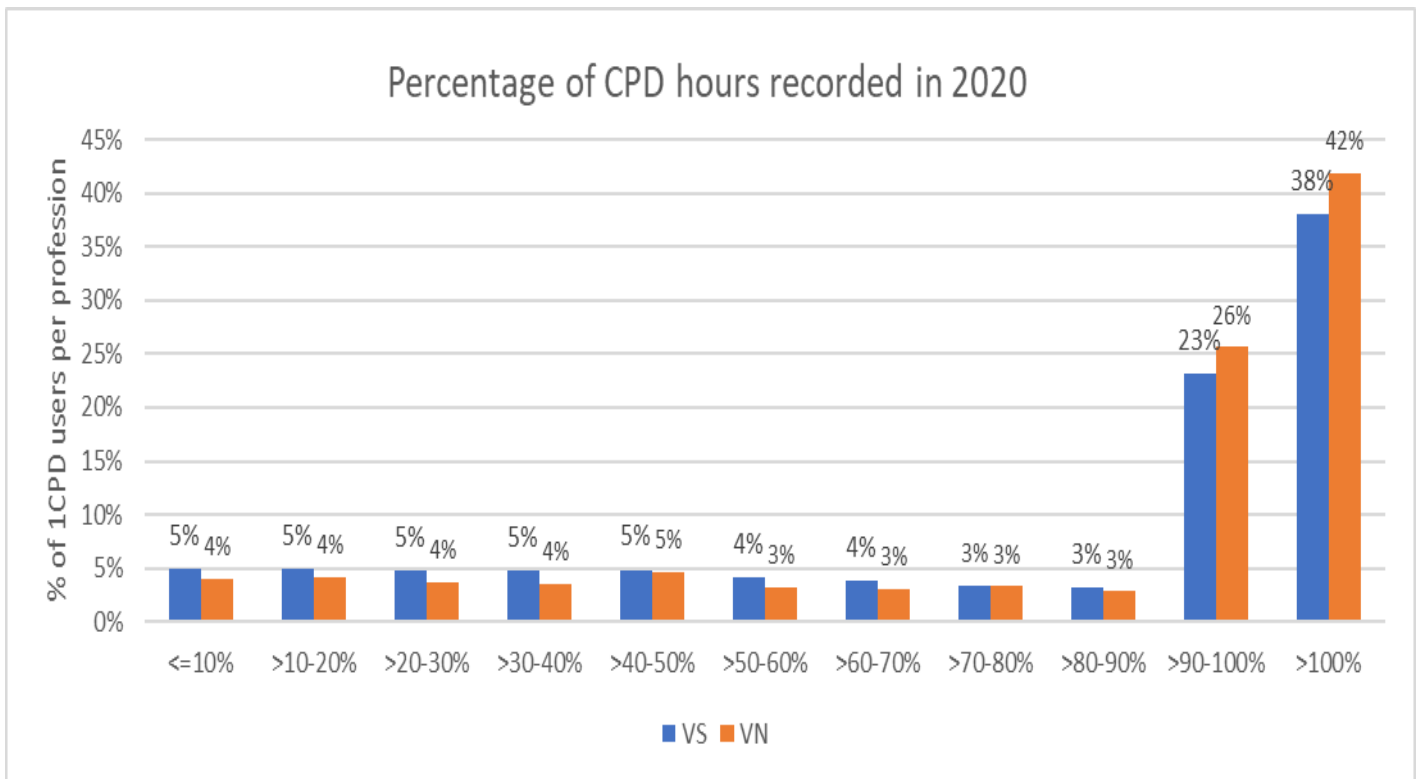
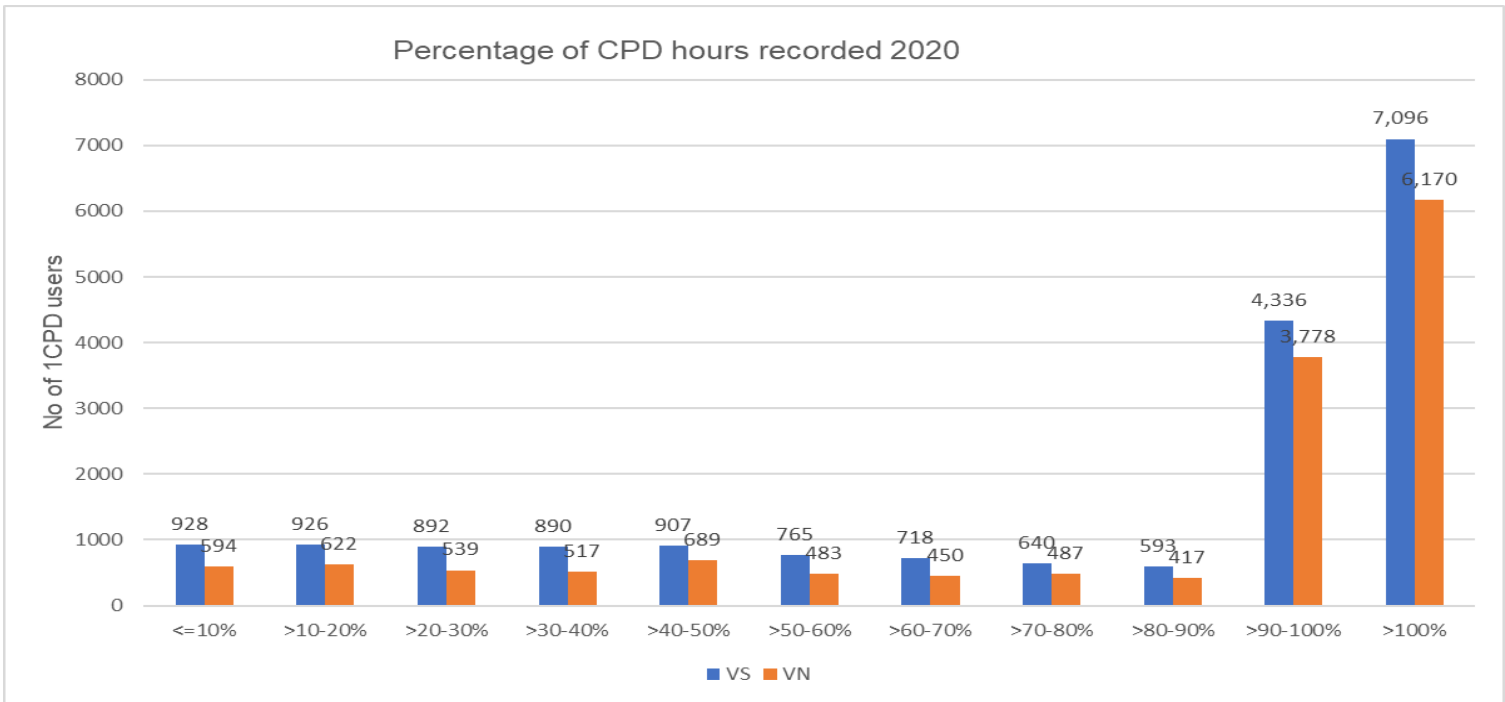
Review of policy

3. The revised CPD requirement for 2020 is 26 hours for veterinary surgeons and 11 hours for veterinary nurses. This includes any hours that were carried over from the last three year period, a maximum of 25 hours for veterinary surgeons and 10 hours for veterinary nurses.
4. Whilst many are struggling with competing priorities there are also veterinary surgeons and nurses who unfortunately are not working and have more time to complete the requirement. The RCVS have been contacted by some members who are doing more CPD this year and already reached the revised requirement and would like to carry hours over to next year, which is not permitted under the new CPD policy.
5. The RCVS CPD Recording Portal 1CPD include records from almost 60% veterinary surgeons and 80% of veterinary nurses and the data show that only 10% of the veterinary surgeons and 8% of the veterinary nurses have completed less than 20% of hours for the year. 61% of veterinary surgeons using 1CPD and 68% of veterinary nurses have already completed more than 90% of the hours in the first five months. Further details can be found in the graphs in Annex A.
6. The CPD Working Party discussed the CPD requirement for 2020 at its last meeting and felt that we should not make any further reductions to the requirement as they thought it would undermine the importance of CPD and we also need to reassure the public about how the professions are maintaining and enhancing their competence.
7. The Working Party will continue to monitor the situation in regards to potential redundancy and unemployment and make sure that we incorporate those risks into the CPD communication strategy.
8. Any veterinary surgeon or nurse that is struggling to meet the requirement due to exceptional circumstances or planned periods away from work can apply to pause their CPD for up to six months in accordance with the CPD policy.

