

Education Committee

Agenda for the meeting to be held on Wednesday 3 October 2018 at 10am

1.	Welcome and Apologies for absence	
2.	Declarations of interest	
3.	Minutes of meeting held on 2 May 2018	Paper attached
4.	Matters arising	
5.	Education Department update a. Education department update	Oral report
6.	CPD a. CPD pilot	Oral Report
7.	PDP Update	Paper attached
8.	Strategic Plan	Paper attached
9.	Graduate outcomes update	Paper attached
10.	Certificate in Advanced Veterinary Practice a. Report of sub-committee meeting held on June 11 th 2018	Paper attached
11.	Statutory Exam Update	Paper attached
12.	Primary Qualifications Sub-Committee (PQSC) a. Report of sub-committee meeting held on 1 August 2018 b. ENQA Report c. Changes to standards d. IAWG Report e. Murdoch accreditation f. Revised annual monitoring report g. Letter from AVBC h. SAVC	Paper attached Paper attached Paper attached Paper attached Paper attached Paper attached Paper attached
13.	Advanced Practitioner a) List of approved Advanced Practitioners	Paper attached
14.	Report from the fellowship sub-committee	Paper attached
15.	Diploma	Paper attached
16.	New qualifications	Paper attached
17.	Risk register	Tabled

18.	Any other business	
	Date of next meeting	February 2018 at 10am.

Britta Crawford
Committee Secretary
April 2018
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Education Committee membership

Professor Ewan Cameron

Mr Danny Chambers

Professor Susan Dawson (Chair)

Ms Linda Ford

Mrs Andrea Jeffrey

Mrs Susan (Sue) Paterson

Dr Cheryl Scudamore

Professor James Wood

Ops Board member as observer: Prof Stephen May

Chairs of Education Sub-Committees:

Ms Clare Tapsfield-Wright, PQSC

Professor Jill Maddison, CertAVP

Professor Gary England

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.

Education Committee

Minutes of the meeting held on 2 May 2018

Present:	Professor Ewan Cameron	
	*Mr David Catlow	
	Dr Niall Connell	
	Professor Susan Dawson	- Chair
	Professor Gary England	
	*Professor Tim Greet	
	*Dr Jacqui Molyneux	
	Dr Susan (Sue) Paterson	
	Dr Chris Tufnell	- Operational Board
By invitation:	Dr Clare Tapsfield-Wright	- PQSC Chairman
	*Professor Jill Maddison	- CertAVP Sub-Committee Chair
	Professor Stephen May	- Chair of CPD policy working party
	*Professor Mike Herrtage	- Chair of Diploma Sub-Committee
	Dr Tom Witte	- Advanced Practitioner Working Party
In attendance:	Mr Duncan Ash	- Senior Education Officer
	Mrs Britta Crawford	- Committee Secretary
	Ms Naila Hassanali	- Senior Education Officer
	Mrs Victoria Hedges	- Examinations Manager
	Miss Laura Hogg	- Senior Education Officer
	Miss Anne Jermey	- Education Manager
	Mr Jordan Nicholls	- Senior Education Officer
	Ms Chris Warman	- Director of Education

* Absent

Apologies for absence and welcome

1. There were apologies received from Tim Greet, David Catlow, Jacqui Molyneux, Jill Maddison and Mike Herrtage.

Declarations of interest

2. Sue Paterson is Vice President of BSAVA.

Minutes

3. The minutes of the meeting held on 7 February 2018 were received and approved.

Matters arising

4. At the meeting in February, the Committee sought clarification on reciprocal recognition between RCVS and SAVC now that registration in South Africa is conditional on performing one year of community service. South Africa had introduced this requirement after the agreement had been signed, and it is part of South African law and not a SAVC requirement. The agreement states that recognised qualifications will be accepted by RCVS and SAVC as the basis for registration, "subject to meeting any other requirements which may be set out in the relevant legislation of the country or state in which registration is sought". Chris Warman contacted the AVBC to discuss the matter and a joint letter has been sent to the SAVC asking that graduates from the UK and Australasia be exempt from this community service. SAVC's response will be reported back to the Committee.

Education department update

5. The Director of Education, Ms Chris Warman, gave an oral update on the work of the Education department. The Committee heard that there has been some progress with the PDP quick wins. RCVS is in discussion with the BSAVA regarding use of its on-line materials to assist new graduates and mentors. There have also been discussions with the IT department regarding changes to the PDR system to substitute an entrustability scale for the current confidence-rating scale and reduce emphasis on recording numbers of cases and we hope to move forward on these changes as soon as possible.
6. New volunteers are being recruited to the CPD pilot, both individuals and via the major employers group. So far 68 new volunteers have signed up, but this doesn't include volunteers from the major employers. The IT team has developed an RCVS 'app' to use for the pilot that can be further developed based on feedback and then rolled out to anyone who wishes to use it.
7. At the February meeting the Committee considered a paper on Brexit which proposed that, if the MRPQ was not in place following Brexit, RCVS should seek a mutual recognition agreement with EAEVE. The Committee's views were reported to Council and they accepted this position.
8. The Committee heard that the Australasian Veterinary Boards Council (AVBC) confirmed the announcement yesterday by the Australian Veterinary Association (AVA) through its newsletter, Vet Voice, that the Veterinary Surgeons Board of South Australia (VSBSA) has chosen to resign from AVBC.
9. AVBC has responsibility for advising on veterinary school accreditation, registration of veterinary specialists and examining overseas graduates with degrees not recognised by AVBC. In December 2017, the VSBSA informed the other eight member veterinary boards of AVBC, the AVA and NZVA of its intention to resign at the end of 2018. The management committee of

AVBC and other members have been seeking further information to clarify the boards concerns with a view to achieving satisfactory resolution of these issues.

10. Chris Warman reported that AVBC is hopeful that it will resolve this issue and that a further update will be given at the IAWG meeting in Barcelona on 5 May. The Committee does not need to take any action at this point but may need to consider the implications for the mutual recognition agreement if the issue is not resolved. The school that would be affected is Adelaide which currently has 9 graduates registered with RCVS. In May 2017, the RCVS gave the school 3 year's accreditation, so a revisit will be due in 2020. It would be necessary to discuss a recognition agreement with the VSBSA to ensure that UK graduates could continue to be eligible to work in South Australia.
11. The Committee heard that Fellowship applications are currently being assessed, all decisions will be finalised at the Board meeting in June. The 3-year review on progress will be put to Council in September/November.
12. The Diploma written exams will take place in July. There are 4 candidates in 2 subjects - Cardiology and Small Animal Surgery (Orthopaedics).

CPD Audit Analysis

13. In February 2018, Education Committee received a paper about the 2017 CPD audit of Veterinary Surgeons. This further paper contains the full analysis for those audited. Additional analysis has been presented to the Committee identifying country of graduation, year of graduation and number of vets working at PSS-accredited practices for the non-compliance group as requested at the February meeting. The Committee welcomed the detailed analysis and approved the plans for the 2018 audit.

CPD Non-compliance

14. At its meeting in October 2017, the Committee discussed potential changes to the current, flexible, CPD requirement, in particular the RCVS CPD requirement of a rolling three-year cycle, as changing the requirement to a three-year cycle with a set start and end date may make it easier to sanction serially non-compliant veterinary surgeons. The Committee agreed that it would be helpful to look at how a fixed cycle might be introduced, to try to ensure that there were no 'unforeseen consequences' before making a final decision. The outcomes of further internal discussions were presented, which detailed a number of options.
15. Following discussion, it was agreed by the Committee that there would be no changes to the system in advance of the final decision on whether the College would adopt an outcomes based CPD approach. This is to avoid confusion within the profession and the potential of giving mixed messages about the CPD requirements. Proposals based on the outcomes of the CPD pilot work will be presented to Council in March 2019 and the Committee agreed that it would be helpful to include recommendations on this issue as part of those proposals.

16. In the course of the discussions, the Committee agreed that the College should move towards mandatory use of the PDR system for all members over the next three years, and that it would start to publicise this now in order to give the profession plenty of notice. Veterinary surgeons and veterinary nurses who were non-compliant would automatically be asked to use the PDR from now on, unless a valid reason could be given. This would make it easier to monitor their progress over time. It was also suggested that the PDR should be mandatory for those who have less than 10 hours CPD in any three year period. Other suggestions that should be considered as part of final proposals to be made next March were that there should be an annual minimum number of hours to be completed (for example, 15 hours per year for veterinary surgeons), which could be combined with either a rolling or fixed 3-year requirement; that any veterinary surgeon returning from a career break should be asked to complete 35 hours of CPD in their first year and that the electronic recording system should continue to show any previous 3-years as compliant.

Strategic Plan

17. The Committee noted the progress updates to the Strategic Plan.

Graduate Outcomes

18. The Graduate Outcomes papers were considered at the afternoon meeting which included the Committee and members of the Veterinary Schools Council.

CertAVP

19. The minutes from the CertAVP sub-committee held on the 6 March were noted by the Committee.

Statutory Exam Update

20. The committee was given an oral update in relation to the progress being made for the development of the new statutory membership examination. Two OSCE development days had been held and subsequently the design of this examination is progressing well. Guidance is currently being drawn up to distribute to veterinary schools who have expressed an interest in hosting the examination. With regards to the Multiple Choice examination, the team are continuing discussions with the Vet Schools Council (VSC) about access to the bank of questions used by the veterinary schools. The committee asked about the need for a contingency plan should the agreement with VSC prove difficult and it was agreed that a decision would need to be made following the meeting scheduled for the week of 14 May. The Chair of the Veterinary Schools Council confirmed that there he knew of no obstacles to an agreement being reached. With regard to the Open Book professionalism examination the committee was informed that a question writing session had been completed and it is likely that questions would be shared with both Edinburgh and Nottingham Vet Schools, who have provided access to their question banks.

Primary Qualifications Sub-Committee (PQSC)

Report of sub-committee meeting held on the 19th April 2018.

21. The Committee received the minutes from the PQSC meeting of 19 April. It was noted that the report following the visitation to the University of Cambridge in March 2018 was now back with the Department for the statutory two-month consultation period.
22. The team of visitors for the RVC visitation in November 2018 was ratified by the Committee.
23. The request from St. George's University in Grenada for a focussed revisit, looking at the recommendations from the previous visitation report, was received and accepted. RCVS would write to SGU to liaise over dates for this revisit.
24. It was also noted that the request from Ross University to be accredited under the terms of the AVMA agreement had been looked at again by PQSC, which reaffirmed its position that should Ross University wish to have RCVS accreditation then it would need to request an RCVS visitation, as the School is not covered under the terms of the agreement that RCVS has with AVMA.

Surrey Report

25. The report and University response following the year-four visit to Surrey in March 2018 was presented to Education Committee for review. As no accreditation decision was being made at this point, the Committee was asked to agree on the feedback to be sent to Surrey. Education Committee agreed with PQSC that the School should be thanked for its response and informed that it had been good to see the progress that had been made since the 2017 visitation.
26. Whilst many of the final year plans were still to be implemented, it had been positive to note that visitor recommendations were being taken seriously and RCVS looked forward to seeing the results of these implementations in 2019.
27. The Committee asked, however, that in the feedback to Surrey it should be stressed that many of the standards could only be assessed as "reasonably assured" at the time of writing of the report. It needed to be made clear that these elements would not be formally assessed until the final visitation, although RCVS looked forward to seeing these reasonable assurances translated into practice from September onwards.
28. It was also requested that the feedback should make it clear to the University that all students would need to have access to both paper and electronic resources whilst out on rotation at the partner practices.

Action: RCVS to feed Committee comments back to Surrey University

29. Education Committee was then presented with a plan for visiting all partner practices being used by Surrey for their IMR placements, which all needed to be inspected as part of the final visitation. The plan had been agreed by PQSC at its last meeting.
30. Based on approximately 45 practices being used for IMR teaching, it was envisaged that visitors should inspect these practices in pairs from September 2018 onwards, so that all practices will

have been visited before the actual visitation. During the week of the final visit, the visit team of 12 would inspect 12 of these practices to reassure the team of the QA process followed during the final year. This would also enable representatives from SAVC and AVBC to sample some of the practices for themselves.

31. With only four members of the potential Surrey team being based in the UK, it was suggested that RCVS should co-opt additional expertise from the RCVS list of visitors to assist in visiting practices. The Education Department would draw up a schedule of practice visits and then approach visitors for their availability in attending.
32. A training day would then be arranged where the visitation team could sit down with the additional visitors and, using the practice rubrics and reports produced from the visits, discuss the findings of these visits as a whole team. It was agreed that this was a realistic way forward and that work should commence on arranging this. However, the Committee felt that it would be prudent to visit all 45 practices prior to the visitation week in February 2019, which would enable some practices to be re-visited if necessary.

Nottingham Report

33. The report and University response following the visitation to Nottingham University in 2017 was presented to the Committee for review. PQSC had discussed the report and response at length and felt that there had been no major issues arising from it. Education Committee welcomed the School's achievement of 30% male students, and it was noted that discussions had already taken place between Karen Braithwaite and the RCVS Education Department regarding the repetition within RCVS standards. This feedback had been very helpful and would be presented to PQSC later this year.
34. Education Committee agreed with PQSC that the BVM BVS from the School of Veterinary Medicine and Science at the University of Nottingham receive continued accreditation for seven years.

Action: RCVS to write to Nottingham with accreditation decision

Surrey Terms of reference for external examiners

35. It was noted that Professor Mark Bowen and Mrs Jennifer Hammond had agreed to act as RCVS external examiners to Surrey and the Committee ratified the draft terms of reference to cover their role in overseeing the Surrey final year assessments.

ENQA update

36. One of the specific issues that arose out of the ENQA visitation was the lack of student representation on RCVS committees. The ENQA panel had commented that students were undeniably one of the largest groups of stakeholders in the accreditation process and they felt that there should be student involvement wherever possible. Whilst this recommendation would present a challenge for RCVS Council, whose membership was specified in the Veterinary

Surgeons Act, it was acknowledged that there were fewer barriers to student inclusion on other committees.

37. Whilst there would be logistical issues to resolve, such as selection and training of student representatives, Education Committee agreed in principle to a student voting member on both PQSC and Education Committee.
38. The CEO thanked everyone who had participated in the ENQA visitation for their support and all agreed that it had been an excellent example of the College team, in its broadest sense, working together.

Advanced Practitioner

39. The Committee noted the updated list of Advanced Practitioners.

New Qualifications

40. The Committee received the current list of qualifications approved for inclusion in the Registers and a list of recently approved qualifications that would be included in the next version of the list. Anne Jerney said that qualifications, which had been added to the list since it reopened in 2015, showed the awarding body as well as the name of the qualification and post-nominals. As the list now included a number of postgraduate certificates with similar names awarded by different organisations and awarding bodies, BSAVA postgraduate certificates were shown on the list as BSAVA PgCert for clarity. However, holders of these or other qualifications on the list might choose to use a different abbreviation on their own stationery from the post-nominals that RCVS had agreed for inclusion in the Registers.

Any other business

41. Dr Paterson questioned whether distributed models of veterinary education as adopted, for example, by Nottingham and now Surrey, may in the long term affect how many EMS places practices are willing and able to offer. Dr Paterson was assured that this was being reviewed as part of the graduate outcomes project and that the VSCEC were currently considering a “think piece” on EMS and would be giving its views to the Graduate Outcomes Working Group.
42. The committee was asked to consider a request from a veterinary surgeon who had recently been awarded Specialist status in Veterinary Dentistry (Equine), who was previously listed as an Advanced Practitioner (AP) in Equine Dentistry and who wanted to remain listed as both a Specialist and an Advanced Practitioner. In similar cases where an AP had later become a Specialist in the same area, it was current procedure for the AP status to lapse in favour of the Specialist status. There was some discussion about the ethos of the two separate tracks, however it was decided that to be listed as both an AP and a Specialist in the same area could cause confusion to the public as it was essentially duplication. It was agreed that, where a veterinary surgeon is an Advanced Practitioner and a Specialist in the same area, they would only be permitted to remain listed as either a Specialist or an AP. In this particular case, the veterinary surgeon was also listed as an Advanced Practitioner in Equine Practice, and the committee felt it

made more sense to be listed as a Specialist in a specific area whilst also being an AP in a more general field.

Date of next meeting

43. 3 October 2018 at 10am

Britta Crawford

Committee Secretary

May 2018

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Meeting	Education Committee
Date	3 October 2018
Title	Professional Development Phase - update
Classification	Unclassified
Summary	This paper provides an update on the take up and completions for the Professional Development Phase. It is divided into two sections: one for UK graduates and one for Overseas. Includes tables showing activation rates, completion rates, UK PDP form responses, responses to annual cohort chase, Overseas PDP form responses, and overall Overseas graduate take up.
Decisions required	To note
Attachments	None
Author	Laura Hogg Senior Education Officer 020 7202 0736 l.hogg@rcvs.org.uk

Professional Development Phase – an update

UK Graduates

- The latest activation rates for the PDP are shown in the tables below.

Table 1 - Take-up of PDP

Table 1 shows the number of participants by annual graduate cohort, who have activated their PDP as at 14 September 2018.

Cohort	2012	2013	2014	2015	2016	2017	2018
Total UK Graduates	808	799	815	916	918	869	883
Total UK Graduates Activated	673 (83%)	695 (87%)	697 (86%)	779 (85%)	777 (85%)	755 (87%)	414 (47%)

Breakdown of sign ups per cohort year

- Table 2 shows the number of UK graduates signing up for PDP for each cohort year broken down into three month periods.

Table 2 - Breakdown of sign ups per cohort year

Cohort Year	0-3 Mnths	Sign up rate as a %	4-6 Mnths	Sign up rate as a %	7-9 Mnths	Sign up rate as a %	10-12 Mnths	Sign up rate as a %	Over 12 Mnths	Sign up rate as a %	Total %
2012	343	49%	145	20.6%	95	13.5%	38	5.4%	52	7.4%	96%
2013	380	52%	140	19%	77	11%	33	4.5%	65	9%	95%
2014	441	60%	117	16%	63	8.6%	34	4.6%	42	5.7%	94%
2015	541	65%	124	15%	42	5.1%	29	3.5%	43	5%	94%
2016	604	71%	91	10%	32	4%	13	1.5%	37	4%	91%
2017	595	71%	107	13%	35	4%	12	1.4%	6	0.72%	90%
2018	418	50%									50%

PDP Completions

- Table 3 shows the number of participants (by annual graduate cohort) who have completed their PDP as at 14 September 2018.

Table 3 - Completion rates

Cohort Year	Total Activated	Total Completed	Percentage Completed
2012	673	621	92%
2013	695	629	91%
2014	697	630	90%
2015	779	644	83%

2016	777	456	59%
2017	755	94	12%
2018	414		

Reasons commonly provided for not completing PDP include moving abroad and moving out of clinical work.

Postgraduate Deans

- The Postgraduate Deans meet twice a year. This year they met in March and the next meeting has been scheduled for November. In the March meeting the Deans discussed the process of chasing up graduates who take longer than three years to complete their PDP.
- Table 4 shows the number of graduates each Dean is supporting as at 14 September 2018.