Decision Required

9. The RCVS Council Taskforce is asked to support the recommendation from the CPD Working Party and not make any further reductions to the CPD requirement.

**Annex
A**



Summary	
Meeting	Education Committee
Date	15 September 2020
Title	SME: OET@Home
Summary	<p>In May 2020, the COVID-19 Taskforce discussed the attached paper outlining possible options regarding recognition of the online version of the OET: 'OET@Home' for applications to sit the Statutory Membership Examination during the pandemic.</p> <p>Taskforce agreed to adopt policy option "c":</p> <p>"RCVS accepts 'OET@Home' as the only alternative to the (usual) IELTS / OET requirements during the pandemic, in addition to maintaining the temporary policy allowing candidates to enter for 2021 without passing the IELTS/OET"</p>
Decisions required	To note
Attachments	None
Author	Jonathan Reid Examinations Manager j.reid@rcvs.org.uk

Classifications		
Document	Classification¹	Rationales²
Paper	Unclassified	

¹Classifications explained

Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.
Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.

²Classification rationales

Confidential	<ol style="list-style-type: none"> 1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others 2. To maintain the confidence of another organisation 3. To protect commercially sensitive information 4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none"> 5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

Consideration of the use of 'OET@Home' for SME Candidates in 2021

Background

1. All RCVS registrants must be able to communicate effectively in English at an appropriate level. In order for an application to sit the Statutory Membership Examination (SME) to be accepted, candidates must first demonstrate their English language competence through one of the following ways:
 - Providing evidence that their first, native language is English and that their veterinary degree was taught and assessed entirely in English
 - Achieving a score of at least 7.0 in the listening, reading, writing and speaking components of the academic version of the International English Language Testing System (IELTS)
 - Achieving at least a grade B in the listening, reading, writing and speaking sub-tests of the veterinary version of the Occupational English Test (OET)
2. As a result of the COVID-19 pandemic and resulting lock-down restrictions IELTS launched the 'IELTS Indicator', which was not considered to be acceptable by the COVID-19 Taskforce due to reduced security and limited candidate identification concerns, and OET had halted testing altogether.
3. On 14 May 2020, OET announced that they were developing 'OET@Home': a new test delivery mode which would allow candidates to take the OET securely from their own homes using their own computers. It is the same test in terms of content, format, structure and timing as the centre-based version. This would be run in parallel with their centre-based testing, which they intend to resume once lockdown conditions have been lifted.
4. No release date has been announced for 'OET@Home'. Their stated intention is to make the computer-based test available to all 12 of the professions that OET covers, however their initial efforts will be focused on launching the Nursing and Medicine versions first as these are their most popular tests.

Security and invigilation

5. The COVID-19 Taskforce had previously rejected the use of 'IELTS Indicator' as a temporary substitute for the regular IELTS due to concerns about a lack of invigilation during the writing, listening and reading components as well as the inability to verify the candidate's identification during these components.
6. 'OET@Home' candidates will be subject to invigilation in all four components of the test. It will involve human invigilators conducting an ID check as well as "candidate and room searches" before the start of the test. Candidates will be monitored via webcam during the test to ensure that they do not breach any OET rules or regulations.
7. Candidates' computers will also be locked down to ensure that they cannot access the internet or take screenshots whilst the examination session is running.

8. Further information about 'OET@Home' can be found here:
<https://www.occupationalenglishtest.org/oethome-fags/>.

Proposal

9. 'IELTS Indicator' was rejected by COVID-19 Taskforce due to the lack of security for three of the four test components. However, based on the information provided by OET in their FAQ section, 'OET@Home' seems to address the shortfalls that were apparent in the 'IELTS Indicator'.
10. The COVID-19 Taskforce are asked to consider the following options:
- a. RCVS does not accept 'OET@Home' and maintains the current temporary policy of allowing candidates for the 2021 diet to enter the exam without needing to demonstrate their English-language competence on condition that they pass the IELTS/OET no more than a year after passing the SME.
 - b. RCVS accepts 'OET@Home' as the only alternative to the (usual) IELTS / OET requirements during the pandemic, and **no longer allows** the temporary policy allowing candidates to enter for 2021 without passing the IELTS/OET
 - c. RCVS accepts 'OET@Home' as the only alternative to the (usual) IELTS / OET requirements during the pandemic, in addition to **maintaining** the temporary policy allowing candidates to enter for 2021 without passing the IELTS/OET

Summary	
Meeting	Education Committee
Date	15 September 2020
Title	COVID-19 Taskforce – Temporary change to EMS policy
Summary	In April 2020, the COVID-19 Taskforce agreed temporary changes to EMS requirements for students in the graduating year groups of 2020 and 2021. Further changes for the graduated classes of 2023 and 2024 were agreed in June, and finally changes for the graduating class of 2022 were agreed in July. This paper summarises all of the temporary changes for each year.
Decisions required	None, to note
Attachments	<p>Annex A – RCVS COVID- 19 Taskforce paper: Temporary EMS requirements for veterinary students currently in years 1-3 of their programme, 11 June 2020</p> <p>Annex B – RCVS COVID- 19 Taskforce paper: Temporary extra-mural studies (EMS) requirements for veterinary students currently in year 3 of their programme (graduating 2022), 9 July 2020</p>
Author	Duncan Ash Senior Education Officer d.ash@rcvs.org.uk

Classifications		
Document	Classification ¹	Rationales ²
Paper	Unclassified	n/a
Annex A	Unclassified	n/a
Annex B	Unclassified	n/a

¹Classifications explained

Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.
Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.

²Classification rationales

Confidential	<ol style="list-style-type: none"> 1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others 2. To maintain the confidence of another organisation 3. To protect commercially sensitive information 4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none"> 5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

COVID-19 Taskforce – Temporary change to EMS policy

1. The agreed temporary EMS requirements for all UK veterinary students made in response to the coronavirus outbreak are detailed below.
2. The temporary changes to EMS policy will be kept under constant review and may be subject to further change, as restrictions due to the pandemic are eased and / or reintroduced if there is a second wave of infection.

Graduating Class of 2020

3. The EMS requirement for students that graduated in 2020 was **reduced by 8 weeks** to allow for students to graduate, so long as they had **achieved at least 30 weeks EMS** (12 weeks pre-clinical and 18 weeks clinical), in addition to demonstrating that they have achieved all of the RCVS Day One Competences.

Graduating Class of 2021

4. The requirement for clinical EMS for those graduating in 2021 has been **reduced by 50%**. Therefore students will not be prevented from graduating providing they have **completed 12 weeks pre-clinical EMS and at 13 weeks of clinical EMS**, in addition to demonstrating that they have achieved all RCVS Day One Competences.

Graduating Class of 2022

5. The requirement of 26 weeks' clinical EMS has been **reduced by 8 weeks, to 18 weeks in total** for those graduating in in 2022.
6. Recognising that the reduction in 8 weeks' clinical EMS placements may leave some gaps in the intended learning objectives for this cohort, which may disadvantage them when entering the workplace compared to if they had been able to complete the full 26 weeks' experience, it is also recommend that students can use online learning resources to support the achievement of their learning objectives. These resources should help students around the learning objectives they may have missed as a result of the reduced 8 weeks' EMS requirement, but it is not expected that these are time-bound. This is about using online resources to support students achieving their overall EMS learning objectives - they are not expected to carry out 8 weeks' worth of online learning in this second category of online work.

Graduating Classes of 2023 and 2024

7. The pre-clinical EMS requirements for those due to graduate in 2023 and 2024 has been amended to **allow for 50% of the 12 weeks pre-clinical EMS to be completed through appropriate online resources**. Therefore students will be expected to have completed at least 6 weeks of pre-clinical EMS placements in person (in a workplace environment), with the learning outcomes which would have been achieved on up to 6 weeks of pre-clinical EMS, to be achieved through online resources. The objectives will be agreed individually between the student and tutor.
8. At present, they will be expected to complete the full 26 weeks of clinical EMS when they move into the clinical years of the programme.

9. A library of animal handling resources which students can use has been collated by RCVS and uploaded to the website. This currently covers all species, other than equine which will follow in due course.

EMS requirements for students currently in their 1st and 2nd year of study – 11 June 2020**Background**

1. In light of the COVID-19 pandemic and restrictions introduced by the UK Government to reduce the risk of transmission of the Coronavirus, RCVS Council previously agreed to temporary changes to educational policy on Extra-Mural Studies (EMS) completion for students currently in their 4th and 5th year of study. These temporary amendments to the policy were agreed on 3 April 2020 and are set out in Appendix 1 for reference.
2. It was agreed that the policy for students currently in years 1-3 would be reviewed as the situation developed, and if / when government advice around lockdown and social distancing measures changed. As restrictions are starting to be lifted by the government and some practices beginning to operate again, there is an opportunity for EMS placements to continue in certain environments where it is safe to do so with correct measures being put in place. However, the extent to which EMS opportunities will return, and how quickly, has yet to be determined. The RCVS Survey of practices being issued this week will include a question on EMS to provide some insight into this, which can help inform our ongoing review of temporary amendments to EMS policy to support students.

Proposal**Students currently in Year 3 (entering year 4 in September 2020)**

3. Students currently in year 3 are likely to have started their clinical EMS, but there will be variation in the number of weeks completed prior to the pandemic restrictions. Although restrictions are starting to be lifted and some practices returning to routine work where possible, it is not yet known how many practices will be able to offer EMS placements while social distancing measures are in place.
4. RCVS appreciates that commencing placements in some environments will be still be difficult at this current time, however it is anticipated that opportunities will increase as the government lifts restrictions further. The next survey to vet practices will also include a question around if/when practices are likely to start taking students on EMS placements, to gather data around potential timeframes.
5. The RCVS understands that students currently in year 3 (entering year 4 in September 2020) are unlikely to be able to complete the full EMS requirement due to the restrictions in place due to the pandemic. While we gather information to understand better the extent to which EMS opportunities will become available over the coming months, no decision regarding temporary changes to EMS requirements for these students will be taken at this time. However, the EMS requirements for these students will be kept under review and changes put forward when data is available to support the proposal.
6. Veterinary schools should continue to support 3rd year students in recommencing placements where practices are able to accommodate students safely and within government guidance. Experience gained on clinical EMS placements is a valuable part of the students development, therefore any opportunity for exposure to placements should be taken if available and safe to do so.

Students currently in Years 1-2 of their programme

7. Students currently in their 1st and 2nd year of study have completed variable amounts of their 12 weeks pre-clinical animal handling EMS. Although some students had already completed the majority of their pre-clinical EMS requirement at the point when restrictions were introduced, others may have several weeks yet to complete.
8. Although vet schools teach students the correct and safe way to handle all animals, this is in a controlled environment and the extra experience gained through pre-clinical EMS is extremely valuable for students prior to them entering their clinical placements in year 3.
9. RCVS has explored the possibility that online resources (using videos specifically on animal handling) could be used to supplement the opportunities for 'hands-on' experience lost during the pandemic, and contribute to the further development of animal handling skills. The veterinary societies for each main species disciplines (BSAVA, BEVA, BCVA, SVS, PVS, BVZS) have been contacted and asked if they can help out with developing these resources, and have responded positively.
10. Online modules will be developed in collaboration with the societies for each species, using content / videos directly relating to animal handling, e.g. exploring examples of situations that may arise, and instructing students on what to do, and what not to do, in these circumstances. The intended learning outcomes for the resources will be available to students so that they can consider these against their own requirements and priorities, and choose to use the online EMS if considered helpful to their existing experience / EMS completed to date.
11. Other online resources available to students may also be used to contribute to their pre-clinical EMS requirement as long as the content is directly related to animal handling and husbandry. Online resources should only be used where no other opportunities exist due to the restrictions in light of the pandemic, as hands-on experience will be significantly more valuable to students. The resources are not intended to permanently supplement hands-on experience, and this will be very much introduced as an interim measure based on the current situation with the pandemic.
12. Therefore, it is proposed that up to 50% of the 12 weeks pre-clinical EMS can be completed through appropriate online resources. In practical terms, this equates to the learning outcomes which would have been achieved on up to 6 weeks of pre-clinical EMS, may be achieved through online resources instead if no hands-on opportunities are available due to the restrictions. It is envisaged that opportunities in some outdoor environments e.g. farms, lambing etc. will be more readily available in the shorter term than other environments within small practices which may need to ensure social distancing measures are in place before accepting students.
13. This proposal will be kept under review and update as necessary to ensure that the requirements for new students starting in September 2020 are considered.

Decisions required

14. The RCVS COVID-19 Taskforce are asked to approve the proposal and recommend to Council to allow for a further temporary change to the EMS requirements for 1st and 2nd year students to allow for online resources to supplement up to 50% of the requirement for pre-clinical EMS.

EMS requirements for students currently in their 3rd year of study – 9 July 2020**Background**

1. In light of the COVID-19 pandemic and restrictions introduced by the UK government to reduce the risk of transmission of the Coronavirus, RCVS Council previously agreed to temporary changes to educational policy on Extra-Mural Studies (EMS) completion for students currently in their 4th and 5th years of study. These temporary amendments to the policy were agreed on 3 April 2020 and are set out in Appendix 1 for reference.
2. Further amendments to policy for students currently in their 1st and 2nd year of study were considered by the Covid-19 Taskforce on 11 June 2020, where it was agreed that that up to 50% of the 12 weeks' pre-clinical EMS could be completed through appropriate online resources. These temporary amendments to the policy are set out in Appendix 2 for reference.
3. It was agreed that the policy for students currently in year 3 would be reviewed as the situation developed, and when government advice around lockdown and social distancing measures changed. As restrictions are now being lifted by the government and some practices have begun to operate again, there is an opportunity for EMS placements to continue in certain environments where it is safe to do so with correct safety measures being put in place, although it is appreciated that these numbers will not be at full capacity and that some reduction in the requirements will be necessary.
4. Other EMS opportunities outside of clinical placements have been also been identified during the lockdown period. For example, the RCVS has offered its Edward Jenner Leadership to the veterinary schools, in which students will be able to count up to two weeks of EMS after completion. Some students in year 3 have already indicated they may take up this opportunity.
5. The results from the latest RCVS Survey on the Economic Impact of Covid-19 on Practices, which included questions on EMS provision, have provided a degree of insight into how many practices are considering offering placements in the coming months. Of those practices responding, approximately one third indicated that they would be offering EMS opportunities within the next six months, one third indicated that they were unlikely to offer placements in the next six months, and one third indicated that they were unsure.
6. Veterinary schools recently provided information on how much clinical EMS has already been completed by their year 3 students. Taking the assumption that the requirement of 26 weeks' clinical EMS is spread across the three years, students would complete approximately 8-9 weeks per year, although it is recognised that these numbers would vary depending on individual school as well as individual student.
7. The veterinary schools also provided a summary of how much clinical EMS they anticipated would be possible for their year 3 students to complete, which stated between 14 weeks and 20 weeks depending on the school. It should be noted however, that these figures were based on

the assumption that there would be no opportunities for clinical EMS placements would be available before 2021, which is not the case.

8. All of the above information has informed the following proposal.

Proposal

Students currently in Year 3 (entering year 4 in September 2020)

9. Students currently in year 3 are likely to have started their clinical EMS, but there will be variation in the number of weeks completed prior to the pandemic restrictions. Although restrictions are starting to be lifted and some practices returning to routine work where possible, precise numbers of EMS opportunities are not known.
10. RCVS appreciates that commencing placements in certain environments will be still be difficult at this current time, however it is anticipated that opportunities will increase now that government restrictions have been lifted further to allow for businesses to open and for social distancing recommendations to be reduced, subject to safety measures being put in place. A joint statement by the RCVS, Veterinary Schools Council (VSC), Society of Practising Veterinary Surgeons (SPVS) and British Veterinary Association (BVA) is being drafted to communicate to practices that where it is safe to do so, EMS placements should be made available (there is a misconception by some practices that RCVS is advising against EMS).
11. Taking the above into account, the worst-case scenario is that a third of practices will offer EMS placements within the next six months (although there may well be a percentage of the “don’t know” respondents that will offer opportunities in addition to this).
12. Therefore, it is proposed that the requirement for students in year 3 to undertake hands-on clinical EMS should be reduced by eight weeks, and that no barrier to graduation should exist as long as they have met the requirement for 12 weeks’ pre-clinical EMS and 18 weeks of clinical EMS.
13. The remaining eight weeks of the 38-week requirement should be made up using appropriate online resources considered against individual student learning objectives.
14. This proposal will be kept under review and updated as necessary.

Decisions required

15. The RCVS COVID-19 Taskforce is asked to approve the proposal for a further temporary change to the EMS requirements for 3rd year students to allow for a reduction of up to eight weeks’ hands-on clinical experience, topped up through the use of online resources.