Table 4 – Number of graduates per Postgraduate Dean

PGD	Activation Year							Total
	2012	2013	2014	2015	2016	2017	2018	
J Wells	5	16	7	31	87	181	134	461
N Paull	11	22	19	55	96	183	157	543
J Hubbard	7	15	17	44	84	205	148	520
M Thomson	-	2	45	35	99	155	161	497
S McIntyre	-	-	1	8	65	141	152	367
M de Las Casas	1	-	4	3	53	140	159	360

UK graduate PDP Form

- The form was introduced in 2016 and is sent out via email to all UK graduates after they have been admitted to the register.
- Table 5 shows the responses to the PDP form as at 14 September 2018. Many graduates initially choose the 'taking a break' statement and then sign up in August/September.

Table 5 – UK form responses

Statement	2016	2017	2018
I will not be working in clinical practice so I do not need to complete PDP. If this changes I will contact the RCVS.	3	1	1
I will be working overseas so I may not be able to undertake the PDP, if this changes, I will contact the RCVS.	93	42	13
I will be taking a break before starting work so I am unable to start the PDP, if this changes, I will contact the RCVS	96	55	20
I will be working in a clinical role and therefore will be undertaking the PDP	630	551	265

Annual cohort chase

- This summer non-completers from the 2015 cohort were contacted. Three emails were sent out: from the PDP Officer, the Head of Education and the Registrar. Those who do not respond are placed in the CPD audit. Table 6 shows the response rate to each email.

Table 6 – Response to 2014 cohort chase

Email	Number of graduates	Percentage who responded
PDP Officer email	422	36%
Head of department email	275	29%
Registrar email	201	59%

39 graduates were removed from the cohort chase after they'd communicated with their postgraduate dean or been removed from the register.

Since the first email was sent out 116 graduates have now been signed off by their Dean.

Overseas graduates

Overseas graduate PDP form

- Overseas graduates now need to fill in a PDP declaration form as part of their registration here at the RCVS.

Table 7 shows the responses to the form per registration year since it was introduced in 2016.

Table 7 – OS graduate responses per registration year

Statement	2015	2016	2017	2018
I have more than three years' clinical experience so I do not need to complete PDP	321	342	307	168
I will be working overseas so I may not be able to undertake the PDP, if this changes, I will contact the RCVS.	0	9	4	0
I will be taking a break before starting work so I am unable to start the PDP, if this changes, I will contact the RCVS	0	5	4	1
I have read the RCVS Year One Competences list and declare, to the best of my knowledge and belief, that I have achieved these and do not need to complete PDP	136	184	170	84
I have read the RCVS Year One Competences list and declare, to the best of my knowledge and belief, that I have not yet achieved these and so I need to complete PDP	12	97	129	70
I have not worked in clinical practice so I need to complete PDP	5	16	30	17
I graduated within the last 12 months and I understand I need to complete the PDP	21	76	351	200
I will not be working in clinical practice so I do not need to complete PDP. If this changes I will contact the RCVS	114	97	161	67

Graduates who are not going to be working in clinical practice choose Statement 6 which reads “**I will not be working in clinical practice so I do not need to complete the PDP. If this changes I will contact the RCVS.**”

Some graduates voluntarily contact the RCVS to report that their circumstances have changed.

10. Activation rates as at 14 September 2018: table 8 shows the number of overseas vets who have activated their PDP as per calendar year.

Table 8 – Overseas graduate take-up

Year	2012	2013	2014	2015	2016	2017	2018
Total Registered	703	747	856	1161	1126	758	948
Total activated	111	191	234	340	396	413	375

11. Education Committee is invited to note this update.

Meeting	Education Committee
Date	3 October 2018
Title	Education Committee strategic plan: update on progress
Classification	Unclassified
Summary	A brief progress update against aims within the Education Committee Strategic Plan is attached.
Decisions required	Education Committee is invited to note progress with particular aims.
Attachments	Update against aims of the Education Committee Strategic plan 2016 - 2019
Author	Chris Warman Director of Education c.warman@rcvs.org.uk

Veterinary Education: Strategic plan 2016 – 2019: Update

Strategic Aim 1: Promote diverse career opportunities				
Strategic Objective 1A	Actions required	Who is leading?	Complete by when?	Progress update
Develop a one-stop shop for careers advice	Contribute to BVA development of careers hub	BVA	TBA	<p>VF Action G: Online careers hub (BVA to co-ordinate)</p> <p>College plan B: Leadership and Innovation point 1</p> <p>RCVS has input to the further development of the 'hub' website and has produced summary pages which will be used to give brief details of the information that can be found at each link. Links will be made to both the Vet and Vet Nursing Careers pages on the RCVS site, and to both the MindMatters and VetLife websites. Plans for marketing opportunities over the next year are being put in place and representatives to test the site following a 'soft launch' are being identified.</p> <p>Funding from Defra to re-develop the 'Walks of Life' careers materials has been agreed and this project is being led by the RCVS Communications team.</p>
Strategic Objective 1B	Actions required	Who should lead?	Complete by when?	Progress update

Consider building career development, appraisals etc. into the practice standards scheme	Explore what is currently part of this scheme and where these issues could be integrated	RCVS		<p>VF Action G: Online careers hub (BVA to co-ordinate)</p> <p>College plan B: Leadership and Innovation point 1</p> <p>VF Action T: Consult on mandatory practice standards inspection</p> <p>College plan C: Continuing to be a First-rate regulator, point 5</p> <p>Already references to team development and appraisals within the 'awards' sections of the PSS. Consultation on mandatory practice standards inspection is planned as part of the RCVS Strategic plan for 2017-19.</p>
Strategic Aim 2: Explore whether the current veterinary degree is fit for purpose				
Strategic Objective 2A	Actions required	Who is leading?	Complete by when?	Progress update
	Evidence gathering (literature)		June 2019	

<p>Review the veterinary degree to understand:</p> <ul style="list-style-type: none"> - whether we are developing the skills and knowledge that the vets of the future need - the pros and cons and potential models of limited licensure 	<p>Fact finding (applicants, students, graduates, employers)</p>	<p>RCVS but involving many key partners</p>		<p>VF Outcome I: Review outcomes for graduates (RCVS lead, with the VSC, AVS and employers)</p> <p>College plan C: Continuing to be a First-rate regulator, point 6</p> <p>The Working Group meets on 25 September to discuss the consultation document, which will then be considered by Education Committee on 3 October.</p> <p>The pre-launch event will take place on October 17 at Church House, which will provide an opportunity to test the questions in the consultation document and begin to gather views. Invitations have been sent to all those who attended the initial project launch in 2017 plus representatives of organisations across all sectors of the profession. The consultation will be formally launched and promoted at the London Vet Show in November.</p>
	<p>Tracking decision-making in students and career choices</p>			
	<p>Explore legal issues and barriers, impact on international students and accreditation, re-skilling and disarticulation of graduation and licensing</p>			
	<p>Define different models</p>			
	<p>Consider wider impact including on Statutory Membership Examination and on career routes such as specialist, researcher, food safety etc.</p>			
<p>Strategic Objective 2B</p>	<p>Actions required</p>	<p>Who should lead?</p>	<p>Complete by when?</p>	<p>Progress update</p>
<p>Develop a model for EMS provision that is sustainable financially and meets the changing needs of</p>	<p>As part of the graduate outcomes project, set up a cross-party Task and Finish group to review EMS</p>	<p>RCVS/BVA /VSC with students, graduates and employers</p>	<p>June 2019</p>	<p>VF Outcome J: Review of EMS (RCVS lead, with the VSC, AVS, BVA, BVA divisions and employers)</p> <p>College plan C: Continuing to be a First-rate regulator, point 6</p>

students and the profession.	Refine/clarify the roles of EMS co-ordinators and administrators and the new VSC group			Included in review of graduate outcomes – see above.
	Explore potential for including EMS in Practice Standards scheme			

Strategic Aim 3: Promote Mental wellbeing in staff and students				
Strategic Objective 3A	Actions required	Who should lead?	Complete by when?	Progress update
Examine and measure impact of current initiatives operating in UK vet schools	Promote educational research	VSC	TBA: Agree with VSC	VF Action N: Support the Mind Matters Initiative College plan A: Learning culture
	Gather evidence from UK veterinary schools and internationally			
Strategic Objective 3B	Actions required	Who should lead?	Complete by when?	Progress update
Provide support to front-line clinical teachers	Mental health awareness training	VSC	TBA: Agree with VSC	VF Action N: Support the Mind Matters Initiative College plan A: Learning culture
	Explore the impact of clinical training programmes on undergraduate training environment			

	Explore the impact that residents and interns have on undergraduate teaching (and role modelling – already in SOP)			
	Establishing boundaries – training and support. Coping with stress.			
	Explore standards for internships. Assessment standard setting etc.			

Strategic Aim 4: Ensure Statutory Membership Examination is sustainable and fit for purpose				
Strategic Objective 4A	Actions required	Who should lead?	Complete by when?	Progress update
Bring syllabus content and assessment method, format and delivery into line with current UK good practice	Review and update syllabus to reflect current Day-One Competences	RCVS		VF Action K: Support for overseas graduates (RCVS lead)
	Consult stakeholders on potential assessment methods and formats			College plan D: Global reach, point 3
	Finalise proposals and present to Examinations Board and Education Committee for agreement			This project is progressing well. The amended regulations, including revised fees for the examination, have been agreed by Ministers and come into effect on 1 October.
	Undertake development of appropriate materials			An agreement has been signed with the Veterinary Schools Council for access to the multiple choice question bank and Glasgow has been appointed to host the OSCE examinations. The next action will be to appoint a lead examiner and examiners and
	Implement new examination from 2019		2019	

				constitute an examination board. An update paper is on the agenda for the meeting.
Strategic Objective 4B	Actions required	Who should lead?	Complete by when?	Progress update
Provide appropriate support to candidates	Develop appropriate support mechanisms such as: Video clips of practical examinations Webinars Discussion/networking forum for candidates	RCVS	2019	VF Action K: Support for overseas graduates (RCVS lead) College plan D: Global reach, point 3 This work is ongoing: See above.
Strategic Aim 5: Support postgraduate career pathways				
Strategic Objective 5A	Actions required	Who should lead?	Complete by when?	Progress update
Review the outcome of implementing Advanced Practitioner status and ensure the criteria are fit for purpose	Establish a task and finish group to conduct a review and make recommendations to Education Committee	RCVS	Completed	College plan D: Global reach, point 5 Revised criteria and guidance were approved by Education Committee on 7 February 2018. All Advanced Practitioners due to re-apply in 2019 have been sent an email including the new criteria and guidance, and a mapping showing what is new, a reminder about the evidence needed for the professional skills requirement and information about timescales for re-applying next year.

Strategic Objective 5B	Actions required	Who should lead?	Complete by when?	Progress update	
Continue to develop the Certificate in Advanced Veterinary Practice (CertAVP) to provide a high-quality post-graduate qualification for the profession.	Undertake a programme review of CertAVP	RCVS (through CertAVP sub-committee)	2019	College plan D: Global reach, point 5 This work will happen through the CertAVP sub-committee. Proposals were discussed and agreed by Education Committee on 4 October 2017 and the review will be commissioned in 2019.	
	Review existing and develop new modules and designated certificates as appropriate, for example in Oncology				
	Ensure that synoptic examinations offered by RCVS continue to be fit for purpose				
	Further develop quality assurance role of the CertAVP sub-committee				

Strategic Aim 6: Develop lifelong learning in leadership, including mentoring and targeted leadership programmes

Strategic Objective 6A	Actions required	Who should lead?	Complete by when?	Progress update
Establish a generic mentoring scheme	Commission a review of mentoring schemes and establish a pilot mentoring scheme	RCVS	TBA	VF Action P: Online mentoring (RCVS to lead) College plan A: Learning culture, point 8

	Gather information from the Academy of Medical Science and other mentoring bodies			This work is being taken forward by Anthony Roberts.
Strategic Objective 6B	Actions required	Who should lead?	Complete by when?	Progress update
Establish a Veterinary Leadership programme	Discuss and agree how this should be funded	RCVS		VF Action Q: Veterinary leadership programme (BVA and RCVS working with RCVS Fellowship)
	Review existing programmes (e.g. Cornell) and those no longer in existence			College plan B: Leadership and Innovation, point 4
	Agree proposals for a programme and a timetable for implementation			This work is being taken forward by Anthony Roberts.
	Ensure D1Cs include appropriate references to leadership			
Strategic Aim 7: Maximise the impact of CPD on professional practice				
Strategic Objective 7A	Actions required	Who should lead?	Complete by when?	Progress update
Undertake a review of CPD policy	Establish a task and finish Group to review policy, consult with the profession on potential revisions and make proposals to Education Committee and Council	RCVS	2018	College plan A: Moving from a 'blame' to a 'learning' culture, point 7 The feedback from the pilot will be collated and reported to the Working Group on 6 December. Recommendations will be made to Education

				Committee in February 2019 and to Council in March 2019.
Strategic Objective 7B	Actions required	Who should lead?	Complete by when?	Progress update
Implement revised CPD policy	Develop IT systems to support CPD requirements	RCVS	2019	VF Action O: Focus on reflective practice (RCVS lead)
	Develop guidance to support revised requirements			College plan A: Moving from a 'blame' to a 'learning' culture, point 7.
	Communicate requirements to the profession			Results of pilot work will be reported to Education Committee and next steps agreed based on outcomes.
	Ensure that monitoring system is in line with revised policy			
Strategic Aim 8: Maximise the impact of PDP in supporting new graduates				
Strategic Objective 8A	Actions required	Who should lead?	Complete by when?	Progress update
Evaluate impact of PDP and implement appropriate improvements	Review emerging results from research project (Sheena Warman) to inform evaluation work	RCVS	Research completed	VF Action O: Focus on reflective practice (RCVS lead)
	Commission evaluation work			College plan A: Learning culture, points 2 and 8
	Implement improvements based on evaluation findings			This stream of work is now part of the Graduate Outcomes project.

Strategic Objective 8B	Actions required	Who should lead?	Complete by when?	Progress update
Help employers to provide support to new graduates	Research good practice	RCVS, with BVA and veterinary associations	2018 onwards	VF Action O: Focus on reflective practice (RCVS lead) College plan A: Learning culture, points 2 and 8 See above.
	Seek feedback from employers on the kinds of support they would find helpful			
	Make support available to employers and evaluate impact			
Strategic Aim 9: Establish the RCVS Fellowship as a ‘learned society’				
Strategic Objective 9A	Actions required	Who should lead?	Complete by when?	Progress update
Further develop the RCVS Fellowship	Monitor the implementation of the new Fellowship arrangements and make recommendations for the longer-term development of the Fellowship	RCVS (through the Fellowship Board)		College plan B: leadership and Innovation, point 3 This area of work is now being led by the Director of Leadership and Innovation, as the policy around the Fellowship sits more comfortably with this stream of work, and will report to the new Advancement of the Professions Committee. The Education Team retains responsibility for the application process.
Strategic Aim 10: Develop a proactive veterinary-led EU/global agenda where the UK can lead in public health, education, regulation and improving standards				

Strategic Objective 10A	Actions required	Who should lead?	Complete by when?	Progress update
Establish RCVS as an overarching body for Specialist registration and provider of qualifications for Europeans to become Advanced Practitioners	Discuss with CertAVP providers re engaging European candidates	CertAVP sub-committee reporting to EC	Ongoing	College plan D: Global reach, point 5
	Continue liaison with EBVS to harmonise processes for the recognition of European Specialists in order to streamline processes for listing with RCVS as far as possible	Specialist sub-committee	Ongoing	College plan D: Global reach, point 5
	Discuss potential for harmonisation of re-validation processes with Colleges outside Europe as and when these are introduced	Specialist sub-committee	Ongoing	College plan D: Global reach, point 5
Strategic Objective 10B	Actions required	Who should lead?	Complete by when?	Progress update
Develop RCVS as a leading European accreditation organisation	Make an application to ENQA for membership	PQSC reporting to EC	September/October 2018	College plan D: Global reach, point 6 The ENQA Report is on the agenda for the meeting. The ENQA Board met on 13 September and, at time of writing, RCVS is awaiting its decision.

Meeting	Education Committee
Date	3 October 2018
Title	Certificate in Advanced Veterinary Practice Report of sub-committee meeting held on June 11 2018
Classification	Unclassified
Summary	Report of sub-committee meeting held on June 11 2018
Decisions required	To note
Attachments	None
Author	Britta Crawford Education manager b.crawford@rcvs.org.uk 0207 202 0777

Minutes of the CertAVP Sub-Committee meeting held on 11 June 2018

Present:	Mrs Sharon Boyd	
	Dr Jill Maddison	Chair
	Prof Cathy McGowan	
	*Lucy McMahon	
	Mr Lance Voute	
	Col David White	
	*James Horner	
	Lucie Goodwin	
In Attendance	Mrs Britta Crawford	Education Manager

Apologies for Absence

1. Apologies were received from Lucy McMahon and James Horner. Lucie Goodwin has resigned from the sub-committee due to a conflict of interest in taking up a new post as Education Manager at the BSAVA.

Declarations of interest

2. There were no new declarations of interest,

Minutes

3. The minutes of the meeting held on 6 November 2018 were approved as a true record, with an amendment to the date.

Matters arising

4. There were no matters arising.

Synoptic Exams

Feedback – observer report

5. The Sub-committee noted Jill Maddison's feedback on the GSAS exam at Liverpool. She reported that from a clinical point of view she had no concerns, but there were still some issues in incorporating questions on the professional skills. This echoed Cathy's concerns regarding the GSAS exams at the RCVS where the professional skills questions were tagged on to the end of the exam and could be missed altogether if the candidate did not progress quickly enough through the questions. It was agreed that this issue should be addressed at the providers' meeting in October.

Third sit request

6. The sub-committee approved the request for a third sit for a veterinary dermatology synoptic exam.

Providers Meeting

7. The sub-committee discussed the providers' meeting scheduled for the end of October and the need to re-emphasise the importance of the professional skills based questions in the synoptic exam and how best to include them. Examiners and course leaders will be invited from all the providers. The sub-committee will begin the session by giving an overview of the issues; Liz Chan has agreed to come and speak to the group and the subcommittee will prepare sample questions, which can be reviewed in workshop sessions.

LAS Examiners

8. The CertAVP sub-committee agreed that Lucy Whitfield and Greg Whelan, both suggested by Sharon Boyd, would make suitable LAS synoptic examiners.

Equivalence

9. The sub-committee received two applications for equivalence. The first was from Andrew Crutchley who wished to claim equivalence for the C-C.4 Cattle module. The candidate was commended for a clear and detailed application. Equivalence was granted.
10. The second application was from Roberto Diez Gonzalez, who was claiming equivalence for the A-FAVP.1 module based on a BSAVA qualification. The application left the sub-committee unclear as to how the learning outcomes had been achieved and the applicant was invited to review his application and provide more detail on how these had been covered explicitly.

ACTION Britta to respond to candidates

Quality Assurance Reports

11. The sub-committee considered the quality assurance reports from each of the providers. It was acknowledged that whilst each provider was asked to provide the same information, the reports varied to some degree, with Liverpool's being acknowledged as the easiest to interpret. This was explained by the different approaches to providing the assessment and support for the qualification. On the whole the sub-committee was satisfied with both the information which was being requested and that which had been provided. However, it was concerned that Middlesex's external examiner report had been responded to by the support provider, Vet Learning, and not by Middlesex, which is the accredited institution. The sub-committee will write to Middlesex to ask for a response to the external examiner's report. The letter will also include a reminder that Middlesex holds the ultimate responsibility for the assessment in this instance and not Vet Learning.