Summary	
Meeting	Education Committee
Date	15 September 2020
Title	Temporary amendment of accreditation standards
Summary	<p>Due to restrictions put in place as a result of the pandemic, Practice Standards Scheme (PSS) assessments have been placed on hold. This has the potential to impact on student learning where RCVS standard 3.7 requires PSS accreditation for all practices where core clinical teaching takes place.</p> <p>A proposal that a temporary amendment to this standard be made whilst PSS assessments are unable to proceed was put to the Covid-Taskforce in June 2020. It was agreed that practices should be permitted to take students on clinical rotations as long as the university had completed their due-diligence inspections prior to the pandemic restrictions. PSS assessors would also be required to review the practice application and documentation to ensure that it is fit for purpose.</p> <p>It was agreed that the PSS accreditation process should be completed within six months of the student taking up their placement, assuming that PSS assessments have recommenced at that point.</p>
Decisions required	To note.
Attachments	Temporary amendment to accreditation standards, in response to the Covid-19 pandemic.
Author	Jordan Nicholls Lead for Undergraduate Education j.nicholls@rcvs.org.uk / 020 7202 0704

Classifications		
Document	Classification¹	Rationales²
Paper	Unclassified	N/A

¹Classifications explained

Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.
Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.

²Classification rationales

Confidential	<ol style="list-style-type: none"> 1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others 2. To maintain the confidence of another organisation 3. To protect commercially sensitive information 4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none"> 5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

Temporary amendment of accreditation standards, in response to the Covid-19 pandemic

Background

UK vet schools have been teaching students online during the lockdown period, and most schools hope to resume clinical placements where possible from August / September.

All practices taking students for core teaching must have PSS accreditation (core) in place, as required by the RCVS accreditation standard 3.7. Due to restrictions put in place as a result of the pandemic, Practice Standards Scheme (PSS) assessments have been placed on hold. This has the potential to impact on student learning where a practice is currently in the process of getting PSS accreditation, with a view to taking students on placements later this year.

Amendment

RCVS Standard 3 – Facilities and equipment

Clinical teaching facilities

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

Due to restrictions in place as a result of the Covid-19 pandemic, physical inspections by Practice Standards Scheme (PSS) assessors is not possible, and practice accreditations have been placed on hold. Since this has the potential to impact on student placements and their core clinical training, the following temporary amendment to RCVS standard 3.7 will be applied:

- i. Universities must have carried out internal due-diligence inspections on the practice where the student will receive core clinical training, including physical or virtual inspection, and be satisfied that it meets the level of standard required for the teaching being undertaken at the establishment.
- ii. Practices must have commenced the PSS accreditation process. The self-declaration elements of the application that include paperwork must be submitted to RCVS to be reviewed as fit for purpose by a PSS assessor.
- iii. The practice must have completed the PSS accreditation process, or have received an in-person inspection, within six months of students taking up their placement or as soon as reasonably practical one face to face PSS assessment is resumed.

It is proposed that this temporary change be reviewed when PSS assessments recommence, and within six months at the latest.

Summary	
Meeting	Education Committee
Date	15 September 2020
Title	Update from CPD Referral Group
Summary	Minutes from the CPD Referral Group's meeting on the 5 August 2020
Decisions required	<p>Education Committee is asked to agree the following recommendations:</p> <ul style="list-style-type: none"> a) 1CPD exemption process b) Not to allow third party access to 1CPD (to be reviewed in 2022 again) c) Allow CPD Referral group the option of appointing a CPD coach for referred cases. d) Updated terms of reference e) Appoint a further veterinary surgeon to join the group f) Change of name to 'CPD Compliance Panel'
Attachments	<p>Annex A – Terms of Reference</p> <p>Appendix B – Confidential</p>
Author	<p>Jenny Soreskog-Turp</p> <p>Lead for Postgraduate Education</p> <p>j.soreskog-turp@rcvs.org.uk / 0207 202 0701</p>

Classifications		
Document	Classification¹	Rationales²
Paper	Unclassified	n/a
Annex A	Unclassified	n/a
Appendix B	Confidential	1

¹Classifications explained

Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.
Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.

²Classification rationales

Confidential	<ol style="list-style-type: none">1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others2. To maintain the confidence of another organisation3. To protect commercially sensitive information4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none">5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

**CPD Referral group meeting
Notes of the meeting held on 5 August 2020**

Present: Linda Ford Chair
Alison Carr
Susan Paterson

Apologies Elizabeth Cox

In attendance: Julie Dugmore Director of Veterinary Nursing
Linda Prescott-Clements Director of Education
Jenny Soreskog-Turp Lead for Postgraduate Education
Rebecca Smith Education Assistant
Joanne Stetzel Marketing Communications Manager

Welcome and Apologies

1. The Chair welcomed everyone to the meeting and noted that Elizabeth Cox had sent her apologies. Ms Cox is replacing Ms Davidson as the Veterinary Nursing Council representative and the group thanked Ms Davidson for her hard work over the past year.

Declarations of interest

2. Sue Paterson declared that she is now on the Specialist Advisory Board for StreetVet.

Minutes of the meeting on the 17 April 2020

3. The minutes of the meeting held on 17 April 2020 were received, and approved as a true and accurate record.

Update from the Communication Department

4. Following the pause of the communication plan due to the pandemic, RCVS have now started to publish social media posts about CPD in lock-down, the RCVS leadership course and in the last few weeks posts about 1CPD and reflection. The response from the profession had been mainly positive although somewhat divided between those who are, or have been, furloughed and others still in working in a busy practice.

5. The group thought that it would be useful to develop more videos to show examples of someone reflecting on a case, to highlight that it doesn't have to be an onerous task and can be done over a cup of coffee or as a discussion with a colleague. It would also be helpful to find people demonstrating 1CPD that are not as tech-savvy to show how easy 1CPD is to use.

Action: Education Department will work with Communication Department to develop more informal 'how to videos' around 1CPD and reflection.

6. The Education Department and Communication Department have a meeting planned in September to discuss ideas for improving engagement with CPD, including contacting any member not using the platform to find any barriers to engagement. The group suggested that we also explore if we can publicise an article in the Vet Times about 1CPD and reflection to reach anyone not receiving the RCVS newsletter. It was also suggested that we track number of 1CPD users before and after any comms correspondence to check of the impact of any action.

Action: Education/Communication Department to explore options for publicising an article in the Vet Times.

7. The group suggested that a 'communications update' is added as a standing item on the agenda.

Action: JST to add Communication update as standing agenda item

CPD compliance procedures

8. The group received the paper about CPD compliance procedures.
9. The RCVS CPD recording platform 1CPD becomes mandatory in 2022, and in order to enforce the CPD requirement it is essential that most members use 1CPD. There might be a small minority of the professions that have a valid reason for not using it, and they will then be asked to fill in an exemption form for the referral group to consider. Anyone who is exempt from using 1CPD will have to upload their records into My Account or send it to RCVS by 15 January each year.
10. Once the group have received a few applications for exemption, further communications can be created around what type of reasons for exemption are being received and the group's view on the most common issues so that we don't receive a large amount of applications regarding similar exemption reasons.
11. There have also been requests from Corporate practices, CPD providers and Royal colleges to allow access to 1CPD so that their members/employees can record their CPD using their system and import it into 1CPD. The group discussed the benefits of members not having to duplicate their records but felt that with the significant resources needed to build the functionality and maintain it, it was not an option they currently wanted to explore, but may review this again once 1CPD is compulsory in 2022.
12. Members can still export records either by pdf or excel from 1CPD and it is important that RCVS keep making it as easy as possible for members to use it when applying for advanced practitioner/ specialist status or as part of the PSS process.

13. At the last meeting, the group discussed introducing a questionnaire to find out more information about, and to support, any members who are non-compliant. After reviewing how the information would be used, the group agreed that they could get the relevant information from the CPD declaration that is part of the annual renewal. Any member that declares that they are non-compliant will be presented with a drop down menu populated with reasons for non-compliance such as parental leave, illness etc but also an option to pick 'other' with an open text box for to submit further information. Suggested categories will be circulated to the group by email.

Action: JST to email group with suggested non-compliance options.

14. The RCVS spends lots of time and resources chasing members who are non-compliant or not responding to communication, therefore in April last year the RCVS council agreed to introduce an admin fee. The group reviewed different options for how it should work to make sure the process was clear and easy to administer. In accordance with the non-compliance policy starting from 2023 veterinary surgeons and nurses who have not updated their record or are non-compliant will receive an initial reminder from the Education department followed by another one from the registrar. The group agreed that an admin fee of £150 for veterinary surgeons and £75 for veterinary nurses should be issued to anyone who does not respond/update their records after they receive the second reminder. Members will also receive reminders via 1CPD through the year to remind them to login or update their records and the reminders will include information about the admin fee.

15. The group discussed how the fee should be paid and how best to enforce it and it was suggested that it should be paid through 'My Account' and added to the renewal fee. Prior to any discussions at Education Committee/VN Council we will need to check with the Finance Department and the registrar to make sure that the suggested process is workable and enforceable.

Action: Education Department to contact Finance Department and the Registrar regarding the admin fee procedures.

16. In accordance with the non-compliance procedures, once a case is referred to the group, they can either monitor it or refer it the Professional Conduct Department. In some cases, the member might need additional support creating a development plan or identify learning opportunities so the group agreed that for those circumstances the group will also be able appoint a CPD coach to support the member and help them reach the requirement..

17. A process for recruiting CPD coaches will be developed, but it was suggested that we could use members of professions that are already trained in supporting colleagues such as clinical coaches or the VetGDP advisers.

Terms of References

18. The group suggested a few amendments to the terms of reference, including narrowing the description for engaging with CPD, and felt we could have minimum of three meetings a year to be held virtually except in any exceptional circumstances when a face-to-face meeting would be more beneficial.

19. The group suggested that it would be useful to expand the group to include two veterinary surgeons, two veterinary nurses and two lay members, so six members in total with a quorum of 50%. Changes to the Terms of references will be amended and send to members for final approval.

Action: JST to send amended ToR to group with the minutes of the meeting.

20. In line with the changes to the Terms of reference it was suggested to change the name of the group to 'CPD Compliance Panel' to clearly reflect the purpose of the group.

21. The group also discussed the overlap between CPD Referral Group and the CPD Policy Working Party and suggested to try to coordinate some meetings on the same day so that they could discuss 1CPD and communication plan together and then by next year explore if the two groups could be merged into one.

Action: The Education Department to review the workload for the CPD Referral Group and the CPD Policy Working Party and explore how they could collaborate.

Next steps

22. The recommendations made by the group will be discussed at VN Council and RCVS Education Committee in May.

Any other business

23. There was no other business

Next Meeting

24. The next meeting is planned for the 9 October 2020 at 12.30

Jenny Soreskog-Turp

August 2020

j.soreskog-turp@rcvs.org.uk

CPD Compliance Panel

Terms of Reference and meeting frequency

1. The Group is responsible for the RCVS CPD non-compliance policy and procedures, overall engagement with CPD and 1CPD and to make decisions on whether or not to refer individual cases of non-compliance or non-response to the Professional Conduct Department. The group will:
 - a. Develop and keep under review the RCVS CPD non-compliance policy and procedures
 - b. Oversee any applications from veterinary surgeons or veterinary nurses to pause CPD.
 - c. Monitor and agree actions for CPD non-compliance cases
 - d. Decide when cases of CPD non-compliance should be referred to the Professional Conduct Department.
 - e. Monitor and review ways to improve engagement with CPD and the RCVS recording portal 1CPD.
2. The Group will report to Education Committee and Veterinary Nursing Council.
3. The Group will meet at least three times a year. Meeting will be held virtually except for any exceptional circumstances when face-to-face meetings will be more beneficial.

Membership

4. The group will consist of two veterinary nurses and one lay member nominated by the Veterinary Nurses Council and two veterinary surgeons and one lay member nominated by Education Committee. The panel has six members in total with a with a quorum of 50%.
5. Membership of the group as of the 27 August 2020:
 - Linda Ford (Chair)
 - Sue Paterson
 - Alison Carr
 - Elizabeth Cox

Summary	
Meeting	Education Committee
Date	15 September 2020
Title	EMS/Clinical Education Update
Summary	The minutes of the meeting of the EMS Clinical Education Sub-Group held on 17 July 2020
Decisions required	None, to note
Attachments	None
Author	Duncan Ash Senior Education Officer d.ash@rcvs.org.uk

Classifications		
Document	Classification ¹	Rationales ²
Paper	Unclassified	n/a

¹Classifications explained

Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.
Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.

²Classification rationales

Confidential	<ol style="list-style-type: none"> 1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others 2. To maintain the confidence of another organisation 3. To protect commercially sensitive information 4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none"> 5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

Graduate Outcomes - EMS & Clinical Education Sub-Group

Minutes of the meeting held on 27 July 2020

Members: Dr David Charles *
Mrs Liz Cox *
Professor Susan Dawson
Dr Richard Hammond
Professor Stephen May Chair
Mrs Brin McNeill
Mr Peter Robinson
Dr Chris Tufnell
Dr Rob Williams

In attendance: Mr Duncan Ash
Mrs Sam Eady
Mr Jordan Nicholls
Dr Linda Prescott-Clements

Welcome and apologies for absence

1. Apologies were received from Dr Charles and Mrs Cox.
2. Mrs McNeill and Dr Williams were welcomed on to the group.

Declarations of interest

3. Mrs McNeill declared that her practice was an EMS provider, and also that her daughter was currently attending Glasgow vet school.
4. Dr Williams declared that practices within his company delivered IMR placements to students from University of Surrey, and there were also current negotiations taking place for a similar arrangement with Harper-Keele.

Project Initiation Document

5. The Project Initiation Document that was approved at the February 2020 Education Committee meeting was received and noted.

Clinical Education Definition

6. Following the Graduate Outcomes consultation, there was a general consensus from the profession that the “majority” of clinical teaching should take place in “general practice”. Before being able to understand what the majority should be, it is important to initially understand what is meant when referring to “clinical education” and “general practice”. The group was invited to discuss the idea of “clinical education” as a concept in order to be able to agree to a formal definition, as well as seeking to agree a common term for “general practice” or equivalent, when used in relation to clinical education.
7. It was clarified that there was also an on-going project on reviewing the RCVS Accreditation Standards, and that this project area of Graduate Outcomes would need to directly feed into that.
8. There was an initial discussion around the need to clarify the differences between the terms “clinical education”, “clinical teaching”, and “clinical training”, all of which were currently being used to possibly refer to the same thing. There were similarities between “teaching” and “training”, in that both terms suggested that it would be a tutor led process of active learning, whereas “education” was a much broader term. Therefore, it was felt that “clinical education” would be the most appropriate terminology to use.
9. It was also agreed that it would be important to define what clinical education was referring to in terms of IMR and EMS, whether this was purely just the core teaching that took place on IMR; a mix of core teaching on IMR and an extension on to EMS; or IMR core teaching combined completely with EMS. It was agreed that the definitions of both EMS and IMR would be considered by the group at a future meeting.
10. For the context of “general practice”, it was agreed that, although these veterinary businesses provide a wide variety of services, including advanced care, depending on the expertise of the professionals within the practice, general practices are unique in providing first opinion and/or primary care. Thus the general practice setting variably provides a wide variety of experiences including some of the experiences that may be provided in the specialised hospital setting. The differing levels of care that could be still be understood to be “general” would need to be defined as that took place in the specific environment when given the same label. The importance of this is understanding the nature of learning of advanced techniques that can occur in general practice, and the nature of learning of techniques relevant to primary care that may occur in specialist centres. It was felt that authentic learning on the first opinion case could only take place in that setting, even though individual techniques could be learned in other settings, including classrooms/laboratories.
11. It was agreed that a clear line needed to be drawn between general practice and specialist practice, and learning in primary care and secondary care, so that students can better understand the difference.
12. However, it was still agreed that there could be some specialist led teaching for students as this was also useful, but the correct balance would need to be agreed and also maintained. There are many areas where graduates must be aware of what is available, even if their practice does not provide those services, or if it does they will not expected to competent in those areas at their stage of professional development.

13. It was commented anecdotally that some students were lacking in the ability to make logical decisions regarding cases encountered within their first jobs in general practice following graduation, and that they struggled without the usual access to facilities and support that available within the referral centres and hospitals that they may have been taught in at university. It was agreed that students were all taught the necessary practical skills at university; however there was some apprehension when it came to being able to decide which skills would need to be used in which situation.
14. The importance of having experience in a client-facing environment was also discussed. It was acknowledged that teaching in front of clients could be problematic, but in an ideal situation, students should be able to gain more experience in practices where clients or animal owners were present during much of the investigation. This would be able to give students a sense that although the animal is the primary concern as the patient, communication with the animal owner is also a big part of their role.
15. The idea of a sequential development of skills was explored. There were discussions around what the best sequence would look like, whether it was early exposure to “clinical” EMS within the workplace so that they could see first of all what day to day work was like, before then moving on to further clinical teaching. Or, could they benefit more from receiving all IMR core teaching before moving on to a further phase of experienced focused development and learning.