Oncology Modules

12. Liverpool thanked Edinburgh for its hard work in preparing a first draft of the oncology modules. Liverpool had made some suggestions and content revisions to the modules. The sub-committee felt that these were good revisions and would be well received in Edinburgh. Sharon would take the modules back to Edinburgh for discussion.

Edinburgh MVetSci in Advanced Clinical Practice

13. Up to this point all modules assessed at Edinburgh, apart from A-FAVP.1 were provided as assessment only modules. Edinburgh were now introducing the MVetSci which would provide learning support for the CertAVP modules as part of a Masters course. The sub-committee was happy that the assessment which would be taken for the CertAVP modules as part of the Masters course was sufficiently robust. Edinburgh was asked to review the level of assessment for the assessment only CertAVP cattle modules.

Statistics

14. The sub-committee noted the statistics.

Any other business

15. Sharon Boyd wished to officially thank Bristol for its support in enabling a synoptic exam for a candidate who was not well enough to travel to Edinburgh.

Date of next meeting

8 October 2018

Britta Crawford
Education Manager
March 2018
b.crawford@rcvs.org.uk

Meeting	Education Committee
Date	3 October 2018
Title	Statutory Exam update
Classification	Unclassified
Summary	<p>This paper updates the Committee on the progress of the Statutory Membership Examination review. It includes</p> <ol style="list-style-type: none"> a. Draft of the Membership Examination Handbook outlining the examination and application processes. b. Draft of the self-assessment skills list. c. Draft procedure for processing applications from veterinary surgeons declaring their intention to sit the examination. d. Proposed changes to the membership and terms of reference for the examination board.
Decisions required	<ol style="list-style-type: none"> 1. To note progress with this work. 2. Agree the contents of the Examination Handbook 3. Agree the self-assessment skills list 4. Agree the procedure for processing applications from veterinary surgeons declaring an intention to sit the examination 5. Agree the proposed changes to the structure and terms of reference for the examination board
Attachments	<p>Annex A: Membership Examination Handbook</p> <p>Annex B: Self-assessment skills document</p> <p>Annex C: Procedure for processing applications from veterinary surgeons declaring their intention to sit the examination</p> <p>Annex D: Proposed changes to the structure and terms of reference for the examination board. (TO FOLLOW)</p>
Author	<p>Victoria Hedges Examinations Manager v.hedges@rcvs.org.uk 0207 202 0782</p>

Background

1. Education Committee and PQSC previously agreed draft proposals for the new Statutory Membership Examination. The proposed examination will be delivered from 2019.
2. The written examination will consist of two parts, an MCQ paper (single best answer clinical vignette format) and an open book examination used to test knowledge of the RCVS Code of Professional Conduct.
3. The Clinical, Practical Examination in the form of a 3D (multi-dimensional) Objective Structured Clinical Examination has been developed. This examination assesses range of skills including communication, professionalism, ethical awareness, clinical reasoning etc., against all of the species and veterinary public health.
4. This paper provides an update on the progress of developing the examination and provides the draft Examination handbook, self-assessment skills document, procedure for processing declarations from veterinary surgeons intending to sit the examination and proposed changes to the examination board membership and terms of reference. The Committee is invited to approve these documents.

Update

5. The proposed amendments to the Statutory Instrument, covering the regulations that govern the examination and the fees to be charged, have been approved by the Privy Council. These come into effect on 1st October 2018.
6. A contract has been drawn up between the RCVS and the Vet Schools Council to provide access to the MCQ questions used in finals papers of the veterinary schools.
7. The formative questions for both written papers are in their final stages of preparation.
8. RCVS has signed a contract with Speedwell online examination software. This will allow us to deliver computer-based examinations.
9. The OSCE stations are in their final stages of development and are currently being trialled.
10. Following a tender process, Glasgow Veterinary School has been awarded the contact to host the OSCE examination for 5 years from 2019 to 2023.
11. A draft of the revised candidate's handbook has been provided. This provides information about the application process and the examination to veterinary surgeons considering entering the examination. It is proposed that this is published as soon as possible in October. It is intended that once the content has been agreed the document will be proof-read, formatted and photographs added.

12. Part of the agreed application process is for the applicant to complete a self-assessment skills list. It is felt that the list of skills contained within the current Student Experience Log (SEL) would be suitable for this purpose. Applicants will be encouraged to identify the areas that they need to develop further and document this in an action plan. This is intended to provide the applicant with the opportunity to decide if they are likely to succeed in the examination. We will check that it has been submitted but we will not normally reject an applicant based on the information they provide. If however if it is clear that the applicant's previous experience falls far short of what is expected then they will be strongly advised to gain further experience before applying.
13. A written procedure has been produced outlining the process that will be implemented when considering applications from veterinary surgeons declaring their intention to sit the examination. The procedure aims to provide transparency around the process and decisions made to accept or reject an application.
14. The Examination Board terms of reference and membership has also been revised. Currently the decision to proceed to the Clinical, Oral, Practical (COP) examination is made by the Chair of the examiners. The examiners meet immediately following the COP to confirm passes and fails. The Examination Board normally meets in August or September after the results have been published.
15. The proposal is for the new Board to take on the role of confirming results prior to them being issued to candidates.
16. Education Committee is invited to:
 - a. note progress with this work.
 - b. agree the contents of the Examination Handbook
 - c. agree the self-assessment skills list
 - d. agree the procedure for processing applications from veterinary surgeons declaring an intention to sit the examination
 - e. agree the proposed changes to the structure and terms of reference for the examination board



Statutory Membership Examination Guidance

You are advised to read this guidance carefully and to refer to it as necessary at the different stages of the exam process. It describes the exam application process, the format and content of the exam and gives some advice about preparing yourself to sit the exam.

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1. Introduction

Only veterinary surgeons and veterinary nurses registered with the RCVS can practise veterinary medicine in the United Kingdom. The entitlement to be registered as a member of the RCVS is determined by the **Veterinary Surgeons Act 1966**.

If you would like to register to practise in the UK as a veterinary surgeon but your veterinary degree is not recognised by the RCVS, you must sit and pass the RCVS Statutory Membership Examination.

Membership of the RCVS is not a substitute for a work permit or for meeting UK immigration regulations.

This handbook guides you through the process of applying to sit the Statutory Membership Examination. It describes the exam application process, the format and content of the examination and gives some advice about preparing yourself to sit the examination.

You are advised to read this guidance carefully and to refer to it as necessary at the different stages of the exam process

If after reading the handbook, you have question or require further information, please contact the Assessment and Examinations Team on 020 7202 0782 or rcvsexam@rcvs.org.uk. Please note that office hours are 9.15- 5pm. We aim to respond to emails within 3 days of their receipt.

1.1. Legislative framework

The Statutory Membership Examination is held under the provisions of Section 6 of the Veterinary Surgeons Act 1966, and in accordance with the Regulations made under sub-section (4) of that section. The examination is designed for veterinarians qualified overseas who wish to obtain the right to practise in the UK. The examination tests whether a candidate has the knowledge and skills for practising veterinary surgery in the UK. The standard of knowledge and skill required to be shown by candidates in order to satisfy the examiners in the statutory examination shall be not less than the standard required to qualify as a veterinary surgeon under section 3(1) of the Act.

Success in the examination leads to the right to register and to practise in the UK. However, candidates must be aware that the UK is a member state of the European Union (EU). The UK is therefore subject to EU as well as national (UK) Legislation. This means that veterinary surgeons who work in the UK must be aware of both UK and EU legislation as it relates to their veterinary activities in the UK.

1.2. RCVS Day One Competences

The **RCVS Day One Competences** are the minimum essential competences that the RCVS expects all veterinary students to have met when they graduate, to ensure that they are safe to practise on day one, in whichever area of the profession they start to work. Veterinarians who qualified overseas are also expected to meet these minimum standards and therefore the examination is designed to provide candidates the opportunity to demonstrate that they meet or exceed this minimum standard. You are advised to read the document carefully and refer to it throughout your exam preparation.

1.3. Format of the Examination

The Statutory Membership Examination shall normally be held once a year and shall be designed to test the candidate's general veterinary knowledge and skills across such subjects outlined in the RCVS Day One Competences document. The examination shall cover the underpinning knowledge

and understanding, and practical and professional competences required to practise as a veterinary surgeon in the United Kingdom. This includes coverage of **veterinary public health, and medicine, surgery and the husbandry associated with companion animals, production animals and horses.**

The examination shall be in two parts consisting of two written examinations; and clinical, practical examinations in the form of a Multi station Objective Structured Clinical Examination (OSCE).

A candidate must first satisfy the examiners in each of the written examinations, before proceeding to take the clinical, practical examination.

In order to pass the statutory examination overall, the candidate must pass the written examinations and the clinical, practical examinations during the same examination period. It is not possible, for example, to sit the written papers in one year and the Clinical, Practical Examination the following year.

There are five stages that potential registrants must complete before they can practise veterinary medicine in the United Kingdom. These are described below:

Stage 1 – Declaration of your intention to sit the RCVS Statutory Membership Examination.

You will need to complete an [application form](#) and provide proof of your veterinary degree, your identity and the self-assessment skills list. This will be checked by an education officer and if you meet our requirements, you will be added to our active list of individuals preparing for the examination and be given permission to 'see practice'.

Stage 2 – Application to sit the examination

If you are eligible to sit the examination, you will be sent the examination application form. This form must be returned to us by 14 February in the year in which you wish to sit the examination, along with the fee of £2,500 and proof of your International English Language Test System (IELTS) score and letter(s) or Certificate(s) confirming your good standing.

Stage 3 – Written examinations

The two written examinations will be held in April. Paper 1 and Paper 2 will be held over two consecutive weeks. The examination will be administered via secure computer delivery at a test centre in the UK. You must pass both papers before you can proceed to the Clinical, Practical Examination.

Paper 1 Closed book (no reference material can be used)

This part of the examination consists of a Multiple-Choice Question (MCQ) paper consisting of 250 'clinical vignette, single best answer' questions that test both knowledge and clinical reasoning. The total delivery time will be 6 hours 15 minutes. Scheduled breaks will be provided after certain sections of the examination.

Paper 2 Open book (Access to the RCVS Code of Professional Conduct will be provided)

Paper 2 is designed to test candidates' knowledge of the RCVS Code of Professional Conduct. This examination consists of 60 MCQs. Candidates will be provided with access to the RCVS Code of Professional Conduct during the examination.

Stage 4 – Clinical, Practical Examination

The final part of the examination is the Clinical, Practical Examination in the form of an Objective Structured Clinical Examination (OSCE). The examination will be held in late June / early July at a veterinary school in the UK. During the examination, candidates rotate through twelve OSCE stations. Candidates are given a maximum of 20 minutes to complete each station. Each OSCE station assesses a range of skills including communication, professionalism, ethical awareness, clinical reasoning, application of knowledge and other parts of the RCVS Day One Competences. The examination will normally be completed over two consecutive days.

Stage 5 – Registration

Examination results will be sent via email 4 weeks after the final part of each section (open book exam or Clinical, Practical Examination).

Candidates who pass the whole of the statutory membership examination are eligible to apply for admission to the Register of the RCVS.

Successful candidates must attend the RCVS offices in person in order to register and be admitted to membership. RCVS holds a short ceremony for candidates who have passed the examination. This normally takes place in late August or early September a few weeks after the examination results are issued.

1.4. Working as a Veterinary Nurse

All veterinary nurses in the UK have to be registered with the RCVS. Veterinary surgeons who do not also hold an appropriate veterinary nursing qualification may not apply for registration as a veterinary nurse. This is because the required competences and skills (and their education and training) have significant differences from those of veterinary surgeons.

1.5. Month by month activity overview

[A month by month overview of activity will be entered here]

2. Declaring your intention to sit the RCVS Statutory Membership Examination

If you hold a veterinary degree and intend to sit the RCVS Statutory Membership Examination, you must:

- a. Declare your intention by completing the [Initial Declaration of Intention to Sit the RCVS Statutory Examination of Membership form](#);
- b. Provide proof of your primary veterinary degree or diploma;
- c. If available, provide university issued transcripts of your studies;
- d. Provide proof of your identity;
- e. Confirm your belief that you have the relevant knowledge and skills by completing the self-assessment skills list;
- f. Submit an application for exemption from IELTS, if applicable. (see section 4.3 for further information);
- g. Complete a reasonable adjustment application, if appropriate.

2.1. Proof of primary veterinary degree

The Examination Regulations require you to provide proof of your primary veterinary qualification (normally a copy of the certificate or diploma that you received upon graduation from your university).

You must send us a copy (photocopy or electronic scan) of your veterinary degree certificate and transcripts (with translations if the documents are not written in English). When you send us your [Declaration of intention to sit form](#) please **do not** send your original veterinary degree certificate, we cannot be held responsible for any loss if you ignore this instruction.

Please keep your original certificate safe and ensure that it is available for you to bring to your registration appointment after you pass the examination. If we need to see your original veterinary degree certificate beforehand, we will contact you to make an appointment.

The RCVS normally accept applications from veterinary surgeons who hold a degree or diploma awarded after at least 5 years of full-time study. The degree or diploma should normally be listed on the World List of Universities or the AVMA-Listed Veterinary Colleges of the World. Where this is not the case the RCVS may require further information to allow us to establish that the national government in the country which awarded the qualification allows you to practise veterinary medicine in that country.

2.2. Transcripts

If your university issued transcripts of your studies, you must send these to the RCVS as part of your declaration of intention to sit the examination. These must also be translated into English.

2.3. Proof of your Identity

You are required to provide a copy of your passport photo page. If your name differs from that on your degree or diploma you must also send a copy of the relevant legal document linking both names e.g. marriage certificate / divorce certificate. If your name differs between documents for another reason, please contact the Assessment and Examinations Team for further instruction.

2.4. Self-assessment skills list

Applicants must complete a self-assessment of their skills and knowledge to demonstrate that they have previously acquired knowledge and carried out the clinical activities featured in the RCVS Day One Competences document. The skills assessment form provides the opportunity for applicants to

reflect on the skills they have and make an informed decision about their likelihood of passing the examination. If there are a few areas which need to be covered the applicant should complete an action plan identifying how they will address these areas. This may include undertaking additional training, seeing practice, CPD or other suitable activity.

2.5. Candidates with special requirements or requests for reasonable adjustment

If you need reasonable adjustment or special provision to be made for you in the examination on account of a disability or other particular need, you should notify RCVS in writing of your particular need as early as possible in the examination application process and in all cases before the examination entry closing date, or it may not be possible to make the necessary arrangements for you in time.

RCVS will discuss what arrangements can be made, with you, the Lead Examiner and medical advisers as appropriate. Applications made for medical reasons must be accompanied by a current medical letter or certificate (translated into English).

Assessments for special educational needs must have been made after your sixteenth birthday.

In some exceptional cases, you may be asked to make a contribution towards any additional costs incurred, depending on the circumstances.

2.6. IELTS Exemption

Please see section 4.3 for information about applying for exemption from the International English Language Test.

2.7. Translations of documents

If any documents submitted as part of the declaration or examination application are not written in English, you must provide an English translation alongside the photocopy of the original document.

All translations must be made by a professional translator and certified by the translator or a university or regulatory body.

2.8. Recent graduates

If you have recently completed your studies and know that you have passed your degree, but your certificate has not yet been issued you are advised to contact the RCVS Assessment and Examinations team to discuss the likelihood of you being able to enter the examination. You should be prepared to provide specific information such as the date that your certificate will be available.

2.9. Submitting your application

It is recommended that candidates should start the application process in October, at least 5 months before the closing date for examination entry.

You may submit your declaration all year round. If you intend to enter the next examination we must, receive completed declarations and supporting documents by 31 January otherwise, we cannot guarantee that we will have sufficient time to carry out the necessary checks before the examination closing date of 14 February.

You should aim to send all the documents together by post or email. We will email you to confirm receipt. Once all the evidence has been submitted your application will be reviewed to establish if you meet our requirements. You will normally receive a written response outlining the outcome of your application within two weeks of receiving a completed application. If you are eligible to apply to sit the

examination, you will be sent an application form and a letter confirming that you may “see practice” (see section 3.3). You will also be added to **our active list of individuals preparing for the examination**.

The evidence you provide will be kept on file as long as you confirm that you are intending to sit the examination. If we believe that you are no longer intending to sit the examination i.e. five years after last communication) your documents will be destroyed, and you will be required to submit a fresh application.

[2.10. Renewal of your Declaration of intention to sit](#)

Accepted declarations to sit the examination are valid until 14 February. All veterinary surgeons who are preparing for the examination must renew their declaration of intention to sit annually in order to remain on our active list. If you do not enter the examination, you will need to renew your declaration of intention. We will contact you for an update after the examination closing date.

3. Preparing yourself for the examination

You are responsible for preparing yourself to sit the examination. RCVS provides information about the examination to assist candidates in their preparation but does not provide any courses or other tutorial support. Access is provided to a formative quiz to assist candidates to familiarise themselves with the computer based online delivery question format.

Candidates are advised to familiarise themselves with the RCVS Day One Competences.

3.1. Courses of study

There are currently no courses to help prepare candidates for the examination. If we receive details of a course aimed at preparing candidates for the examination, we will provide these to candidates.

RCVS does not offer or endorse this type of course but we will pass on this information as a service to candidates. It is up to you to decide whether it will be useful to you to attend a course, or not. Please direct any enquiries to the provider of the course you are interested in.

3.2. Studying and access to libraries

Once you have met the examination entry requirements and have been accepted as a candidate to sit the next examination you will be able to obtain membership of the RCVS Knowledge Library.

Examination Candidates are offered special library membership category which allows them to borrow books. There is a fee of £25 for 6 months membership and an additional fee for sending books in the post. The Knowledge Library is open Monday to Friday, 9.15am - 5pm. Please contact us by email library@rcvsknowledge.org or telephone 020 7202 0752 in advance to arrange an appointment and let us know the material you would like to use. Membership forms are available on request.

You may be eligible to apply for a reader's pass to the British Library's science collections. For information about the British Library's admission arrangements go to www.bl.uk.

3.3. Practical and clinical experience – Seeing Practice

As well as studying, spending time at UK veterinary practices will help you to gain practical and clinical experience in preparation for the examination. This is referred to as “seeing practice”. You may see practice under the Veterinary Surgeons (Practice by Students) (Amendment) Regulations 1993. The regulations described below allow you to attend veterinary practices in the UK for the purpose of seeing practice.

The Veterinary Surgeons (Practice by Students) (Amendment) Regulations 1993

These Regulations permit overseas veterinarians to gain clinical experience in UK veterinary procedures by attendance at a UK veterinary practice for the purpose of entering for the examination.

Under these Regulations the supervising veterinary surgeon is responsible for what a veterinary student or a candidate for this examination does and, therefore, has discretion to decide what procedures you may carry out. The Regulations set down different degrees of supervision for different procedures.

The Veterinary Surgeons Act 1966 provides, subject to a number of exceptions, that only registered members of the RCVS may practise veterinary surgery and the RCVS Code of Professional Conduct

for Veterinary Surgeons states that ‘Veterinary surgeons must ensure that tasks are delegated only to those who have the appropriate competence and registration’.