“Majority” Discussion

16. Prior to the meeting, each of the UK vet schools was asked to indicate a rough estimation of the percentage of teaching that was currently being in taught in a first opinion/general practice context on core rotations. A paper containing the figures of those that responded was received and noted.
17. The group was asked to consider what a percentage could look like to form a realistic requirement as a majority. It was acknowledged that a majority could be anything higher than 50%, and a careful approach would need to be taken for anything that could possibly become policy without any further evidence considered in addition to the answers of the consultation.
18. After consideration, it was agreed that between 80%-90% would be a reasonable majority to ask for, i.e. that 80-90% of clinical education for students should be in general practice (as defined above).

Way forward

19. It was agreed that following the discussions, a draft definition of “clinical education” would be written up and put to the group at the next meeting, alongside redrafted definitions of IMR and EMS.

Date of next meeting – to be confirmed by August/September

Summary	
Meeting	Education Committee
Date	15 September 2020
Title	Day One Competences: Endoscopy
Summary	<p>Following publication of the new Day One Competences (D1C), RCVS received an email from Professor Ed Hall at Bristol University regarding concerns over the accompanying guidance, and that the new D1Cs perpetuated an issue from the previous guidance, which had been raised before.</p> <p>The Competence no. 32: <i>"Use diagnostic techniques and use basic imaging equipment and carry out an examination effectively as appropriate to the case"</i> is felt to be appropriate.</p> <p>However, Professor Hall commented that the guidance notes are a concern:</p> <p><i>"Basic equipment includes, for example, x-ray, ultrasound and endoscopes, but a new graduate would not be expected to perform an MRI or CT scan."</i></p> <p>It is felt that whilst 'endoscopes' may refer to otoscopes and laryngoscopes, competence in either rigid (laparoscopy, arthroscopy) and flexible endoscopy are not achievable goals for new graduates.</p>
Decisions required	To discuss.
Attachments	Email from Professor Hall.
Author	Jordan Nicholls Lead for Undergraduate Education j.nicholls@rcvs.org.uk / 020 7202 0704

Classifications		
Document	Classification ¹	Rationales ²
Paper	Unclassified	N/A

¹Classifications explained

Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.
Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.

²Classification rationales

Confidential	<ol style="list-style-type: none"> 1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others 2. To maintain the confidence of another organisation 3. To protect commercially sensitive information 4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none"> 5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

From: Edward Hall
Sent: 02 July 2020 18:13
To: Jordan Nicholls <j.nicholls@rcvs.org.uk>
Subject: Day One Competences

Dear Jordan

I am not sure who to raise this with (Primary Qualifications Sub-committee or Education Committee?) as there is no obvious way to comment via the RCVS website and, therefore, I trust you can pass on my concerns to the appropriate committee.

I am concerned that the new Day One Competences has perpetuated an issue from the previous guidance that I have raised before.

Competence no. 32: "Use diagnostic techniques and use basic imaging equipment and carry out an examination effectively as appropriate to the case" is appropriate. However, the guidance notes are a concern:

"Basic equipment includes, for example, x-ray, ultrasound **and endoscopes**, but a new graduate would not be expected to perform an MRI or CT scan."

Whilst 'endoscopes' may refer to otoscopes and laryngoscopes, in my professional opinion, competence in either rigid (laparoscopy, arthroscopy) and flexible endoscopy are not achievable goals for new graduates.

Best wishes
Ed

Emeritus Professor EJ Hall, MA VetMB PhD DipECVIM-CA FRCVS
EBVS® European Specialist in Small Animal Internal Medicine
RCVS Specialist in Small Animal Medicine (Gastroenterology)

Summary	
Meeting	Education Committee
Date	15 September 2020
Title	Refugee Support Proposal
Summary	<p>This paper outlines options for how the RCVS could financially support refugee vets who intend to sit the Statutory Membership Examination. It outlines the process as well as estimated costs depending on what level of support we would be willing to make available.</p> <p>Education Committee are asked to comment and feedback on the proposals.</p>
Decisions required	None
Attachments	None
Author	Jonathan Reid Examinations Manager j.reid@rcvs.org.uk

Classifications		
Document	Classification¹	Rationales²
Paper	Unclassified	

¹Classifications explained	
Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.
Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.

²Classification rationales	
Confidential	<ol style="list-style-type: none"> 1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others 2. To maintain the confidence of another organisation 3. To protect commercially sensitive information 4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none"> 5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

Statutory Membership Examination Refugee Policy – Proposal

1. Education Committee had previously agreed that the RCVS should offer financial support to veterinary surgeons in the UK with refugee status who wish to register with the College.
2. The examination fee of £2,500 is set in the Statutory Instrument, and therefore the College is unable to simply waive the fee for refugee candidates. As a solution, the College will identify a sum of money to support refugees in taking the exam each year, to be administered through the Refugee Council.
3. The Refugee Council will pay the fee on behalf of the candidate as well as provide them with additional financial assistance for related costs, such as English-language test fees and travel to the Objective Structured Clinical Exam, and then invoice the RCVS for the costs accrued, plus a 17% administration fee.

A breakdown of the cost estimate for each candidate, assuming that they pass the written component and reach the OSCE stage, is reproduced below:

Examination fee (invoiced by Refugee Council)	£2,500*
IELTS/OET cost	£325
OSCE travel	£100
OSCE accommodation	£200
Refugee Council admin fee (17%)	£531
Total for each candidate	£3,656

*** To note – this fee will come back to the RCVS as the exam entry fee, but will need to be included in the overall sum allocated on an annual basis up front**

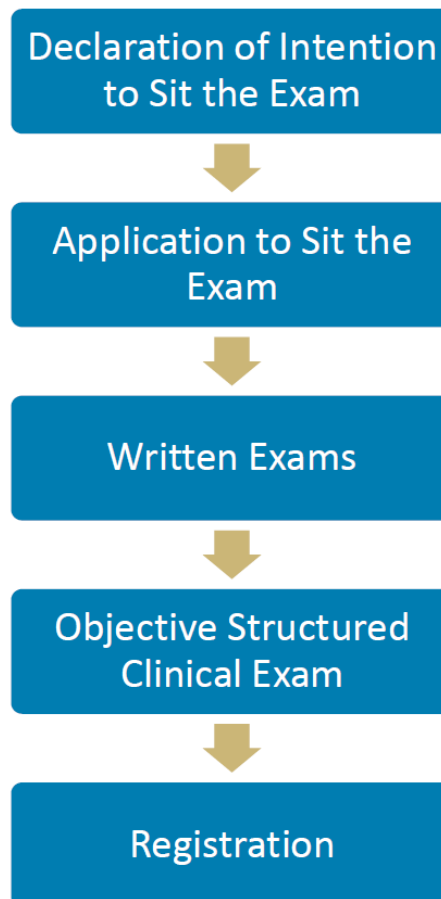
4. Ahead of the closing date for the 2020 diet, the Examinations Manager was contacted by three candidates who claimed that they had been granted asylum in the UK. Under the assumption that three candidates apply for each future diet and all proceed to the OSCE stage, the College would need to allocate an annual budget of approximately **£10,968** to support these refugee candidates (£7,500 of which would come back to the RCVS).

The cost accrued for each candidate will depend on how far they proceed through the examination process.

Process

5. The new policy will be included in the next iteration of the Statutory Membership Examination (SME) guidance. It will state that financial support will be available to veterinary surgeons who have successfully claimed asylum in the UK and are able to provide supporting evidence to demonstrate this.

The pathway towards registration via the SME is as follows:



6. Outlined below is each stage of the process and details on how they would affect refugee candidates, as well as the costs accrued by the RCVS:

Declaration of Intention to Sit the Exam

Evidence of refugee status should be submitted during the 'declaration of intention to sit' phase, along with the usual documentation and supporting evidence such as proof of identity and copies of their veterinary qualification. The declaration can be submitted at any time.

7. It should be noted that due to their situation, refugee veterinary surgeons may be unable to provide this evidence and therefore the Education Department, in conjunction with the SME Board, will have to exercise their judgment to determine whether a candidate should be permitted to declare their intention to sit.
8. Once the candidate has submitted the necessary supporting evidence in order to declare their intention to sit, they will be put in touch with the Refugee Council who will then begin providing financial support to the candidate, starting with the cost of one IELTS/OET test.

Application to Sit the Exam

9. The application window opens on 1 October in the year preceding the examination and closes on 14 February. Candidates must submit the following before being entered onto the coming examination diet:

- A completed examination application from
 - An English language test report confirming the candidate meets the minimum standard
 - Evidence (certificate/letter) of good professional standing
 - One recent passport-style photograph
 - Examination fee
10. The candidate will need to have achieved a valid set of IELTS/OET results in order to apply. It is proposed that the RCVS financial support for refugees includes one attempt per diet. The examination fee will also need to be paid to the RCVS by the Refugee Council on behalf of the candidate.
11. If the candidate is unable to provide a valid set of IELTS/OET results then they will not be permitted to apply for the examination, and therefore their 'journey' will end at this point.