Exceptions to this rule are described in the Code’s supporting guidance under the heading, ‘Treatment of animals by unqualified persons’. The exception at 19.6 enables a registered vet, at his or her discretion, to supervise your seeing practice in the same way that he or she would supervise a veterinary student as part of their clinical training, and the levels of supervision that apply are described in paragraph 19.7. Both paragraphs are set out below:

19.6 “The Veterinary Surgeons (Practice by Students) (Amendment) Regulations 1993 identify two categories of student, full time undergraduate students in the clinical part of their course and overseas veterinary surgeons whose declared intention is to sit the MRCVS examination within a reasonable time. The Regulations provide that students may examine animals, carry out diagnostic tests under the direction of a registered veterinary surgeon, administer treatment under the supervision of a registered veterinary surgeon and perform surgical operations under the direct and continuous supervision of a registered veterinary surgeon.

19.7 The RCVS has interpreted these as follows:

- (a) 'direction' means that the veterinary surgeon instructs the student as to the tests to be administered but is not necessarily present
- (b) 'supervision' means that the veterinary surgeon is present on the premises and able to respond to a request for assistance if needed
- (c) 'direct and continuous supervision' means that the veterinary surgeon is present and giving the student his/her undivided personal attention”

If you see practice under these Regulations you must notify RCVS of your arrangements using a seeing practice form and provide updates as appropriate. The seeing practice form is available on the [RCVS website](#).

3.3.1 Finding a veterinary practice

RCVS cannot help you find a veterinary practice or recommend any establishments. You must make your own arrangements. The RCVS Find a Vet database allows you to search for veterinary practices by geographical location and is available on the RCVS website at <http://findavet.rcvs.org.uk/find-a-vet/>

It is for you to decide how much time you need to spend “seeing practice” based on your assessment of your abilities and knowledge of UK veterinary practice. You may need to arrange to spend time at several different veterinary practices and/or one or more of the animal charities to gain practical experience with horses, production and companion animals and Veterinary Public Health.

4. Applying to sit the examination

An examination application form will be sent to you with the email confirming that your declaration of intention has been accepted. Forms will also be sent to all those who have renewed their intention to sit.

When you submit the application, you must provide the following

- a. Examination application form
- b. International English Language Testing System (IELTS) test report confirming you have achieved the minimum standard or confirmation of your exemption
- c. Evidence (certificate / letter) of your good professional standing
- d. One recent passport-style photograph
- e. Examination fee

You will be accepted as an examination candidate only after we have received all the items that make up a complete application. Upon completion of all entry requirements, you will receive written confirmation from RCVS that you have been accepted as a candidate to sit the next examination and you will be given your examination number.

In addition to meeting RCVS examination entry requirements, you may also need to obtain entry clearance from the British Embassy or High Commission in the country you are living in, or a national of, in order to enter the UK to take the examination. RCVS is unable to offer advice with regard to your visa status or work permit status. For such advice please contact the Home Office.

4.1. Examination application form

The closing date for entry for the examination is 14 February each year. It is your responsibility to complete and submit your application by the closing date. If you are sending your application by post, we advise you to obtain proof of posting. Applications will be accepted if they reach RCVS after 14 February provided you can provide proof of posting dated on or before 13 February (UK first class post only).

4.2. International English Language Testing System (IELTS) test report

All RCVS registrants, regardless of whether or not English is their first language, must be able to:

“Communicate effectively with clients, the public, professional colleagues and responsible authorities, using language appropriate to the audience concerned.

Effective communication includes effective listening and responding appropriately, both verbally and non-verbally, depending on the context.”

The Statutory Membership Examination regulations require every examination applicant to provide proof that they have achieved the minimum overall band score of at least 7.0 in the **academic** International English Language Testing System (IELTS) English test and a score of at least 7.0 in each of the four parts (Listening, Reading, Writing and Speaking) of the test.

Once you have achieved the required standard in the IELTS test you must arrange for the test report form (TRF) to be provided to us. You can send your test result to us by post or provide a good quality scanned copy by email (We cannot accept photocopies). Alternatively, you can arrange for your test centre to post them directly to us.

Test scores must be in date on all days you intend to sit all examinations i.e. April to June.

Test scores are valid for two years from the date of your test.

We do not accept scores from any other English tests.

We will confirm that we have received the test report once we have verified your scores through the IELTS verification service.

IELTS test results are normally available to collect from the test centre 13 days after taking the test. We strongly advise you aim to take your IELTS test as far in advance of submitting your application as possible. Failure to meet this requirement on the closing date of the examination will result in your application being denied.

4.3. IELTS Exemption Policy

If you are a native English speaker and English is your first language, it may be possible to exempt you from taking an IELTS test. In order to apply for an exemption, you will need to provide evidence that you meet both of the following criteria:

- your first, native, language is English
- your veterinary degree was taught and assessed entirely in English

Applications for exemption must be made in writing by post or email. You can apply for exemption when you submit your intention to sit up until the 1 December in the year before the exam.

You need to provide the independently verifiable evidence we require before we can consider exemption. It is not possible to consider applications received after 1 December because RCVS committees which have discretion to grant exemption meet at fixed times during the year and it may not be possible to reach a decision outside the meetings.

If you intend to apply for exemption, please **email the Assessment and Exams** team who will provide you with the necessary application form.

When completing the application, you will be required to confirm that English is your first, native language and provide supporting evidence from one of the following categories:

- Documentary evidence (e.g. a letter from your school/college or qualification certificates obtained through a recognised awarding body) that you have been educated in English at primary and/or secondary level in, for example, Australia, Canada (except Quebec), Ireland, New Zealand, South Africa, USA, or the UK for at least 5 years
- Certificates of secondary school or further education qualifications examined in the medium of English and awarded by an accredited UK awarding body, such as GCSEs, A levels, Scottish Standard Grades or Highers, the International Baccalaureate.
- Certification of a course of higher education in the UK of at least 3 years duration leading to a degree awarded by a recognised UK university

You must arrange for your university to write a letter to RCVS to formally confirm that your whole veterinary degree was obtained at an English-speaking University where the whole course was taught and assessed solely in the medium of English. This letter must be written in English and be sent to the RCVS directly from the University.

We will treat each application on its individual merit. If you are unable to provide this evidence, you will need to take an IELTS test.

4.4 Evidence of your good professional standing

Before an examination entry is accepted RCVS must be satisfied that:

- you are of good standing, i.e. that there is no charge of crime or unprofessional conduct outstanding against you;
- you are of good character in general terms;
- the information provided relates to your most recent period of veterinary employment and registration or student activity;
- the evidence provided is current and up-to-date. We accept letters dated within the examination entry period (1st October – 14 February). We do not accept letters dated or received outside this time (15 February - 30 September).

You must provide RCVS with up-to-date evidence of your good standing each time you apply to sit our examination. Letter(s)/certificates/other documents must be sent DIRECT to the RCVS registration department by the originator to the address on the front page of this handbook. If a letter is sent by fax or email, the original, signed, letter must also be sent to RCVS by post before we can confirm that you have met our requirement.

4.4.1 Who may provide evidence of your good standing?

We require a letter or certificate from the veterinary licensing authority of the country in which you are currently registered or were last registered. This must be accompanied by a notarised English translation where necessary. It should be noted that in some cases, RCVS may require additional evidence of good character, especially if your registration is not current or you have not practised within the last 3 months. If a letter provided on your behalf does not meet RCVS requirements, we will inform you as soon as possible and RCVS registration department will discuss provision of additional suitable documentation with you.

If you are a recent graduate and have not previously been registered, you should obtain a letter or certificate of good professional standing from the Dean or Principal of the university or college at which you obtained your primary veterinary qualification.

The RCVS will not normally accept evidence which is presented by the candidate. However, if your veterinary licensing authority or university cannot provide a letter or certificate written in English, a copy of the letter or certificate may be sent to you, so that you can get it translated. You must then send the original notarised translation to the RCVS. The original copy must still be sent directly from the originator.

It is our experience that some organisations take several months to provide the evidence of good professional standing. You should therefore request the document at the earliest opportunity.

It is your responsibility to ensure that RCVS receives your letter or certificate of good professional standing. RCVS is not responsible for chasing up these letters. If the evidence is not provided by the examination entry closing date, then it is possible that you will not be able to enter the examination.

If you cannot provide a letter as described above, you will have to arrange for RCVS to receive evidence of your good standing from other sources. Please send an email to rcvsexam@rcvs.org.uk

outlining your query. If necessary, you will be sent a form to complete which will allow the registration team to consider your circumstances and advise you how to meet our requirement.

4.5. One recent passport-style photographs

You must provide a recent passport style photograph with your full name, date of birth and signature on the back.

4.6 Number of examination attempts

Candidates may attempt the examination as many times as they wish. For each attempt you will be required to pay the full examination fee. Under the examination regulations, education committee may, if it thinks fit, withdraw the right to sit the examination from a candidate. If the committee decides to use their power to do this, that decision will override their rule allowing unlimited attempts at the whole examination.

4.7 Examination fees

The cost of the examination is £2,500. This is made up of the examination fee of £2,200 and a non-refundable administration charge of £300. The examination fees are reviewed on an annual basis.

Each fee allows one attempt at the examination. If you are not successful and decide to sit the examination again a separate application form must be completed, and another fee and administration charge paid.

Payment by bank transfers or credit card is preferred. Details are provided on the examination application form. Please note, all international bank charges are incurred by the person paying the fee, including those levied by our bank, which is approximately £7.00.

Cheques must be drawn in pounds sterling only and made payable to the 'Royal College of Veterinary Surgeons'.

4.8 Withdrawal and refunds

Before applying to enter the examination, you should make sure that you have the necessary permissions and/or visas to travel to the UK, in order to avoid the possibility of having to withdraw your entry at a late stage.

If you wish to withdraw from the examination, you must notify RCVS in writing. If notification is sent by email, a letter, signed by the candidate who has withdrawn, must follow by post. Any refund of an examination fee will be made payable to the person who paid the fee. The administration fee will not be refunded.

Withdrawal before 14 February

RCVS will refund the examination fee of £2,200, if your written notification of withdrawal is received by RCVS before the examination entry closing date.

Withdrawal not less than 28 days before examination

If you withdraw after the closing date but not less than 28 days before the beginning of the examination, RCVS will refund half the examination fee £1,100.

Withdrawal within 28 days of the examination

There is no refund if you withdraw less than 28 days before the examination.

Failure to attend the examination

RCVS will not make any refund of the fee to a candidate who fails to appear at the examination.

Discretionary refunds on medical or compassionate grounds

If you have to withdraw from the examination for medical or compassionate reasons, you may possibly be eligible for a discretionary refund of some or the whole examination fee.

You must submit your request in writing with documentary evidence to support the medical or compassionate grounds cited no later than 28 days after the part of the examination that you missed. You may have to wait several months for a decision because the RCVS committees which have discretion to grant refunds meet at fixed times during the year and it may not be possible to reach a decision outside the meetings.

4.9. Reapplications following failure or withdrawal

Each time you apply to enter the examination you must

- complete a new application form,
- pay the appropriate examination fee,
- arrange for RCVS to receive up-to-date evidence of your good professional standing
- meet any other entry requirements. You will have to sit another academic IELTS test if your previous report is out of date (more than two years old)

5. Admission to the Register

Candidates who pass the whole of the Statutory Membership Examination are eligible for admission to the Register of the RCVS. It is a legal requirement under the Veterinary Surgeons Act 1966 that you register and are admitted to membership of the RCVS before engaging in any type of veterinary work in the UK or using the letters MRCVS after your name.

Some successful candidates will also have to meet UK Home Office immigration criteria to work in the UK and may require a work permit. These requirements are separate from the requirement to be registered with the RCVS.

Successful candidates must attend the RCVS offices in person in order to register and be admitted to membership. You must bring your passport or identity card with you and also your original veterinary degree certificate or diploma. Registration fees must be paid before you attend to register. Full details will be sent with your examination results.

5.1 Admissions ceremony

RCVS holds a short ceremony for candidates who have passed the examination. This takes place in late August or early September a few weeks after the examination results are issued.

If you cannot attend this ceremony, you can arrange to attend one of the RCVS' regular routine registration sessions. Dates are available from the RCVS Registration Department. Please note appointments are provided on a first come first served basis. If you need to attend a registration appointment because you have been offered a veterinary position in the UK, and there are no available dates listed ahead of your start date, please submit a copy of the job offer letter you received from your new employer (ensuring it includes your start date) with your Registration Form. Please note this will usually be dependent on the cancellation of an existing appointment, so we are not able to guarantee you an earlier appointment, but we will do our very best.

Registration fees and retention fees are reviewed annually and are increased from 1 April. Please look at the RCVS website for details of current fees <http://www.rcvs.org.uk/about-us/fees/> If you do not pay your annual retention fee, your name will be removed from the Register and you will not be able to practise as a veterinary surgeon in the UK.

6. About the examination

This section of the handbook provides information about the scope, standard, format and content of the written examinations and the Clinical, Practical Examination.

The examination is conducted in English and all communication with candidates, before, during and after the examination will be conducted in English.

6.1. General information

The [RCVS Day One Competences](#) are the minimum essential competences that the RCVS expects all veterinary students to have met when they graduate, to ensure that they are safe to practise on day one, in whichever area of the profession they start to work. Veterinarians who qualified overseas are also expected to meet these minimum standards and therefore the examination is designed to provide candidates the opportunity to demonstrate that they meet or exceed this minimum standard. You are advised to read the document carefully and refer to it throughout your exam preparation.

The examination shall cover the underpinning knowledge and understanding, and practical and professional competences required to practise as a veterinary surgeon in the UK including coverage of veterinary public health, and medicine, surgery and the husbandry associated with companion animals, production animals and horses.

Only veterinary surgeons who have submitted an [examination application](#) and supporting documents, paid the examination fee and had their application accepted may attend the examination.

Examination application forms are available from the RCVS. If your application is accepted, you will receive confirmation of the date and time of your written examinations two weeks after the closing date.

Candidates who are successful in both written examinations will receive details of the time of their Clinical, Practical Examination along with their written examination results.

Candidates must achieve a pass in both written examinations before proceeding to the Clinical, Practical Examinations. It is not possible, for example, to sit the written papers in one year and the Clinical, Practical Examination the following year.

The examination is should not be taken without thorough preparation.

6.2. Timings and Venue

All parts of the examination are held in the UK. It is not possible to sit any part of the examination outside the UK. The closing date for the examination is 14 February of the year in which the examination is to be taken. The entry form, supporting evidence and fee must be received by this date.

The examination starts with the written examinations which take place under strict supervision at a secure computer delivery test centre in the UK. Paper 1 will be held over one or two consecutive days and Paper 2 will be held on one day, a week after Paper 1.

Successful candidates will be eligible to sit the next Clinical, Practical Examination, which will be held over one or two days at a vet school in late June or early July.

Candidates are responsible for making their own travel and accommodation arrangements.

Candidates are expected to arrive at the test centre at least 20 minutes before their booked examination time. You should allow plenty of time to travel to the examination venue. If you are late you will not be able to take the examination.

It should be noted that the examination is designed and delivered by the RCVS and therefore all correspondence should be directed to us. Candidates must not contact the computer delivery test centre or the vet school directly because they will not be able to offer assistance.

6.3. Emergency evacuation procedures

If you are instructed to evacuate the examination room you should follow instructions provided by the invigilator, examiner or other test centre personnel. You should leave the examination area in an orderly way, without taking anything with you. You must assemble at the designated area and not leave this area. If you are permitted to return to the examination room, you should do so immediately you are instructed. Candidates who are absent once the examination has re-started will not be readmitted.

6.4. Identification

You must bring identification to the examination. We accept an in date / unexpired passport or ID card. If your name on your identification document differs from that on the booking confirmation for the RCVS, you must contact us to discuss what additional documentation you need to bring.

6.5. Prohibitive items

You are not permitted to take any of the following items into either the written examination or the Clinical, Practical Examination.

- Any educational, test preparation or study materials
- Personal items, including mobile phones, hand held computers, pagers, watches or other electronic devices (clocks will be provided in the Clinical, Practical Examination where required).
- Bags, purses, wallets
- Coats and outdoor wear not required for the examination
- Food, gum or sweets (you are permitted to take a bottle of water or soft drink with a sports cap. The label on the bottle must be removed)
- Good luck charms
- Lip balm
- Medical devices/aids (if these are essential then please inform the RCVS during the application process)
- Hats, scarves and coats and large jewellery must not be worn in the testing room. Bracelets which bang or scratch on the table must be removed to prevent disturbance to other candidates.

6.6. Fit to sit the examination

By presenting yourself at the examination centre, you are indicating that you are fit to sit the examination. If you become unwell at any point during the examination, you should inform one of the test administrators or examiner immediately.

6.7. Written examinations

The written examination will test the **RCVS Day One Competences**

6.7.1 Paper 1

The examination consists of 250 clinically relevant Multiple-Choice Questions (MCQ) that test both knowledge and clinical reasoning. Each question consists of a clinical vignette, single best answer with 5 options. Candidates are required to select the single best answer. With this type of question several of the options are potentially correct but one is a better match to the question than the others by a clear margin.

The total delivery time will be 6 hours 15 minutes. Scheduled breaks will be provided after certain sections of the examination.

Negative marking will not be applied.

6.7.2 Paper 2

This part of the examination is an open book MCQ examination designed to test your knowledge of the RCVS Code of Professional Conduct and its application to veterinary scenarios. It will also test knowledge of key organisations and standards relevant to a veterinary surgeon practising in the UK. Because this is an open book examination you will be provided with access to an on screen and paper copy of the RCVS Code of Professional Conduct which you can refer to during the examination.

It is not possible for candidates to use their own copy of the Code of Professional Conduct.

Negative marking will not be applied.

6.7.3 Candidate examination conduct (written examinations)

When you arrive at the test Centre your ID will be checked. Your personal belongings must be placed in the locker or secure area indicated by the test centre staff. Mobile phones, pagers and electronic devices must be turned off before being placed in the secure storage area. Neither the test centre nor RCVS will be held responsible for lost, stolen or misplaced items.

Friends, relatives or children are not allowed to wait in the test centre.

You will receive a briefing outlining how candidates are expected to behave while at the test centre. There will be a short tutorial to remind you of the features of the computer-based test delivery format.

You are not permitted to take anything into the examination room except for a bottle of water or soft drink with a sports cap. The label must be removed.

When you enter the examination room you will be told where to sit. You must use the computer, keyboard and mouse provided to you. You will be given time to adjust your chair and make yourself comfortable. You will be provided with ear plugs should you wish to reduce noise from others. You will not be permitted to use your own.

You must not tamper with or attempt to tamper with the computer or use it for anything other than taking the examination.

You will also be provided with a wipe clean board and pen on which you can make notes. You must not write on any other materials, including your hands, arms or body. You must not make notes until

after the examination has started. A clean note board can be requested during your examination by raising your hand.

Access will also be provided to a calculator if required.

The invigilator will provide you with instructions for logging onto the computer and starting the examination.

If you need to attract the invigilator's attention for any reason, raise your hand.

If you experience any problems with the computer during the examination, notify the invigilator by raising your hand. If the issue cannot be immediately resolved, you will be moved to another computer and you will be able to continue the examination from the point you were at. All questions you have previously answered will be saved.

You cannot leave the examination room within the first 60 minutes of the section or the final 15 minutes (except in exceptional circumstances authorised by the invigilator). When the examination is over you must leave quietly, do not talk to other candidates until you are outside the building.

Communication of any kind with other candidates during the examination is forbidden.

6.7.4 Sample questions

We have provided a small sample of questions in Appendix 1 so that you can see how the questions will be presented. Once you have had your examination application accepted you will be provided with access to a short practice test presented in the same computer-based test format as the actual examination. This will provide you with an opportunity to experience the style of questions used in the examination as well as familiarising yourself with the computer based online delivery.

6.8. Clinical, Practical Examinations

The Clinical, Practical Examination will be in the form of an Objective Structured Clinical Examination (OSCE). The OSCE is a multi-station circuit of practical stations which candidates have a fixed period of time to complete. Each OSCE station assesses a range of skills including communication, professionalism, ethical awareness, clinical reasoning, application of knowledge and other parts of the RCVS Day One Competences.

The Clinical, Practical Examination normally consists of twelve OSCE stations in three separate circuits, (clinical skills lab, equine centre and production animal centre). Each OSCE station will be presented in a room or private area.

Examination administrators will make sure that you are at the correct circuit and have plenty of time to change into the correct clothing before the exam start time.

You will have 20 minutes to complete each station. A warning will be given when you have 5 minutes remaining.

There will be at least one examiner per OSCE station. They will mark you against a standardised scoring rubric. This will describe to the examiner the behaviours they need to see you complete before you can achieve the allocated marks. All candidates will be marked against the same scoring rubric.

The examiner records their marks independently. During the examination no examiner knows the marks you have scored at any other station.

The content of the examination reflects minimum essential competences that the RCVS expects all new registrants to have met. These may differ from other countries and therefore you should ensure that you are familiar with the methodology you are required to follow.

6.8.1. Examiners

The examiners are appointed by RCVS. There will be one examiner per OSCE station. They will observe you during the examination. The examiners will be experienced practitioners who have received training and standardisation to ensure rigour.

6.8.2 Candidate examination conduct (Practical, Clinical Examinations)

When you arrive at the examination Centre you will be shown to a waiting room and your Identity will be checked. You will also receive a briefing about the examination process.

Your personal belongings must be placed in the locker or secure area indicated by the test centre staff. Mobile phones, pagers and electronic devices must be turned off before being placed in the secure storage area. Neither the test centre nor RCVS will be held responsible for lost, stolen or misplaced items.

Friends, relatives or children are not allowed to wait in the test centre.

At the allocated start time you will be taken to the examination area where you will be shown to your first OSCE station. Outside the station, you will be given the opportunity to read the instructions for the station. This will include details about what the station tests and a scenario providing you with information about what you are expected to do.

When told to do so you enter the station and use the equipment available to complete the task. A copy of the station instructions will be available inside the station for you to refer to. Some OSCE stations will have live animals, animal handlers and actors playing the role of clients. In other stations clinical models/simulators will be used. You are expected to behave in the way you would when working in a practice in the UK.

When you finish each station, you may leave and sit on the chair indicated by the invigilator and wait until you are told to move to the next station. You are not permitted to communicate (talk or use other signals) with other candidates while waiting. When the next station is ready you will be directed to move to the next station and read the scenario.

Rest and changing stations will be provided if it is felt that they are necessary. If you need to use the bathroom during the examination an Examination Administrator will escort you to a washroom. You will not be given additional time to complete the examination if you do take a break.

When you have completed all stations in the circuit you will be taken back to the waiting area. Once you have completed all three circuits you will be able to collect your belongings and leave the test centre.

It may be necessary to run the circuits over two days. If this is the case all candidates will complete the OSCE stations in one or two areas on the first day and the final circuit(s) will be delivered on the second day.

You will not be permitted to take any equipment into the examination (except for the items detailed in section 6.11). Everything else you require will be provided. If you have been given permission via a reasonable adjustment request to bring your own equipment such as an amplified stethoscope these must be handed to RCVS staff when you arrive at the test centre. They will be checked and made available to you when necessary.

6.8.3. Health and safety

As the examination involves the use of live animals, the examiner reserves the right to stop you at any time during the examination if it appears that your level of competence is such as to jeopardise safety and/or welfare of the animal or examination personnel.

6.8.4. Dress code and PPE

[details of the attire and PPE will be put in here.]

6.8.5 Anonymity of candidates

The RCVS believes it is important to preserve the anonymity of candidates as far as possible. You will be invited to tell RCVS the name you would like to be known by at the Clinical, Practical Examinations so that the examiners can address you by name rather than your candidate number.

6.9. Notification of examination results

Examination results will be sent via email 4 weeks after the final part of the section (open book exam or Clinical, Practical Examination). You will be issued with a password to open your results letter. You should keep the password safe. Please note that no results are given by telephone.

6.10. Examination Outcomes

In order to pass the examination, you must gain the minimum standard set by the examiners for each examination. The possible examination outcomes are displayed in table 1.

If you pass both written papers you will proceed to the Clinical, Practical Examination.

If you fail Paper 1 (MCQ) you will not be able to proceed further.

If you pass Paper 1 (MCQ) but fail Paper 2 (Open Book), you will be given the opportunity to retake Paper 2 in May. If you are successful you will proceed to the Clinical, Practical Examination.

If you pass the Clinical, Practical Examination you will be invited to apply to register. If you are not successful you will be able to apply to sit the entire examination in the following year.

Please note that you are not able to carry marks over from previous sittings.

Table 1 – Possible examination outcomes.

Paper 1 (MCQ) - April	Paper 2 (Open Book) - April	Paper 2 (Open Book) retake - May	Clinical, practical Examination	Outcome
Pass	Pass	N/A	Pass	Pass – proceed to registration
Pass	Fail	Pass	Pass	Pass – proceed to registration
Pass	Pass	N/A	Fail	Fail
Pass	Fail	Pass	Fail	Fail
Pass	Fail	Fail	N/A	Fail
Fail	Pass	N/A	N/A	Fail
Fail	Fail	N/A	N/A	Fail

6.11. Examination appeals

RCVS has an examination appeals procedure carried out in accordance with Examination Appeals Rules made by the Council. An appeal may be made only in respect of the conduct of the examination and not against the academic judgment of the examiners. Appeals must be made using an appeal form obtainable from the RCVS and lodged within 28 days of the date of the letter advising you of the examination result.

6.12. Mitigating circumstances

If you feel there are serious mitigating circumstances (e.g. sudden onset of illness) affecting your performance at the examinations, which you wish to bring to the attention of the examiners, you must report these to RCVS in writing at the earliest opportunity.

If you cannot attend the examination because of serious illness or another overwhelming problem, you should try and notify us that you will not be attending as soon as possible. After the examination you will be required to complete a mitigating circumstances form providing the circumstances and evidence.

A mitigating circumstances form will be available at the examination centre or from the RCVS on request. Completed forms along with supporting information must be supplied within 6 days of the

examination (written or Clinical, Practical Examination). Each application will be considered on an individual basis.

6.13. Confidentiality and test security

The results of the examination must be an accurate reflection of the candidate's knowledge and skills as a veterinary surgeon. Any cheating or misconduct before, during or after the examination may raise doubts about your fitness to practise.

All examination materials remain the property of the RCVS and you are not permitted to reproduce or attempt to reproduce examination materials through memorisation or other means. You must not share information about the questions or cases used in the examination. You must not provide information relating to the examination content that may give unfair advantage to individuals who may be taking the examination, including, without limitation, posting information regarding the examination content on the internet or providing it to anyone involved in the preparation of candidates.

If you become aware of or witness any attempt to compromise the examination, please report it to the RCVS.

6.14. Misconduct

If you engage in unacceptable or improper behaviour before, during or after the examination in order to attain success then your results will be annulled and you may be barred from entry to future examinations.

Misconduct includes, but is not limited to:

- Failure to comply with reasonable instruction of an examination official.
- Disruptive behaviour during the examination or during break times.
- Copying or attempting to copy the work of another candidate.
- Disclosing content from an examination to a third party.
- Removing examination materials from the examination that you have not previously been authorised to remove. This includes removing materials by using recording devices and taking photographs.
- Bringing items into the examination other than those you have been permitted to use.
- Communication either verbally or via signals with other candidates whilst under examination conditions.
- Impersonation of a candidate or allowing yourself to be impersonated.
- Bribery, or attempted bribery of any personnel involved in the design, development, delivery of the examination

Allegations of misconduct will be referred to the Examination Board and the Registrar, who will review all reports of the alleged misconduct and consider if there is sufficient evidence for the allegation to be pursued. Candidates accused of misconduct will have the opportunity to provide a defence. We may withhold candidate results while we investigate an allegation of misconduct

Appendix 1

Example MCQ questions for paper 1

[3 questions to be provided]

Appendix 2

Suggested Reading list

[Details will be provided]

Useful websites

[Details will be provided]



Statutory Membership Examination – Self Assessment Skills list

Applicants must complete a self-assessment of their skills and knowledge to demonstrate that they have previously acquired knowledge and carried out the clinical activities featured in the RCVS Day One Competences document. The skills assessment form provides the opportunity for applicants to reflect on the skills they have and make an informed decision about their likelihood of passing the examination. If there are a few areas which need to be covered the applicant should complete an action plan identifying how they will address these areas. This may include undertaking additional training, seeing practice, CPD or other suitable activity.

Skill/Procedure	Cattle	Sheep	Horses	Pigs	Poultry	Dogs & Cats	Small mammals, exotics, Birds, camelids
Observational skills (place a tick ✓ in the box)							
Evaluate behaviour to ascertain handling requirements							
Recognise bio-security & public health issues							
Identify breeds & their purpose							
Identify species							
Identify sex of animal							
Estimate/measure weights							
Estimate/measure height							
Estimate age							
Consider housing & environment							
Recognise lameness							
Identify signs of compromised physical welfare							
Recognise signs of distress and mental welfare							
Recognise behavioural response to handling							
Action							

Skill/Procedure	Cattle	Sheep	Horses	Pigs	Poultry	Dogs & Cats	Small mammals, exotics, Birds, camelids
Routine health care							
Follow appropriate hygiene routines before & after handling animals							
Wear effective personal protective equipment.							
Assess health & safety risks associated with animal handling							
Disbudding							
Tail docking							
Castration procedures							
Identify injection sites							
Identify normal urine & faeces							
Administer vaccinations							
Oral dosing							
Assess diet & feeding regimen							
Feeding							
Assess water availability							
Monitor water & food intake & assess if reduced or excessive							
Intramuscular iron injections for piglets							
Clip teeth							
Draw milk by hand & identify normal sample							
Perform & interpret California milk test							
Machine milking routine							
Interpret herd/flock health data							

Foot care							
Tagging & other forms of identification							
Groom							
Use of rugs, boots & bandages							
Dag with shears							
Place a Drinkwater gag							
Place an oral speculum/ Hausman gag							
Action							

Skill/Procedure	Cattle	Sheep	Horses	Pigs	Poultry	Dogs & Cats	Small mammals, exotics, Birds, camelids
Physical examination							
Wear effective personal protective equipment.							
Assess health & safety risks associated with animal handling							
Condition scoring							
Assess demeanour							
Assess TPR							
Describe animal for certification							
Action plan							

Skill/Procedure	Cattle	Sheep	Horses	Pigs	Poultry	Dogs & Cats	Small mammals, exotics, Birds, camelids
Catch, handle, move, transport animals							
Catch							
Handle							
Lead for an examination							
Care & use of tack							
Wear effective personal protective equipment.							
Move/transport singly/as a group							
Lunging on a long rein							
Use pig boards to move							
Action							

Skill/Procedure	Cattle	Sheep	Horses	Pigs	Poultry	Dogs & Cats	Small mammals, exotics, Birds, camelids
Restrain animals							
Use of halter, collar, lead & other forms of head restraint							
Wear effective personal protective equipment.							
Use quick release knots							
Apply muzzle tape/use of muzzle							
Restrain using nose, raising tail, gate, hobbles or crush							
Use pig catcher							
Casting							
Turning up							
Application of twitch							
Use of dog catcher							
Use of crush cage/cage							
Use of stocks							
Manual restraint & use of blanket/towel							
Action							

Skill/Procedure	Cattle	Sheep	Horses	Pigs	Poultry	Dogs & Cats	Small mammals, exotics, Birds, camelids
Reproduction							
Wear effective personal protective equipment.							
Recognise oestrus behaviour							
Recognise normal parturition or oviposition							
Assist with parturition							
Management of neonate							
Stomach or crop tube a neonate							
Umbilical cord care							
Resuscitate the neonate							
Action							

Professional Key Skills		
	Competent	Not yet competent
Verbal key skills		
History Taking		
Client Communication		
Communicating with other professionals and team members		
Written communication skills		
Preparing & maintaining patients' records		
Certification (incl. prescriptions)		
Action		

First aid & emergency care		
	Competent	Not yet competent
Triage		
Haemorrhage control		
Understand resuscitation procedures		
Wound care		
Bandaging		
IV catheter placement		
Immobilising limbs		
Basic fluid therapy		
Oesophageal gastric tube placement		
Emergency oxygen delivery		
Action		

Preventative medicine, zoonotic risks & biosecurity		
	Competent	Not yet competent
Vaccination		
Nutrition (clinical)		
Ecto parasite control		
Endoparasite control		
TB testing (observed/assisted)		

Infectious disease control (upload evidence/file)		
Disposal of waste material		
Action		

Food hygiene		
	Competent	Not yet competent
Ante mortem inspection of food animals		
Evaluating hygienic status of slaughterhouse s		
Risk based food managements systems (HACCP)		
Post mortem inspection of food animals		
Identifying biological hazards & contamination		
Use of a captive bolt on a carcase		
Action		

Population medicine		
	Competent	Not yet competent
Herd health management		
Analyse production records		
Nutrition (herd/flock)		
Mastitis (in the group)		
Metabolic disease		
Lameness in the herd/flock/group		
Infectious diseases in the herd/flock/group		
Action		

Clinical reasoning: Assessing & managing patients with common clinical signs		
	Competent	Not yet competent
Abdominal distension/pain		
Alopecia		
Anorexia/Inappetance		
Ataxia		
Behaviour or temperament change		
Bleeding		
Blepharospasm/Ocular pain/swelling		
Colic/Abdominal pain		
Coughing		
Diarrhoea		
Dysphagia/Swallowing difficulty		
Dyspnoea		
Dysuria		
Focal skin mass		
Incontinence		
Jaundice		
Lameness		
Lethargy		
Loss of vision		
Ocular discharge		
Pain		
Pale mucous membranes		
Paralysis/Paraplegia		
Polyphagia		
Polyuria/Polydipsia		
Poor performance/Exercise intolerance		
Pruritus		
Pyrexia		
Reflux/Regurgitation		
Seizures		
Sneezing/Nasal discharge		
Stiffness		
Stunting & ill thrift		
Swelling		
Syncope/Collapse		
Tenesmus		
Tremors		
Vomiting/Nasogastric reflux		
Weakness		
Weight gain		
Weight loss		

Action

Clinical diagnosis & management of systemic disease		
	Competent	Not yet competent
Cardio-respiratory system		
Alimentary system		
Urogenital system		
Integumentary system		
Eyes		
Endocrine system		
Musculoskeletal system		
Neurological system		
Haemopoietic system		
Multi-systemic		
Action		

Diagnostics		
	Competent	Not yet competent
Undertake a physical examination		
General		
Orthopaedic		
Neurological		
Ophthalmic		
Rectal		
Dermatological		
Collect samples		
Blood		
Urine		
Faeces		
Skin & ear samples		
Fine needle aspiration		
Tissue biopsy		
Swabs of genital tract		
Milk		
Effusions		
Interpreting changes in common parameters measured in		
Blood		
Urine		
Faeces		
Semen		

Effusions		
Skin & ear samples		
Tissue biopsy report		
Cytology report		
Milk		
Fine needle aspirate report		
Tissue biopsy report		
Imaging		
Radiography		
Interpreting radiographs		
Transcutaneous ultrasound imaging		
Electro diagnostics		
ECG		
EMG		
ERG		
Other diagnostic techniques		
Endoscopy (observed/assisted)		
Ophthalmoscope		
Tonometry		
Blood pressure		
Otoscope		
Necropsy		
Performing necropsies		
Necropsy sample collection & prep for posting/transport		
Interpretation of necropsy findings		
Writing a necropsy report		
Action		

Anaesthesia & premedication		
	Competent	Not yet competent
IV catheter placement		
Tracheal intubation		
Sedation		
Monitoring anaesthesia		
Local		
Regional		
General		
Pain management		
Assemble an anaesthetic machine and select appropriate anaesthetic circuit		

Action

Surgery		
	Competent	Not yet competent
Wound management (surgical)		
Excision of small tumours & cysts		
Ovariohysterectomy		
Castration (routine)		
Abscess drainage		
Dental hygiene & tooth removal		
Disbudding		
Exploration of foot lesion		
Exploratory laparotomy (observed/assisted)		
Gastrointestinal surgery (observed/assisted)		
Urological surgery (observed/assisted)		
Caesarean section (observed/assisted)		
Hernia repair (observed/assisted)		
Amputation of digit (observed/assisted)		
Rumenotomy (observed/assisted)		
Left displaced abomasum (observed/assisted)		
Vasectomy (observed/assisted)		
General fracture management (observed/assisted)		
Action		

Reproduction/Obstetrics		
	Competent	Not yet competent
Pregnancy diagnosis		
Pre-breeding examination		
Fertility management		
Medical control of fertility		
Clinical assessment & management of the neonate		
Mastitis (individual cases)		
Dystocia		
Infertility assessment		
Retained fetal membranes		
Diagnosis & control of venereal disease		
Cervico-vaginal prolapse		
Action		

Euthanasia		
	Competent	Not yet competent
Recognise when euthanasia is necessary		
Client communication		
Performing euthanasia		
Carcase disposal		
Action		

Procedure for processing application from veterinary surgeons declaring their intention to sit the RCVS Statutory Membership Examination

1.	<p>Introduction</p> <p>This document outlines the process that the RCVS Assessment and Examinations team will follow when it receives an application from a Veterinary Surgeon declaring their intention to sit the RCVS Statutory Membership Examination.</p>
2.	Applications are normally processed within two weeks of receipt of all the required evidence
3.	<p>Application process</p> <p>Applicants intending to sit the RCVS Membership Examination must initially have their name added to the <i>active list of individuals preparing for the examination</i>. They must first;</p> <ol style="list-style-type: none"> declare their intention to sit the examination by completing the Initial Declaration of Intention to Sit the RCVS Statutory Membership Examination form; provide proof of their primary veterinary degree; provide university issued transcripts of their studies (if available); provide a copy of the photograph page of their passport; submit the completed Self-assessment skills list.
4.	If the applicant is also intending to apply for exemption from the IELTS test or for reasonable adjustments these applications may also be submitted at this time. Please refer to separate procedures for details about processing these.
5.	<p>Application form</p> <p>The application form must be completed in full and the information cross-checked with the evidence provided.</p>
6.	<p>Confirmation of the applicant veterinary degree or diploma</p> <p>If the applicant's degree or diploma is</p> <ol style="list-style-type: none"> recognised by the national government where the professional school of veterinary medicine and its graduates are qualified to practice veterinary medicine, and; awarded after at least 5 years or more in length (full time study), and; listed on the World List of Universities or the AVMA-Listed Veterinary Colleges of the World, <p>then the applicant is normally deemed to hold a veterinary degree for the purpose of sitting the RCVS Statutory Membership Examination.</p>
7.	<p>If the applicant's degree or diploma certificate does not include any wording to indicate that the holder may practise veterinary medicine, for example;</p> <ol style="list-style-type: none"> the title includes the word 'veterinary', but the rest of the title does not match with the title of other veterinary degree/s from the same country and/or it includes other words that indicate that it is a paraprofessional degree; the period of study is less than 5 years;