Written Exams

12. By this stage, candidates will have been successful in their IELTS/OET test and will have had the examination fee paid on their behalf by the Refugee Council.
13. The written component of the SME is currently being held remotely and can be taken by candidates from their own homes using their own computers. This policy assumes that this scenario will continue in future diets. If the College decides to revert to physical examination centres for the written component, then travel/accommodation costs for the candidate may need to be factored in.

Objective Structured Clinical Exam (OSCE)

14. Candidates who reach this stage will need to travel to Glasgow in order to take the OSCE. Travel costs will depend on where in the country they are travelling from. A return journey from most places in the UK is unlikely to exceed £100.
15. Unless an unusually high number proceed to the OSCE stage, candidates can expect to be assessed across two days, and therefore will require two nights' accommodation.

Registration

16. Candidates who pass the OSCE will be invited to attend a registration ceremony at Belgravia House. Unless the College wishes to cover the cost of travel to the registration ceremony, then no additional costs will be accrued at this final stage.

Summary

17. This proposal looks at how we could incorporate support for refugee candidates into the current SME guidance, as well as the likely costs to the RCVS. Education Committee are invited to review the proposal before it is submitted to FRC and ARC for their review.

Jonathan Reid
Examinations Manager

Summary	
Meeting	Education Committee
Date	15 September 2020
Title	Minutes of the CertAVP Sub-Committee meeting held on 19 th June 2020
Summary	Minutes of the CertAVP Sub-Committee meeting held on 19 th June 2020
Decisions required	Committee: to note
Attachments	None
Author	Britta Crawford Education b.crawford@rcvs.org.uk / 020 7202 0777

Classifications		
Document	Classification¹	Rationales²
Paper	Unclassified	
¹Classifications explained		
Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.	
Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.	
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.	

²Classification rationales

Confidential	<ol style="list-style-type: none">1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others2. To maintain the confidence of another organisation3. To protect commercially sensitive information4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none">5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

Minutes of the CertAVP Sub-Committee meeting held on 19th June 2020

Present: Sharon Boyd
Jill Maddison Chair
Cathy McGowan
Lucy McMahon
*Lance Voute
David White
James Horner
Melissa Donald
Chris Proudman

In Attendance Britta Crawford
Jenny Soreskog-Turp
Laura Hogg

*Absent

The meeting was held remotely by Microsoft Teams due to the pandemic.

Apologies for Absence

1. Apologies were received from Lance Voute

Declarations of interest

2. There were no new declarations of interest.

Minutes

3. The minutes of the meeting held on 26th March 2020 were approved as a true record.

Matters arising

4. The candidate from the March 2020 meeting, who had been denied equivalence, came back to the sub-committee to ask if there was anything further that could be submitted for a more positive outcome.
5. The sub-committee reviewed their decision and decided to stand by it as they felt that while the key learning objectives of the two modules did seem to match, the assessment of the work submitted did not appear to sufficiently cover the depth and breadth of the work needed to meet the A module standard. The group felt that it was not only about mapping the learning objectives of the different programmes but also about looking at how those learning objectives had been assessed.
6. The sub-committee had a discussion about experiential learning and whether this could be accepted for equivalence. It was noted that the reflections of the majority of candidates taking the

A module, was that they initially failed to see the value of the A module but once they had begun and completed it, it had wholly changed their perception and had a marked effect on the way they practice.

7. The sub-committee felt that it was the vital reflective elements of the A module that were largely missing from the application, except in a small area of clinical practice, and not all reflective elements had been met. The sub-committee felt that the candidate would have difficulty with her remaining CertAVP modules having not understood the holistic development process gained through studying the A module.

ACTION: Sub-committee to provide examples of where the reflective process had not been achieved. BC to inform the candidate.

Application for Extension to time limit

8. A candidate applied for an extension to their 10 year time limit due to a succession of unpredictable life events. The candidate's time limit is due to expire in November 2022 and they have submitted work for 4 modules leaving three C modules to undertake in two and a half years.
9. The sub-committee asked about any precedent set and were informed that one candidate had previously applied for an extension, with approximately 3 years remaining and had been asked to plan how they were going to achieve their credits and re-submit their request closer to the deadline with evidence of progression.
10. The sub-committee stated that the 10 year time limit was deliberately long to take account for life events such as illness, having children, particularly busy times at work and so on.
11. The sub-committee were sympathetic to the candidate's circumstances but felt that there was still enough time to complete the final modules by November 2022 if the candidate was able to commit to their studies. The candidate had not included their current circumstances in the letter and the sub-committee invited them to apply closer to the time with a plan for completing outstanding modules, if this was necessary. The candidate should be reminded that if they exceeded the time limit they would need to re-take the A module, as it would then stand outside their 10 year window. As they completed the old A-PKS.0 module at 15 credits, they would also need to complete a further module to have the minimum of 60 credits in a ten year time period.

ACTION: BC to inform candidate

Application for a 3rd sit for a module

12. A candidate applied for permission to have a third attempt at modules B-EP.3 and C-E.9. The sub-committee felt that this decision should lie with the provider and their own quality assurance measures.

ACTION: BC to feed back to candidate and provider

Proposal for changes to AWSEL

13. The sub-committee were asked to approve Edinburgh's suggested changes to the AWSEL module content. Edinburgh are currently the only providers offering assessment for these modules. Unfortunately the track changes were not visible in the meeting papers and the members agreed to review the changes by email.

SECRETARY'S NOTE: The changes were approved by email.

Nottingham Application

14. Following the last full sub-committee meeting with Nottingham to discuss their application, Jill Maddison had met with Rob White, at his request, to discuss the latest draft of their proposed modules to add to the modular certificate scheme. Jill reported that Nottingham had made amendments as suggested and that the modules would shortly be ready for re-submission to the sub-committee.

Proposed Changes to Zoological Medicine Synoptic Exam

15. Edinburgh put forward a proposal to amend the assessment requirements for the five zoological medicine C modules. All the assessment would now be submitted on line. The proposal had been approved via the Edinburgh Postgraduate Learning and Teaching Committee and Board of Studies in May 2020. The sub-committee were happy to agree the changes.

Quality Assurance Reports (QAR)

16. The sub-committee received and reviewed the latest QARs and thanked Liverpool, Edinburgh and the RVC for their comprehensive submissions. The sub-committee said it was great to see such positive feedback from the candidates as well as actions taken on feedback. The sub-committee were reassured that there were similar outcomes for the candidates at all three institutions. The sub-committee were reminded that the reports are based on a template of questions put together by the sub-committee but can look different in format as the universities are encouraged to re-use data used for internal reporting so as not to create too much work for the administrators.

Statistics

17. The sub-committee noted the statistics.

Any other business

18. Sharon Boyd reported that they had extended the period for their candidates to collect cases for their log from 2 year to three years due to the pandemic. The sub-committee were content for this to be a decision for the individual providers.
19. The sub-committee discussed the "Provider's Day" in November and decided it would be beneficial to discuss the consistency of feedback between assessors. Jill Maddison suggested Rachel Davis as a speaker and said that she would make contact. They decided it would be best to invite module leaders who oversee cohort assessors.

20. Sharon Boyd discussed her work with Vet Sustain and how we could get aspects of sustainability into the CertAVP programme. The sub-committee agreed that changes could be made progressively to all modules, such as adding a sustainability based essay question option for the A modules. They also discussed adding a new standalone C module on the subject. Sharon said she would share the documents from Vet Sustain.

Date of next meeting

21. 4th November 2020

Britta Crawford
Senior Education Officer
June 2020
b.crawford@rcvs.org.uk

Summary	
Meeting	Education Committee
Date	15 September 2020
Title	RCVS Advanced Practitioner status
Summary	List of new Advanced Practitioners approved by the panel in July 2020
Decisions required	To note
Attachments	None
Author	Laura Hogg Senior Education Officer L.hogg@rcvs.org.uk / 020 7202 0736

Classifications		
Document	Classification¹	Rationales²
Paper	Unclassified	

¹Classifications explained

Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.
Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.