	<p>c. the course of study transcript does not include clinical subjects and surgery or not to the same extent as a veterinary degree course ;</p> <p>d. the holder is unable to back up their claim to be a veterinary surgeon with evidence of registration or practice as a veterinary surgeon.</p> <p>then the applicant is highly unlikely to be able to proceed any further with their application.</p>
8.	<p>On receipt of the Declaration of Intention to Sit the Statutory Membership Examination application form and the supporting evidence;</p> <p>a. check that a copy of the veterinary degree and translation, if needed, have been provided and that the names and dates tie up with other documents.</p> <p>b. if the applicant has provided transcripts the names, dates and subjects are to be checked to ensure that they match.</p> <p>c. check the AVMA-Listed Veterinary Colleges of the World and the World List of Universities.</p>
9.	<p>If the degree is on the AVMA list</p> <p>Cross check the degree certificate with others held on file for the same vet school. Use the iMIS query '<i>VS by country of qualification</i>' to see if anyone has applied from the same country/vet school in the past. If there is no reason to question the degree or diploma, then this part of the application will be accepted.</p>
10.	<p>If the degree is not on the list of AVMA-Listed Veterinary Colleges, follow the steps below until you are satisfied that a decision can be made.</p> <p>a. Check if applications have previously been made by others from that vet school and take the outcome of that applicant into consideration, i.e. the degree or diploma has previously been accepted for the purpose of sitting the RCVS Statutory Membership Examination.</p> <p>b. Discuss the degree or diploma with other RCVS departments who may have knowledge of the vet school and its degrees.</p> <p>c. Ask the applicant to provide further information and evidence of their studies and veterinary registration such as proof of veterinary registration and/or evidence of good standing as appropriate (they are normally required to provide evidence of good standing at a later stage when they apply to sit the examination but in some cases the applicant may need to supply this as evidence that they have a veterinary degree or diploma).</p> <p>d. Contact the university to verify that they are officially recognised by the national government in that country as a professional school of veterinary medicine and are approved to award a qualification which allows the holder to practice veterinary medicine in that country.</p> <p>e. Contact the government office in the country where the qualification is awarded and request confirmation that holders of the degree or diploma are qualified to practice veterinary medicine within that country.</p>
11.	<p>The applicant must be informed of the action that is being taken and warned that a decision on their application may be delayed while further evidence is gathered.</p>
12.	<p>If the applicant is unable to provide a copy of their degree certificate this should be raised with the Examinations Manager. Where the circumstance is beyond the applicant's control the reason for not providing a copy of the degree or diploma will be discussed with the Director of Education, Head of Registration and Registrar as appropriate.</p>

13.	<p>Confirmation of the applicant's identification</p> <p>Applicants must provide a copy of the photo page of the passport.</p>
14.	<p>Check that the name and date of birth match the information provided on the application and supporting evidence. If not then official documents confirming the name change must be provided.</p>
15.	<p>The signature must match that provided on other documents.</p>
16.	<p>Basic fraud checks can be carried out on the copy such as the style of the numbers and letters. Full checks will be made when the original passport is presented at the point of registration.</p>
17.	<p>The Passport needs to be in date. If the passport is likely to expire prior to the examination the applicant must be reminded that they need to bring a valid passport to the examination.</p>
18.	<p>Self-Assessment Skill list</p> <p>Check the self-assessment skills list has been completed and that the applicant can demonstrate that they have previously undertaken a wide variety of the skills on the list. They must provide an action plan to cover the areas not previously encountered.</p>
19.	<p>Outcome</p> <p>The individual responsible for processing the application will complete a checklist and confirm the proposed outcome of the application. This will be checked and signed off by the Examinations Manager</p>
20.	<p>Where the application is complex, and the outcome is uncertain the decision will be made by the Registrar</p>
21.	<p>Applicants will be informed of the decision in writing via email.</p>
22.	<p>If the application is successful, then the applicant's name will be added to the Active list of individuals preparing for the examination.</p>
23.	<p>They should also be sent the "seeing practice" application form, the examination application form and the RCVS Knowledge library application form.</p>

Meeting	Education Committee
Date	3 October 2018
Title	Minutes of PQSC
Classification	Unclassified
Summary	Minutes of PQSC meeting held on 1 August 2018.
Decisions required	None, to note
Attachments	PQSC August 2018 minutes
Author	Jordan Nicholls Education Officer 020 7202 0704 j.nicholls@rcvs.org.uk

Primary Qualifications Sub-Committee (PQSC) Minutes of the meeting held on 1 August 2018

Present:	Professor Malcolm Cobb	Via Skype
	Dr Jerry Davies	
	Dr Mandisa Greene	
	Mrs Lynne Hill*	
	Mrs Jo Oultram	
	Professor Susan Rhind	
	Mrs Clare Tapsfield-Wright	Chair
In attendance:	Mrs Vicky Hedges	Examinations Manager
	Mr Jordan Nicholls	Senior Education Officer
	Ms Chris Warman	Director of Education

*absent

Welcome and apologies for absence

1. Apologies were received from Mrs Hill.

Declarations of interest

2. Dr Greene declared that her fixed term contract with Harper Adams University had now come to an end.

Minutes of meeting held on 19 April 2018

3. The sub-committee noted the minutes and agreed them as an accurate record.

Matters arising

University of Oklahoma

4. A report on progress was awaited from AVMA and would be brought to the December meeting of the sub-committee.

Statutory Membership Examination

5. Mrs Hedges gave the sub-committee an update on the development of the new Statutory Membership Examination. A signed contract was now in place with the Veterinary Schools Council to have access to the bank of MCQs which are used in finals papers by contributing UK veterinary schools. Professor Rhind was thanked for her help in bringing the discussions on this to a successful conclusion.
6. Progress was being made on the open book exam that would test candidates on their knowledge of the Code of Professional Conduct. A company named Speedwell had been identified and agreed upon for delivery of examination software, and, following a tender process, a vet school had been selected for provision of the OSCEs, which would be notified shortly. Finally, it was noted that a candidate handbook was being created to support those veterinary surgeons going through the examination, along with videos to help prepare for the OSCEs. Mrs. Hedges reported that it had proved challenging to find a suitable test centre at which the MCQ and open-book exams could be delivered, but that a centre had now been identified that it was hoped could be used for the first year. It was noted that the universities of Liverpool and Nottingham might have suitable facilities for the future.
7. Mrs Warman explained that there had been no further progress with getting the fees and regulations for this examination approved by the Privy Council, as Defra had not yet made the submission to Ministers. It was hoped that this would be resolved imminently, but contingency plans have been considered in the event that this does not go smoothly.
8. It was noted that colleagues at some of the vet schools were unclear about the shape of the new examination and that this was leading to some misunderstandings. The sub-committee suggested that RCVS put out a press release, or other information regarding the new format of the examination so that the profession had clarity around the changes

ACTION: Mrs Hedges to liaise with RCVS communications department to issue press release or other briefing to the profession on the shape of the new examination

Surrey University

9. It was noted that progress with arrangements for the final visitation were underway. A schedule of visits to the 45 IMR practices being used by Surrey for clinical teaching, to be completed ahead of the final visit, had been drafted and was now with Surrey for implementation. It was noted that RCVS was still awaiting formal invitation from the Privy Council to set the final year assessments for Surrey students jointly with the University, however DEFRA had assured RCVS that the matter was in hand. It was suggested that a date for the training meeting of the visit team be agreed as soon as possible such that everyone had this in their diaries.

ACTION: RCVS to arrange date of visit team meeting

Cambridge visitation

10. The report of the Cambridge visitation had been returned to the University following initial consideration by PQSC at its last meeting. Unfortunately, there had been some delay in sending this back to Cambridge, which meant that the school would need some additional time for its committees to consider its response in order to take account of the summer holiday period. The response to the Cambridge visitation report would now be presented at the December PQSC meeting and would go to Education Committee in February 2019.

Annual monitoring report review

11. Professor Cobb and Mrs Oultram were thanked for their work in drafting a revised annual monitoring report form, which members felt would be easier for the schools to fill out, whilst providing PQSC the information needed to monitor how the vet schools were performing between visitations.
12. After discussion, some minor revisions to the draft were made and it was agreed that the new monitoring form should be recommended to Education Committee for use from the 2018 round of annual university monitoring.

Action: PQSC recommends to Education Committee that the revised annual monitoring form be used from the 2018 monitoring cycle onwards

Changes to RCVS standards and procedures for the accreditation of veterinary degrees

13. Dr Karen Braithwaite at Nottingham University had provided some helpful feedback following the Nottingham visitation and had worked with members of the Education Department at the RCVS to go through the SER template and RCVS standards to suggest improvements and remove duplication.
14. PQSC was asked to go through these suggested amendments and, following discussion, a number of the changes were accepted. However, PQSC declined to make some of the more substantial changes, particularly to the standards themselves, as it was felt that these would be more appropriately considered as part of the next substantial review of the standards. It was also commented that any major change would impact on the alignment of RCVS with those of AVMA, AVBC, EAEVE and SAVC, which now all worked to harmonised standards.

ACTION: PQSC recommends to Education Committee agreed changes to RCVS standards and procedures for the accreditation of veterinary degrees

IAWG

15. The draft minutes following the IAWG meeting held in Barcelona this year were presented to the sub-committee for note. A list of action points agreed to by the members of IAWG were also presented for the sub-committee to consider and make appropriate recommendations to Education Committee.

16. The sub-committee agreed with the recommendation that each organisation would make additional steps to help ensure communications be more consistent and timelier among IAWG members, such as added each other to communication lists.
17. It also agreed to recommend that RCVS was content that EAEVE and SAVC should become full voting members of the IAWG.
18. There was some discussion around the recommendation on cross-training of visitors, so that joint visitors could be considered for full international visit teams, which would help make the size of teams more manageable. The sub-committee welcomed this idea in principle, provided it could be assured that a 'level playing field' could be created such that visitors from any one organisation did not dominate. There was also a feeling that visitors should not be representing more than two organisations at any one time, as more would place too great a responsibility on one individual. A suggestion was made that perhaps the number of shared visitors put forward for training could be equal from AVMA/EAEVE/SAVC/AVBC and RCVS, so that there was a reasonable pool to choose from when putting together multi-national teams.
19. The sub-committee agreed to recommend that RCVS approve conducting joint consultative site visits with other IAWG members if requested by an established or developing veterinary school, as long as doing so did not conflict with RCVS established policies and procedures. It was to be made clear to any school in question that if they were not yet accredited at the time of the joint consultative visit, any full site visit that is performed subsequently for an initial accreditation decision cannot be done jointly, as in line with RCVS policy.

Action: PQSC makes the above recommendations to Education Committee on the outcomes of the IAWG meeting in Barcelona

SGU re-visit

20. Following the SGU visit in 2016, Education Committee had agreed with the PQSC recommendation that if a re-visit was conducted within two years of the decision to decline accreditation, a short focussed re-visit could be considered. SGU had since requested the re-visit, however due to both RCVS and SGU schedules it was unlikely that this could be arranged before March 2019 at the earliest, which would mean the visit was just outside this two-year timeframe.
21. PQSC agreed that it was still acceptable to carry out a focussed re-visit, however the School would be asked that the revised SER flag any areas of significant change since the last visit so that these can be taken into account during the re-visit, alongside looking at the School's progress with addressing the RCVS recommendations and suggestions.
22. It was noted that RCVS planned to send an observer on this visit, and PQSC discussed whether this was appropriate, given that it would be a focussed visit. It was felt that this would still provide

an opportunity for a new visitor to observe all the processes associated with a visit and that, given the small number of visits that RCVS undertakes, it made sense to use this opportunity.

CityU, Hong Kong

23. The preliminary visitation to CityU in Hong Kong is scheduled for 25th February 2019. PQSC noted that AVBC had granted CityU continued provisional accreditation following its annual monitoring report, ahead of the preliminary visitation. It was agreed to recommend to Education Committee that Professor Malcolm Bennett represent RCVS on this initial visitation, as AVBC had requested a pathologist to fill a gap in their visit team's expertise.

Action: PQSC recommends to Education Committee that the nomination of Professor Bennett is ratified for the preliminary visitation to CityU in 2019

Sydney University

24. The next visitation to Sydney University is scheduled for 19th May 2019. AVBC had asked whether Mrs Lynne Hill might represent RCVS on this visit, as she has particular experience in running a commercial veterinary teaching hospital, and as the Sydney model is very similar to the Bristol model. PQSC was content to nominate Mrs Hill, given this specific request.

Action: Education Committee is asked to ratify the nomination of Mrs Hill to the 2019 Sydney University visitation team

ENQA

25. The confidential draft report following the ENQA visitation was received and noted by the sub-committee. The report, along with a letter detailing RCVS' reasons for seeking ENQA membership, would now go to the ENQA board meeting on the 13th September, where a decision would be made as to whether to grant RCVS membership.

RCVS observer on AVMA visitations

26. RCVS had written to request that it sends an observer on one AVMA site visit a year, in line with the recognition agreement between RCVS and AVMA. PQSC was presented with a response from AVMA indicating that this arrangement would be acceptable. It was agreed that a schedule of visitations for 2019 would be brought to the December PQSC meeting so that arrangements could be made for an RCVS observer to attend a visit in the following year.

Any other business

2018 Statutory Membership Examination

27. Dr Davies reported that the 2018 Statutory Membership Examination had been successfully completed. Special thanks were passed to staff at Nottingham University for their help in facilitating the practical examinations, as well as to the examiners for all their hard work.
28. One issue of concern raised by the board was the likely challenge that may arise from any candidate who failed the exam and who wished to have a re-sit the following year, when the 'old' style examination would no longer be offered. It was noted that if a candidate signed up to an examination under one set of rules, it might not be fair to make them proceed under another set.
29. The consensus was that anyone who wished to re-sit the examination from this year would be informed that they would have one re-sit attempt under the current format, and that after 2019 they would have to take the new statutory membership examination in order to register.

Murdoch University

30. RCVS had received letters from AVBC and AVMA indicating that both these organisations were content with the steps taken by Murdoch University to rectify the minor deficiencies identified following the visitation in 2016, and that at the AVBC meeting of 26 July, full accreditation had been restored. It was agreed that RCVS would need to see the full report so that PQSC could consider a recommendation to Education Committee. It was agreed that this could be handled by email outside of the meeting and that a recommendation on accreditation would be made to Education Committee in October. Murdoch University would be informed of this timescale.

SAVC Statutory Membership Examination

31. AVBC had contacted RCVS to inform them that they were in the process of renegotiating their mutual recognition agreement with SAVC, and as part of that they planned to visit South Africa in October to view SAVC's statutory membership examination. PQSC was asked if there was any appetite for exploring whether an RCVS representative could attend at the same time.
32. Given that the current agreement between RCVS and SAVC did not include recognition of the statutory membership examination for registration purposes, it was felt that it would not be appropriate to attend at this time. With the RCVS exam under review it was unfair to open discussions with SAVC, however it was noted that this would be an appropriate conversation to have once the new RCVS exam was up and running.

Harper and Keele University

33. PQSC received confidential file notes of a meeting between RCVS Education Department and representatives of Harper and Keele University, which had been requested for clarification on some of RCVS' standards. It was also noted that Professor Alessandro Seguino (Edinburgh), Professor Ed Hall (Bristol) and Professor Clare Allen (Cambridge) had agreed to act as the RCVS curriculum review group for Harper and Keele University.
34. PQSC were informed that following the curriculum review, it would be helpful to set up six-monthly progress meetings between the chair of PQSC, plus one other member, and RCVS Education Department staff, similar to those held with Surrey University in the lead up to the year three visitation.

Thanks

35. As this would be the last PQSC meeting that the current Director of Education, Chris Warman, would attend before her retirement, the sub-committee wished her well and passed on its gratitude for all of the hard work and advice that Chris had given to PQSC over the years. Chris Warman thanked the sub-committee for its kind good wishes and for all the support she had received from members during her time at RCVS. It had been a great pleasure to work with them.

Date of next meeting

36. The next meeting of PQSC will be held at the College on 18 December 2018 at 11am.

Meeting	Education Committee
Date	3 October 2018
Title	Changes to RCVS standards and procedures for the accreditation of veterinary degrees
Classification	Unclassified
Summary	<p>The response from the veterinary school at the University of Nottingham to its visitation report indicated that it had some feedback on the content of the SER and on the standards, which it felt might be helpful in continuing to improve the visitation processes. Dr. Karen Braithwaite worked with staff in the Education department at the RCVS to go through the SER template and RCVS standards to look at improving them, removing duplication and moving certain requirements into standards where they more appropriately sit. PQSC considered all of the suggestions and agreed to recommend a number of changes, which would result in greater clarity, particularly in the SER template.</p> <p>PQSC declined to recommend some of the more substantial changes, particularly to the standards themselves, as it was felt that these would be more appropriately considered as part of the next substantial review of the standards. It was also commented that any major change would impact on the alignment of RCVS with those of AVMA, AVBC, EAEVE and SAVC, which now all worked to harmonised standards.</p> <p>Attached is the document complete with the tracked changes that PQSC recommends to Education Committee.</p>
Decisions required	To amend or approve changes to RCVS accreditation documentation.
Attachments	RCVS standards and policies for the accreditation of veterinary degrees
Author	Jordan Nicholls Education Officer 020 7202 0704 j.nicholls@rcvs.org.uk

Chapter 2 - Accreditation standards

Introduction

RCVS's principal aim in setting accreditation standards, and evaluating veterinary schools against them, is to ensure that university veterinary schools

- are well managed
- run sustainably
- have the appropriate resources (people, facilities and animals)
- provide an up to date professional curriculum
- provide appropriate support to students in their learning
- operate fair, valid and reliable assessment systems
- operate robust quality assurance and quality enhancement mechanisms.

This is what lies behind the details of the twelve accreditation standards set out below. Compliance with all the standards taken together provides an assurance that the veterinary degree meets the needs of the veterinary profession, and guarantees that its graduates "will have acquired the knowledge and skill needed for the efficient practice of veterinary surgery" to enable them to register as Members of RCVS.

To be accredited by RCVS, a veterinary degree must:

- meet all the twelve standards set out below
- ensure that students meet the RCVS Day One Competences by the time they graduate
- ensure the veterinary programme meets the requirements of the EU Directive (2005/36/EC, as amended by 2013/55/EU)
- comply with the RCVS policy for extramural studies
- comply with any other policies published by RCVS from time to time relating to veterinary education (eg. concerning the distributive model for veterinary clinical education).

Standard 1 - Organisation

- 1.1 The school must develop and follow its mission statement which must, as a minimum, embrace all the accreditation standards.
- 1.2 The school must have a strategic plan and an operating plan.
- 1.3 An accredited school of veterinary medicine must be a part of an institution of higher learning accredited by an organisation recognised for that purpose by its country's government. A school may be accredited only when it is a major academic administrative division of the

parent institution and is afforded the same recognition, status, and autonomy as other professional schools in that institution.