²Classification rationales

Confidential	<ol style="list-style-type: none"> 1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others 2. To maintain the confidence of another organisation 3. To protect commercially sensitive information 4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none"> 5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

Designation	Name	Qualification
Companion Animal Behaviour	Natasha Cocker	Masters
Emergency and Critical Care	Emma Bean	BSAVA PGC
	Sophie Gilbert	Harper Adams PgC
Equine Practice	Ben Curnow	CertAVP(EP)
Equine Stud Medicine	Kelly Harrison-Tait	CertAVP(ESM)
Small Animal Medicine	Sara Ramsey	BSAVA PGC
	Louise Bebbington	BSAVA PGC
	Emma Porter	CertAVP(SAM)
	Jennifer Ross	BSAVA PGC
	Samantha Burnell	BSAVA PGC
Small Animal Medicine - Feline	Elizabeth Tilson	Harper Adams PgC
Small Animal Orthopaedics	Russell Chandler	CertSAO
Small Animal Surgery	Leslie Van Blerk	Harper Adams PgC
	Patrick Currivan	CertAVP(GSAS)
	Robert Dudley	Harper Adams PgC
Veterinary Diagnostic Imaging	Jacqueline Buck	Harper Adams PgC
Veterinary Ophthalmology	Catherine Brooks	CertOphthal
	Magda Huelle	CertOphthal
	Irene Cerrada Serra	Postgraduate Certificate
	Anne-Marie McRae	Harper Adams PgC

Summary	
Meeting	Education Committee
Date	15 September 2020
Title	Additional Advanced Practitioner (AP) status designation
Summary	<p>In June 2015 the CertAVP Sub-Committee approved the addition of Camelid Practice as a designation area for CertAVP. There is currently no AP status designation in this area and consequently Education Committee would need to approve a new designation in this subject area.</p> <p>If the Committee feels this is appropriate for Advanced Practitioner status then it is asked to approve a designation in Camelid Practice.</p>
Decisions required	To consider approval of the designation
Attachments	None
Author	Laura Hogg Senior Education Officer L.hogg@rcvs.org.uk / 020 7202 0736

Classifications		
Document	Classification¹	Rationales²
Paper	Unclassified	

¹Classifications explained

Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.
Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.

²Classification rationales

Confidential	<ol style="list-style-type: none"> 1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others 2. To maintain the confidence of another organisation 3. To protect commercially sensitive information 4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none"> 5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

1. In June 2015, the CertAVP Sub-Committee approved the addition of Camelid Practice as a designation area for the CertAVP programme. Three candidates have sat Camelid Practice synoptic exam and have been awarded their qualification. As there is no current designation in this area for Advanced Practitioner status, Education Committee is invited to consider approval of this as a new designation listing.

Summary	
Meeting	Education Committee
Date	15 September 2020
Title	Thematic Analysis Policy
Summary	<p>In October 2018, the European Association for Quality Assurance in Higher Education (ENQA) reviewed the RCVS.</p> <p>One of the recommendations following the review was to:</p> <ul style="list-style-type: none"> • Develop a clear concept and plan for thematic analysis. • Set clear roles and responsibilities among staff members for analysing and publishing general findings of RCVS's external quality assurance activities. <p>The attached document is the Thematic Analysis Policy that has been written in light of this recommendation</p>
Decisions required	Committee: to provide feedback
Attachments	Annex A – Thematic Analysis Policy
Author	<p>Kirsty Williams Education Quality Improvement Manager k.williams@rcvs.org.uk</p>

Classifications		
Document	Classification ¹	Rationales ²
Annex A	Unclassified	
¹Classifications explained		
Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.	

Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.

²Classification rationales

Confidential	<ol style="list-style-type: none"> 1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others 2. To maintain the confidence of another organisation 3. To protect commercially sensitive information 4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none"> 5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

Annex A

Thematic Analysis Policy

Aim

- To ensure the analysis of findings of external quality assurance activities across all accredited programmes.
- The qualitative analysis will both identify emerging themes as well as proactively identify topical themes across all accredited programmes.
- To ensure the general findings of RCVS quality assurance activities are shared to stakeholders and inform quality improvement.

Background

Thematic analysis is a generic term for the aspect of qualitative analysis that employs iterative procedures to enable the exploration of themes within data to achieve a coherent interpretation of the data. This methodology is frequently employed by health and education agencies in order to broaden or deepen the understanding of services.

Following the external review of the RCVS in 2018 by the European Association for Quality Assurance in Higher Education (ENQA), it was recommended that the RCVS developed a clear concept and plan for thematic analysis in order to meet fully the criteria for ESG (Quality Assurance in the European Higher-Education Area) standard 3.4.

Through its quality assurance activities, the RCVS generates a range of data from veterinary education establishments. Through appropriate analysis of this data, these findings can contribute towards the reflection of educational activities and on the improvement of quality assurance processes. A thorough and careful analysis will highlight developments, trends and areas of good practice within the regulated educational establishments, as well as any areas of persistent difficulty. Through the effective sharing of the general findings with stakeholders, relevant actions are identified and implemented.

Thematic Analysis Process

There is a range of data available to the RVCS from a variety of stakeholders, much of which has not been formally analysed. By completing a qualitative analysis of this data, and continuing with regular analysis, this data can be used to inform of trends and areas of good practice in order to influence future developments within both regulation and delivery of qualifications.

Sources of data:

- All institutions delivering veterinary and vet nursing degrees are subject to regular accreditation reviews, that are supported with a full written report. Veterinary Surgeon (VS) degrees have a maximum of 7 years between each full accreditation visit, and Veterinary Nursing (VN) degrees have a maximum of 5 years between visits. All education establishments are also required to provide annual self-assessment / monitoring reports. The reports request data from educational institutions that provide evidence for meeting the published standards.
- Following each accreditation visit, feedback is sought from the visiting team who carry out the accreditation, and the education establishment that was visited. This feedback and analysis will be used to develop the visit process
- Feedback from recent graduates, graduates who have been in employment for 2 years, and employers who have taken graduates as their first position within the industry.

Action Plan

Planned actions:	Action steps: (What will need to be done to implement the actions?)	Who is responsible	Resources needed in order to complete the action	Evidence: The result of completing the action
1. Data to be analysed	<ul style="list-style-type: none"> * Carry out a thematic analysis of the last 2 accreditation reviews for each educational establishment (VS and VN) * Compare emerging themes for each VS and VN University. * Compare emerging themes for each standard * Analysis of feedback from visiting team and educational establishment that has been visited 	Quality Improvement Manager	<p>Completed accreditation reports</p> <p>Feedback from educational establishments and visiting teams</p> <p>Surveys of graduates and employers</p>	<p>Emergent themes for each educational establishment</p> <p>Emergent themes for each standard across all vet schools</p> <p>Emergent themes for each standard across each VN University</p>

	<p>* Surveys sent to graduates and employers</p>			<p>Emergent themes from the visitation process</p> <p>Emergent themes from graduates and employers regarding their experiences.</p>
<p>2. Frequency of analysis</p>	<p>Analysis of current reviews of Vet Schools to be completed by early 2021</p> <p>Following this, analysis to be carried out after each accreditation visit</p> <p>Analysis of feedback from graduates and employers to be completed annually?</p> <p>Annual comparison of standards across vet schools</p>	<p>Quality Improvement Manager</p>	<p>Completed accreditation reports</p> <p>Feedback from educational establishments and visiting teams</p> <p>Feedback surveys from graduates and employers</p>	<p>Annual report of findings of accreditation cycle from 2021</p> <p>Report of findings following each graduate and employer survey</p>

	VN???? When does this need to be factored in?			
3. Publication and sharing of findings	<p>Thematic analysis to be shared with the Director of Education and the Director of Veterinary Nursing.</p> <p>Summary of findings to be reported to the Assessment and Risk Committee (ARC) for verification, as well as PQSC and the Education Committee for information, and VN Council</p> <p>Report to be reviewed by the Communications Department to professionalise graphics and layout.</p> <p>Report to be appropriately redacted and shared with stakeholders at an appropriate time.</p>	<p>Quality Improvement Manager</p> <p>Director of Education</p> <p>Director of Veterinary Nursing</p> <p>ARC, PQSC, EC, VNC</p> <p>Communications team</p>	<p>Completed thematic analysis of accreditation reports</p> <p>Completed thematic analysis of graduate and employer surveys</p>	Findings of the analysis is shared with stakeholders

	<p>Report to be shared with educational establishments directly?? Seminars?? Conferences?? Journal articles???</p>			
<p>4. Actions resulting from findings</p>	<p>The findings of the thematic analysis of the accreditation reviews is used to feed back into the quality cycle of the educational establishments to highlight the trends and developments within the veterinary education sector and for the RCVS to offer support to overcome any persistent difficulties.</p>	<p>Quality Improvement Manager Director of Education Director of Veterinary Nursing</p>	<p>Completed action plan using the themes emerging from the thematic analysis</p>	<p>Recognition of action plans by educational establishments</p>