- 1.4 The head of school or dean must be a veterinarian and must have control of the budget for the veterinary programme. There must be a veterinary surgeon(s) responsible for the professional, ethical, and academic affairs of the veterinary medical teaching hospital(s)/clinic(s).
- 1.5 There must be sufficient administrative staff to adequately manage the affairs of the school as appropriate to the enrolment and operation.
- 1.6 The school must provide evidence that it manages concerns about, or risks to, the quality of any aspect of the veterinary programme.

Standard 2 - Finances

- 2.1 Finances must be demonstrably adequate to sustain the educational programmes and the requirements for the school to meet its mission.
- 2.2 Schools with other veterinary-related professional and non-professional (eg. veterinary nursing, animal science) undergraduate degree programmes must clearly report finances (expenditures and revenues) specific to those programmes separately from finances (expenditures and revenues) dedicated to all other educational programmes.
- 2.3 Resources allocation must be regularly reviewed to ensure it meets the requirements for accreditation of the professional veterinary degree.
- 2.4 Clinical services, field services, and teaching hospitals must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. Clinics must be run as efficiently as possible, for example with transparent business plans, in order to set an example of good business practice for students.

Standard 3 - Facilities and equipment

- 3.1 All aspects of the physical facilities must provide an environment conducive to learning.
- 3.2 The veterinary school must describe a clear strategy and programme for maintaining and upgrading its buildings and equipment.
- 3.3 Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, and equipped for the instructional purposes and must be well maintained. Students must have ready access to adequate study, recreation, locker and food services facilities.
- 3.4 Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.

- 3.5 Facilities must comply with all relevant jurisdictional legislation including health, safety, biosecurity and UK animal welfare and care standards.
- 3.6 The institutions' livestock facilities, animal housing, core clinical teaching facilities and equipment must:
- be sufficient in capacity
 - be of a high standard and well maintained
 - be fit for purpose
 - promote best husbandry, welfare and management practices
 - ensure relevant biosecurity and bio-containment
 - be designed to enhance learning.

Clinical teaching facilities

- 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.
- 3.8 All core teaching sites (whether on campus or external) should provide dedicated learning spaces including adequate internet access.
- 3.9 The School must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, primary care settings, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.
- 3.10 Operational policies and procedures must be posted for staff, visitors and students.
- 3.11 Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases, and operated to provide for animal care in accordance with accepted modern methods for prevention of spread of infectious agents.

Standard 4 - Animal resources

- 4.1 Normal and diseased animals of various domestic and exotic species must be available for instructional purposes, either as clinical patients or provided by the institution. While precise numbers are not specified, the school must provide access to sufficient numbers of animals and quality of animal material to provide the necessary quantity and quality of animal husbandry and clinical instruction.
- 4.2 Schools must ensure that students are competent in animal handling relevant to the workplace learning and clinical work to be undertaken and that Health and Safety matters are briefed before the student begins their placement.
- 4.3 It is essential that a diverse and sufficient number of surgical and medical patients be available for the students' clinical educational experience including patients in primary care settings.

- 4.4 Experience can include exposure to clinical education at external sites, provided the school quality assures these clinical experiences and educational outcomes to at least the same standard as university owned facilities. Further, such clinical experiences should occur in a setting that provides access to subject matter experts at the appropriate level, reference resources, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation (including necropsy). Such examples could include a contractual arrangement with nearby practitioners who serve as adjunct faculty members and off-campus field practice centres.
- 4.5 The teaching hospital(s) must provide nursing care and instruction in nursing procedures. A supervised field service and/or ambulatory programme must be maintained in which students are offered multiple opportunities to obtain clinical experience under field conditions.
- 4.6 Under all situations students must be active participants in the workup of the patient, including physical diagnosis and diagnostic problem oriented decision making.
- 4.7 Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programmes of the school.

Standard 5 - Information resources

- 5.1 Libraries and information retrieval are essential to veterinary medical education, research, public service, and continuing education. Timely access to information resources, whether through print, electronic media or other means, must be available to students and faculty. The library must be administered by a qualified librarian. The school must have access to the human and physical resources necessary for development of instructional materials.
- 5.2 The school must provide students with unimpeded access to learning resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). It will demonstrate how the use of these resources is aligned with the pedagogical environment and learning outcomes within the programme, and have mechanisms in place to evaluate the teaching value of innovations in learning resources.

Standard 6 - Students

- 6.1 The number of professional veterinary degree students must be consistent with the resources and the mission of the school.
- 6.2 Veterinary schools should establish post-graduate programmes such as internships, residencies and advanced degrees (e.g., MSc, PhD), that complement and strengthen the professional programme.
- 6.3 Provisions must be made, by either the university or school, to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and

counselling services, careers advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable accommodations/adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.

- 6.4 There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).
- 6.5 Mechanisms must be in place by which students can convey their needs and wants to the school.
- 6.6 The school must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the school with the RCVS standards for accreditation. These materials must be made available to RCVS as part of the annual report.

Standard 7 - Admission and progression

University veterinary schools are in effect the initial 'gatekeepers' for the profession in that the majority of students who are admitted to a veterinary degree programme will be entitled to register to practise once they graduate. It is therefore very important to ensure that students are well informed before they are admitted, and that the school undertakes the initial selection process and makes ongoing progression decisions with a view to students' eventual status as veterinary professionals.

- 7.1 The selection criteria for admission to the programme must be consistent with the mission of the school. The number of students admitted must be consistent with the resources available to the school.
- 7.2 In relation to enrolment, the school must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue or electronic information must state the purpose and goals of the programme, provide admission requirements and procedures, state degree requirements, present faculty descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar. The information must include the accreditation status of the degree course (whether by RCVS or other relevant accrediting bodies), and the requirements for eventual registration/licence, including fitness to practise.
- 7.3 The selection and progression criteria must be clearly defined, consistent, defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entering the veterinary profession in due course.
- 7.4 An accurate description of the selection criteria and processes must be published and readily available to potential students. The school must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the RCVS Day One Competences across the common UK domestic species.

- 7.5 Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.
- 7.6 Potential students must be advised of the demands of the veterinary course and RCVS requirements for fitness to practise.
- 7.7 Factors other than academic performance should be considered for admission, with the aim of selecting students who will be capable of succeeding in a variety of fields within the profession.
- 7.8 The school must have a strategy for widening participation and engaging students from a variety of social backgrounds.
- 7.9 If not otherwise covered within the early part of the course, the entry criteria for the programme must include evidence that the student has a solid background in the chemical, physical and biological science and mathematics, in order to meet the requirements of the EU Directive on basic subjects.

Students with a disability

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

Student Progression

- 7.11 The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The school must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately (including areas such as practical animal handling, client communication etc).
- 7.12 The school must have mechanisms in place to monitor attrition and progression and be able to respond and amend admissions selection criteria and student support if required.

Student Exclusion

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

Appeals and misconduct

- 7.14 School policies for managing appeals against decisions, including admissions, academic and progression decisions, should be transparent and publicly available. The process for exclusion of students on any grounds must be explicit.
- 7.15 Policies for dealing with student misconduct and fitness to practise must be explicit.

Standard 8 - Academic and support staff

- 8.1 The institution must ensure that all staff are appropriately qualified and prepared for their roles.
- 8.2 The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the school's mission.
- 8.3 Staff who participate in teaching must display competence and effective teaching skills in relevant aspects of the curriculum, regardless of whether they are full or part time, residents, interns or postgraduate students, adjuncts or off-campus contracted teachers.
- 8.4 Academic positions must offer the security and benefits necessary to maintain stability, morale, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.
- 8.5 The veterinary school must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of staff; including formal appraisal and informal mentoring procedures, especially for junior academic staff. Staff must have the opportunity to contribute to the school's direction and decision making processes.
- 8.6 The school must be able to demonstrate that it has a programme for staff development in tertiary teaching theory/practice, and how that programme is managed.
- 8.7 Promotion criteria must be clear and explicit. Promotions must recognise excellence in, and place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

Standard 9 - Curriculum

- 9.1 The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected of a degree programme at level 7 in the European Qualifications Framework (**Error! Reference source not found.**), the minimum training requirements in the European Directive 2013/55/EU on the mutual recognition of professional qualifications, and the RCVS Day One Competences.
- 9.2 The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.
- 9.3 Programme learning outcomes must be communicated to staff and students and:
 - underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme;
 - form the basis for explicit statements of the objectives and learning outcomes of individual units of study; and

- be reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.

Management

- 9.4 The school must have a formally-constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must,
- determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum,
 - oversee quality assurance of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and moderators, and data from examination/assessment outcomes,
 - review the curriculum at least every seven years and
 - identify and meet teacher training needs for staff, maintaining currency of their skills and competence for future curriculum development.

Content

- 9.5 The curriculum should include the following:
- understanding of biological principles and processes of veterinary significance
 - expertise in recognising and advising on normal animal structure and function, husbandry, behaviour, nutrition and feeding, reproduction and breeding, homeostasis, pathophysiology, agents of disease and the natural history and clinical manifestations of important animal diseases
 - expertise in medicine, surgery, and anaesthesia applicable to a broad range of common species. Students must develop entry-level skills in physical examination and laboratory diagnostic techniques and interpretation (including clinical pathology, diagnostic imaging and necropsy), disease prevention, biosecurity, therapy (including surgery and pharmacotherapeutics), patient management and care (including primary care, intensive care, emergency medicine, surveillance and isolation procedures) for individual animals, herds, flocks and other populations
 - knowledge, skills, values, attitudes and behaviours necessary to contribute, as a veterinarian, to promoting animal health and well being, within changing societal expectations
 - clinical, epidemiological, pathophysiological and regulatory skills in management of animal diseases which are:
 - endemic to the UK and the EU
 - endemic to and of special consideration in the country in which the school is located;
 - exotic to the UK and the EU and which are currently regarded as being of concern as potential emergency animal diseases or diseases of global veterinary significance
 - significant emerging diseases
 - entry level capability (to OIE standards) in preventive medicine/epidemiology, zoonoses, food safety and hygiene, regulation of animals and animal products, and management of

the interrelationship of animals and the environment. This training must include experience in abattoirs.

- professional level problem solving skills in evidence-based diagnosis and clinical management, and data and information management skills
- capacity for professional communication; the ability to acquire information from the owners of animals by direct interaction as well as retrieval of archival data from medical records, communication with colleagues, regulatory bodies and clients
- skills in application of professional ethics, delivery of professional services to the public, personal and business finances and management. An appreciation of the breadth of veterinary science, career opportunities and relevant information about the veterinary profession
- self-management skills in identifying and meeting personal learning needs, maintaining well being and professional relationships.

Extra Mural Studies (EMS)

- 9.6 EMS must be an integral and structured part of the education and training of veterinary students. Veterinary schools must demonstrate how it is incorporated in the curriculum.
- 9.7 Evidence must be provided that extramural farm animal husbandry practical work is used within the curriculum to complement intramural studies to support students' attainment of comprehensive understanding of livestock and farm systems.
- 9.8 Intra-mural core teaching must be supported by extramural clinical studies.
- 9.9 There must be a system in place to enable EMS providers to provide feedback to the school on the performance of students during EMS and on the EMS programme.
- 9.10 There must be a member of the academic staff responsible for the overall supervision of all types of EMS, including liaison with EMS providers and ensuring all students secure required placements.
- 9.11 The school must have mechanisms in place to support students to take responsibility for their own learning during EMS, including preparing for placements, setting learning objectives in consultation with tutors, providing guidance on EMS from the university and RCVS, and maintaining a reflective log of their EMS experience.

Standard 10 - Assessment

The decision on whether students can progress and ultimately graduate is a serious matter as they are entering into a social contract with the public through entry to the profession. The decision must

be based on appropriate assessment of the required broad range of professional and technical skills, knowledge, and attributes demanded of a professional. Assessment policies, methods, standards and quality assurance must be appropriate for admission to the veterinary profession.

Management

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

Policy and Regulation

- 10.2 The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified, and available to students in a timely manner well in advance of the assessment.
- 10.3 Requirements to pass including the effect of barrier assessments must be explicit.
- 10.4 Mechanisms for students to appeal against assessment outcomes must be explicit.
- 10.5 The school must have a process in place to review assessment outcomes and to change assessment strategies when required.

Assessment methods and design

- 10.6 Programme learning outcomes covering the full range of professional skills and attributes must form the basis for assessment design and underpin decisions on progression.
- 10.7 Assessment must inform student learning and students must receive timely feedback.
- 10.8 Assessment load must be planned and managed to achieve appropriate workloads for students and staff.
- 10.9 Assessment strategies must allow the school to certify student achievement of learning objectives at the level of the programme and individual units of study.
- 10.10 Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills (some of which may be on simulated patients), must form a significant component of the overall process of assessment in the clinical disciplines.

Assessment standards and quality assurance

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

- 10.12 Schools must have appropriate moderation processes in place to ensure parity within and between individual units of study, across the programme, with other institutions; and to ensure that each student is fairly treated.
- 10.13 The school must be able to demonstrate that there are appropriate measures in place to ensure that grades awarded reflect an appropriate standard of performance by students against the relevant learning objectives.

Standard 11 - Research programmes, continuing and higher degree education

- 11.1 The veterinary school must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-led teaching.
- 11.2 All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine. All students must have opportunities to participate in research programmes.
- 11.3 Veterinary schools must provide advanced postgraduate degree programmes, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and community. Programmes and the numbers of students in them must be commensurate with the facilities, clinical and other resources and staff.

Standard 12 - Outcomes assessment

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

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

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

- 12.2 Specifically, the school must provide evidence that:
- its strategic goals are appropriate and that it is progressing towards achieving those goals
 - it is complying successfully with its operating plan
 - its veterinary programme is subject to internal and external evaluation and validation processes by long feedback loops (e.g. graduate destination surveys, employer surveys) in addition to the short loops (e.g. unit of study evaluations).
- 12.3 The school must provide evidence that all its graduates have (or for a new school, will have) achieved the programme's stated learning outcomes, including the level of competence required of an entry-level veterinarian (RCVS Day One Competence).
- 12.4 There must a system for students to keep a record of, and reflect on, their developing practical and clinical skills over the duration of programme. There must be evidence that such experience logs inform the learning and assessment process for individual students, and evidence that the school uses consolidated data to monitor the achievement of competence and experience levels of students across the programme as a whole.
- 12.5 There must be procedures to review the evidence of student experience and student achievement of Day One Competence, and demonstrate implementation of change on the basis of such review. Outcomes of the review process must be communicated to relevant internal and external stakeholders.
- 12.6 The school must have a strategy for the continuous improvement of the quality of the veterinary programme.
- 12.7 In the case of a school that has yet to produce graduates, evidence must be presented that provides RCVS with reasonable assurance that the school's programme outcomes will be achieved. Evidence must be available to show progress to date in achieving the desired outcomes in the programme, and the measures to be taken in the remainder of the programme to ensure their achievement by the completion of the veterinary degree.

Chapter 4 - Guidance for universities on preparing for a visitation

Information to be provided in addition to the SER

The School is also required to provide the following material (not included in the 50-60 pages or appendices):

- A list of current academic and non-academic staff, their FTE, teaching responsibilities, qualifications and departmental affiliations, membership of school committees and (for UK schools) whether they are registered Members/Fellows of RCVS. (For overseas schools, indicate which staff are registered/licensed veterinarians in the country/state concerned, and also which staff are Members/Fellows of RCVS) This staff list must be appended to the main body of the SER.
- A curriculum digest (handbook)
- A detailed timetable for each year of the programme
- A map of the institution
- Provide information about units of study and rotations throughout the programme:
 - Title, reference number, credit value (if appropriate), position in curriculum (year, semester), whether it is compulsory or elective
 - Formal description of the content of the unit of study; hours and modes of instruction

Online access to information

Online access for outlines of the programme and units of study (including subject title, credit point value where appropriate, semester and year of delivery, aims, learning outcomes, link to graduate attributes, staff teaching, hours, forms of delivery, assessment mode) should be made available to the visitors at least four weeks before the visit. These documents should also be made available in printed form in the visiting team's base room.

Materials to be available in the visitors base room

A meeting room should be identified to serve as the base room for the visitors during the site visit. It should be lockable, and allow the visitors sufficient privacy to hold confidential meetings if required.

There should be hard-wired internet access as well as wifi. A range of background documentation (either electronic or hard copy) should be available in the room for the visitors to peruse during the visit, including the following:

- student handbooks
- examples of EMS reports (pre-clinical and clinical)
- any memoranda of understanding and contracts or governance documents relating to external teaching practices/distributed training sites
- school and hospital budgets and profit and loss statements as provided to the university
- strategic and business/operating plans
- reports of relevant internal and any external reviews
- detailed outcomes assessment reports, including data on student achievement of Day One skills and competences as recorded in the student experience log or other portfolio
- external examiner reports
- examination question papers, examination scripts, at different grading levels, course work and examiners reports and assessment summaries
- details of the composition, terms of reference, powers, reporting relationships, representation of relevant groups for all committees and delegated authorities relating to the veterinary programme
- CPD records for all Members/Fellows of the RCVS and all veterinary nursing staff. Members/Fellows of RCVS and veterinary nurses will be expected to be using the RCVS Professional Development Record and must have granted RCVS access to view their full records prior to the visit taking place. Hard copy of CPD records should be provided for all other veterinary surgeons and veterinary nurses on the staff if not using the PDR.

Chapter 5 - The visiting team

The appointment of visitors and composition of the visitor team

Visitors for a particular visit are appointed by RCVS Education Committee, following recommendations from its Primary Qualifications Sub-Committee (PQSC).

The visitors for any particular visitation will be chosen from a list of people previously agreed by PQSC. RCVS has an open invitation for applications from individuals who wish to be considered as visitors. (*See Annex 6 - Job description and person specification for RCVS visitors*). Visitors may also be selected from the visitor panels of other accrediting bodies, such as AVMA, EAEVE or AVBC.

For UK visits, RCVS puts together a team of people of up to six people (plus a student visitor where the visit is being conducted solely by RCVS) with the necessary combination of subject expertise, clinical and academic experience. If the visit is being conducted jointly with EAEVE, EAEVE may nominate up to three visitors, plus a student visitor. For visits run jointly with AVMA and AVBC, the team is agreed jointly between the accrediting bodies, with each body nominating an agreed number of visitors, depending on the location of the visit. The team for a visit undertaken jointly with other international accrediting bodies will usually be larger than for those undertaken by RCVS alone, in order that all relevant interests can be represented.

Where the visit is conducted without the involvement of EAEVE, a student visitor (min -1yr & max +2yr graduate veterinary student) will be nominated through the visiting team. Usual conflict of interest policies apply and the student must not have a connection with the institution being visited.

Between them, the team members will have a mix of expertise to cover the basic sciences, paraclinical and clinical sciences, food hygiene and public health, large and small animal clinical studies and professional knowledge. Two visitors normally cover the clinical subjects, of whom at least one must be a clinical practitioner.

The chairman is normally someone who holds, or who has recently held, a senior academic position and who understands the organisation and funding of universities and the complex requirements for veterinary education. However, if a chairman is appointed who does not have an academic background, then the team will include at least one other person with senior academic experience who can advise on such matters as university finance. A chairman of the visiting team must normally have already served as a visitor on a previous occasion.

In order to maintain a degree of separation between the functions of the visiting team on the one hand, and the decision making role of RCVS committees on the other, the chairman of the visitors for any particular visit should not also be the serving chairman of RCVS's Primary Qualifications Sub-Committee. If a member of PQSC or Education Committee has served as a visitor on a given visit, and is then present at the PQSC or Education Committee meeting at which the visit report is considered, they will not be allowed to vote on the report at the meeting. They may, however, be available to answer any points of clarification if required by the committee.

RCVS visitors attending an overseas visitation (whether conducted by RCVS alone, or jointly with another accrediting body) would normally be expected to have had previous experience as a visitor on a UK or EAEVE visitation.

The visiting team may also include observers, for example from other international accrediting bodies, and observers in a training role attending with a view to participating as a visitor at a future date.

For consistency and continuity, some members of the visiting team should have acted as visitors on other visitations. Full briefing will be provided to any new members of the visiting team before the visit, and this will be further reinforced during the initial, private meeting of the visitors before the start of the site visit.

During the visit, visitors are expected to take part as members of the whole team, considering all aspects of the programme's design and delivery, and not only those areas relating to their particular sphere of expertise. Each visitor will be designated as the 'lead' visitor for at least one of the standards, and as the 'second' for at least one other standard. They will be expected to lead the questioning for the standard on which they are designated the 'lead', and will work together with their paired 'second' visitor to draft the initial report on that standard. However, all visitors must also contribute towards the evaluation of the school against all the standards, contributing to the discussions and questioning as directed by the visit chairman. The allocation of visitors to different standards as 'lead' or 'second' rapporteur is the responsibility of the chairman.

Guidance for chairmen

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

Before the visit, the chairman and the Education Department of RCVS will agree on the arrangements to be made for the visit, including the timing of the visit, the structure and balance of the visit programme, and the departments to be visited. The RCVS Education Department will liaise with the university concerning the timetable and arrangements for the visit on behalf of the chairman. The chairman and RCVS Education Department will allocate each of the standards to a primary and secondary rapporteur.

During the visit to the university, there will be meetings with the head of the school, the professorial and non-professorial staff and the students. The chairman will preside over all such meetings, although the chairman may invite the first & second rapporteur to take the lead on questions relating to their allocated standard(s). Other visitors may also ask questions, but the chairman must ensure that all such discussions remain focussed on the standard(s) in question, and that the session runs to time.

As a matter of courtesy to staff and faculty present, and to ensure that everyone's attention is focused on listening to the answers to visitors' questions, visitors are asked to refrain from using laptops or mobile devices during these meetings.

There will be a meeting between the visiting team and senior members and officials of the university at which the chairman will be the main spokesman for the visiting team.

The chairman is responsible for the compilation and presentation of the brief oral report at the conclusion of the visit to the Vice-Chancellor/Principal, and to the Head of School and other senior members of the university and faculty. This should be done following consultation with all members of the visiting team. No written report will be presented to the school at this time. Feedback to the university at this stage must be factual and referenced to the standards. It must not include any recommendation regarding accreditation status, as this would pre-empt the decisions on accreditation which will be made at a later date by the appropriate RCVS committee (and other accrediting bodies for joint visits) on consideration of the full visit report.

The chairman must be able to provide clear and consistent advice and guidance, to all members of his or her visiting team, on the interpretation of RCVS policies as they relate to UK veterinary training. This is important, not only for the guidance of visitors who may be new to UK visits but also for those

with previous visitor experience, to ensure that advice given to the university is consistent, is in line with RCVS requirements, and does not go beyond the scope of RCVS's remit.

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

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

Visitors will all be expected to contribute towards the visit report, subject to the chairman's responsibility as editor for the final version, assisted by the RCVS Education Department. The chairman should be prepared to advise visitors on their individual draft reports.

The chairman, in consultation with the appropriate visitor and the RCVS Education Department, will be the final arbiter of corrections to factual points raised by the school.

The chairman may be required to attend any interim or follow-up visit taking place after the main visitation, or other follow-up meetings held at RCVS. For visits undertaken jointly with EAEVE, the chairman may also be invited to attend the meeting of the EAEVE/FVE joint committee (ECOVE) at which the report is considered.

Guidance for visitors

Visitors are required to conduct themselves professionally, courteously, and with the utmost respect for university staff, students, and other representatives of the school visited as well as fellow visitors.

Visitors must:

- Remember that the objectives of accreditation include verifying that a programme meets the agreed standards required for registration in the UK, creating goals for development and stimulating a general raising of standards among educational institutions, and involving the faculty and appropriate staff comprehensively in institutional evaluation and planning;

- Keep a positive attitude and not offer negative feedback or other criticism during the site visit;
- Remember that all materials, discussions, deliberations, and reports of the visit are confidential.
- Refrain from discussing the "state of a school" with anyone other than visitor team members and appropriate RCVS staff;
- Remain open-minded throughout the evaluation process;
- Carefully study the materials contained in the school's self evaluation report to acquire a basic understanding of the school and its operation;
- Be prepared for up to five and a half days of intense work with long evenings;
- Participate in the discussions, both with university administration and personnel, and in the team deliberations;
- Focus on and uphold the Standards of accreditation;
- Be alert at all times using all senses;
- Be on time for all functions;
- Be involved in all functions of the site visit;
- Dress in corporate/professional attire for all site visit activities; and
- Wear RCVS (or partner accrediting body) identification badges at all times.
- Remember at all times, the visitor team is a guest of the university.

Visitor team members must not:

- Bring any preconceived ideas about the school to the visit;
- Have a personal agenda regarding the school, its programmes, or people;
- Become separated from the team for any reason unless so assigned by the chairman;
- Become involved in a confrontation involving any issue of the visit;
- Compare schools or programmes, since each school and its programme will be unique and the RCVS is not attempting to diminish diversity among programmes or to hinder or impede innovation;
- Offer judgments on solutions to problems during the course of the visit; these activities are to be reserved for the exit interviews with the head of school and university senior management;
- Use laptops or mobile devices during meetings with faculty and staff.

Guidance for observers

Depending on the type of visit being undertaken, the visit team may include observers from other accrediting bodies, veterinary schools, and others who are attending in a training role. These two types of observers will have different roles on the team.

Observers from other accrediting bodies

For some visitations involving multiple accrediting bodies, there may be “observers” representing an accrediting body whose role is to act as an independent member of the visiting team – not as a subject expert who has responsibility for evaluating specific aspects of the course or facilities. In such cases, their role is to act as an auditor of the visitation process as a whole on behalf of their accrediting body. The observer is required to observe the proceedings and discussions during the visit and, at the conclusion, to report back to their parent body on the fairness of the process. The observer may take part in discussions with faculty and students during the visit, and can contribute to discussions between the visitors. They may be called on, for example, to give guidance on interpreting the specific requirements of their parent accrediting body. They should not vote during meetings of the visitors on compliance with the standards. Their role, therefore, is essentially to enable their parent accrediting body to have confidence in the findings and recommendations of the visitors.

For joint international visits, it will have been agreed in advance and will be made clear to the university whether those attending from other accrediting bodies are there as full visitors, or observers.

Other observers

Other observers may be invited to attend a visit in a training role, or as a representative of another accrediting body that is not party to a mutual recognition agreement with RCVS. This will be by invitation from RCVS and with the agreement of the chairman and head of school concerned. Such observers will receive a copy of the school's self evaluation report before the visit, but are not expected to submit draft reports or comments, and will not vote in meetings discussing compliance with the standards. They will play a passive role during the visit, and are not expected to contribute to the discussions with school staff, unless otherwise agreed with the Chairman. They may contribute to the discussions between the visitors in private session, but must not inhibit or delay those discussions unduly. They must otherwise abide by the guidance set out above for visitors, in terms of attitude and professionalism whilst on the visit. RCVS will pay the travel and accommodation expenses of RCVS observers who are attending in a trainee role. All other observers attend at their own expense.

Visiting Team Modus Operandi

It is important that the university recognises that comments made during the visit about the status of the programme with respect to a specific standard are in no way a final determination. During the exit interview, the chairman of the visit team should emphasise that the comments made represent the majority view of the visiting team and will be considered as a recommendation by the RCVS Education Committee. The final decision on the status of each standard and the overall accreditation status will be made at a later date and rests solely with the RCVS, not the visiting team.

Each evening during the visit, the team meets and reviews the day's activities, capturing recommendations, commendations, and queries to be clarified the following day. The draft report of evaluation is updated and revised in the light of new information gained during the day. All members of the team attend the evening meetings. On the last evening of the visit, development of the draft report is completed and recommendations agreed upon. Each recommendation must be based on a "finding" noted at the end of one of the sections of the report. Each finding must be based on information contained in the "background" part of the section involved. The "background" section of the report will normally have been prepared beforehand by the RCVS (or other accrediting body) staff, based on information in the SER. The visiting team will need to verify that this background information is correct, and edit it accordingly based on their observations during the visit.

At the conclusion of the visit the team holds exit interviews with the head of school and with the Vice Chancellor/Principal of the institution to review its findings. The exit interview with the head of school and others of the head of school's choosing, completes the visitation of the university and precedes the exit interview with the Vice Chancellor and such other officers of the university administration that the Vice Chancellor may choose. The exit interview is a critical part of the site visit; therefore, all site team members will attend. In the absence of the Vice Chancellor, the team meets with his or her duly authorized representative. The chairman of the visitor team is responsible for developing and delivering the remarks for the exit interview. The team assists in preparing the outline for these remarks, and each member may be invited to comment on items concerning the sections of the report drafted by the respective member.

There is no place in accreditation for adversarial relationships. The school and the RCVS should proceed with the premise that both parties are dedicated to the common goal of quality in veterinary education. Interactions between the RCVS and the school should have a collegial tone, and be based on mutual trust and a desire to arrive at a full understanding of the current status of the educational programme of the school. The head of school and other administrative officers should be knowledgeable in the definitions of the various levels of accreditation status and the impact of the failure to meet one or more of the standards.

Administrative Notes for Visitors

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

The school will supply an electronic copy of the Self-Evaluation Report in a format compatible with Microsoft Office, as well as bound copies, and these will be forwarded to all visitors before the visit takes place. Most of the communication with RCVS, including circulation of draft reports, will be conducted by email or other electronic file-sharing system, so it is important that visitors have regular access to a reliable internet connection both before and after the visit. Visitors should bring a laptop with them on the visit so that they can draft their contribution to the report and share it with other team members.

RCVS will send each visitor their copy of the SER at least 6 weeks before the visitation. They must read it carefully as soon as it arrives and start to prepare their comments or queries on the areas they have been asked to consider, based on the data provided in the SER. Most items will of course need to be verified on site, but preparing a draft or outline report beforehand will save time during the visit, as well as helping to make the initial private meeting of the visitors productive. Visitors should also use this opportunity to identify any particular areas of concern arising from the SER where, for example, they think they might need further information or documentation during the visit. The visitors' comments/queries should be sent to the RCVS Education Department at least 4 weeks before the site visit takes place. In most cases, a teleconference meeting of the visitors will be arranged in the weeks running up to the visit in order to compare notes on issues raised by the SER, and ensure that all visitors are clear on their respective roles.

During the visit, visitors must complete their section of the draft report and agree it with their secondary rapporteur and the chairman by the last day of the visit.

Travel and subsistence

All visitors are responsible for making their own arrangements for travelling to and from the hotel at the start and end of the visit. RCVS will pay all reasonable travel expenses for RCVS appointed visitors, normally at the rate of second class rail or economy flights. Business class air fares for overseas travel can be claimed for flights of 7 hours or more. Receipts must be provided for all expenses.

Travel arrangements between the hotel and the university during the visitation will be arranged by RCVS or the university.

For UK visits, the invoice for hotel accommodation and meals during the visit will be settled by RCVS. RCVS will pay the costs of RCVS appointed visitors, but the costs for visitors from other accrediting bodies may be passed on to the university, depending on the policy of that accrediting body. Visitors will be expected to pay the cost of any additional meals/drinks they may order, or other services such as personal telephone calls, unless otherwise agreed with RCVS in advance.

RCVS will pay a loss of earnings allowance for RCVS nominated members of visitation teams at the currently applicable RCVS Council rate. This will be paid following the visit on receipt of an invoice from the visitor's place of work. Visitors attending on behalf of another accrediting body should check with their parent body on its policy for paying loss of earnings, travel and subsistence.

Payment of loss of earnings allowance and other expenses will be contingent upon the visitor complying with the timetable for submission of their report.

Annex 1 - Self evaluation report template

General

The self-evaluation report is the cornerstone of the evaluation process. It should be the result of an in-depth review of the veterinary school and the education and training it provides to prepare its students to qualify to join the veterinary profession.

Preparation of the SER should begin well in advance of the visit – it is recommended that the process should start about one year before the visit takes place. It must be submitted to RCVS at least two months prior to the scheduled date of the visit.

The SER should be drafted by the school/faculty concerned with involvement and consultation with the key staff. The SER must be written in English.

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

Guidance on preparing the self evaluation report

The main body of the SER should be between 50-60 pages of text, with no more than 50 pages of support material in appendices.

The SER must be prepared in a format compatible with MS Word (NOT PDF format), and sent to RCVS electronically.

The visiting team will make a great deal of use of the information in the SER during their evaluation, so it is very important that the school makes every effort to ensure its accuracy and consistency. Factual content from the SER may be reproduced in the final visitation report.

Long, unnecessary lists of explanatory material should be excluded from the core of the report; details can be included as appendices, or provided during the visitation in the visitors' base room. Do not

include excessive extracts from official texts. If any such texts are relevant, provide instead a link to where they can be found on a website.

The section, "Objectives" must include the institution's general objectives (teaching, research, service, continuing and postgraduate education), not detailed curriculum objectives, which should be dealt with in Standard 9 ("Curriculum").

In presenting timetables, a clear distinction should be made between hours per student and hours per teacher, to avoid ambiguity.

In Standard 11 addressing "Research", the information should focus on the involvement of undergraduate students in research.

It is important that:

- appendices should follow the outline of the core evaluation report
- the core report should include cross-references to the exact place in the relevant appendix of related material. (In the electronic copy of the SER, this can be achieved by using hyperlinks.)
- Information in the appendices must be carefully selected so that the report is not excessively lengthy and useful information is not swamped by large amounts of unnecessary detail.

In addition to the main chapters on the standards, introductory information is required as outlined below.

Dissemination of the SER

At least two months before the start of the visit, the school must send to RCVS enough printed copies of the SER for all the visitors/observers attending the visit, plus 2 further copies. These will be forwarded by RCVS to the visiting team. For joint EAEVE visits, the school must also send an electronic copy of the SER, plus 2 further printed copies, to the EAEVE office.

An electronic version must also be sent to RCVS in MSWord format (not a PDF).

The report must be made available to staff of the veterinary school.

The school should ensure that the people scheduled to meet the visiting team are familiar with the self evaluation report, particularly those parts that directly concern them.

The SER and the visitors' report on the school are considered confidential until the final report and university's response has been received by RCVS's Education Committee. At this point, the RCVS visit report will be published on the RCVS website, and copies forwarded (for UK schools) to the Privy Council, the Quality Assurance Agency, and to other partner accrediting bodies. (EAEVE may require the school to publish its SER on the university's website.)

SER Layout

The sections of the SER must be drafted in line with the guidelines and requirements set out below, with 14 sections/chapters and addressing the 12 standards.

(i) **Introduction**

(ii) **Objectives**

Standard 1 – Organisation

Standard 2 – Finances

Standard 3 – Facilities and equipment

Standard 4 – Animal resources

Standard 5 – Information resources

Standard 6 – Students

Standard 7 – Admission and progression

Standard 8 – Academic and support staff

Standard 9 – Curriculum

Standard 10 – Assessment

Standard 11 – Research programmes, continuing and higher degree education

Standard 12 – Outcomes assessment

Appendices as required

All standards must be addressed in the SER and all the questions in the template must be answered. If there is no activity in the school which corresponds to the question, state “not applicable”. Challenges can arise when a school has certain unusual features. If the school has difficulty completing the template with data in the format requested, they may provide data in a different format to match the school’s own structure/model. An explanation must then be provided as to why the data is provided in an alternative format.

In the event of difficulty in replying to a question or interpreting the requirements, please consult the RCVS Education Department (education@rcvs.org.uk).

For each standard, sub-divide the chapter as follows:

- factual information (lists, tables, numerical data, descriptions)
- comments
- suggestions for improvement - please add any suggestions for improvement in sequential order of importance.

Information to be provided in addition to the SER

The School should provide the following information (not included in the 50-60 pages):

- A list of current academic and non-academic staff, their FTE, teaching responsibilities, qualifications and departmental affiliations, and (for UK schools) whether they are registered Members/Fellows of RCVS. (Non-UK schools should indicate which staff are registered/licensed veterinarians in the country/state concerned, and also which staff are Members/Fellows of RCVS). The staff list must be appended to the SER and sent to the RCVS at the same time as the SER.
- A curriculum digest (student handbook)
- A detailed timetable for each year of the programme
- Information about units of study and rotations throughout the programme:
 - Title, reference number, credit value (if appropriate), position in curriculum (year, semester), whether it is compulsory or elective
 - Formal description of the content of the unit of study; hours and modes of instruction
- A map of the institution
- References on the map to the various stages of, and a suggested route for, the visit to inspect the facilities, with floors clearly indicated.

i) Introduction

Provide an outline of the main developments at the school since the last evaluation visit or, if there has not been a previous visit, in the period since the veterinary degree programme began.

It should cover:

- response to the recommendations of the last RCVS visit
- summary of main organisational changes
- brief summary of new policies relating to teaching
- list of new buildings and major items of equipment
- brief summary of main changes to the study programme
- brief summary of important decisions made by the management of the school, or by the authorities responsible for it
- brief summary of any changes in funding and major staffing changes

- brief summary of any major problems encountered by the school, whether resolved or not.

Standard 1 – Organisation

- 1.1 *The school must develop and follow its mission statement which must, as a minimum, embrace all the accreditation standards.*
- 1.2 *The school must have a strategic plan and an operating plan.*
- 1.3 *An accredited school of veterinary medicine must be a part of an institution of higher learning accredited by an organisation recognised for that purpose by its country's government. A school may be accredited only when it is a major academic administrative division of the parent institution and is afforded the same recognition, status, and autonomy as other professional schools in that institution.*
- 1.4 *The head of school or dean must be a veterinarian and must have control of the budget for the veterinary programme. There must be a veterinary surgeon(s) responsible for the professional, ethical, and academic affairs of the veterinary medical teaching hospital(s)/clinic(s).*
- 1.5 *There must be sufficient administrative staff to adequately manage the affairs of the school as appropriate to the enrolment and operation.*
- 1.6 *The school must provide evidence that it manages concerns about, or risks to, the quality of any aspect of the veterinary programme.*

1.1 Factual information

- Name of the school
- Address, Telephone number, Email contact and Website address
- Title and name of Dean/Principal or Head of School and confirmation that either the Head of School or Dean is a veterinary surgeon.
- Is the school within a university? If so, the main address of the university.
- Details of the authority overseeing the school and under which it operates
- Provide a copy of the strategic and operating plan of the school, including the school's mission and official list of its overall objectives. If there no official list, please indicate the objectives that guide the school's operation.
- Describe who determines the objectives of the veterinary school and the procedure through which the above is revised. Describe the system for assessing the achievement of the school's general objectives.
- Provide a diagram of the administrative structures showing the school in relation to the university or overseeing authority.
- Provide a diagram of the internal administrative structure of the school (councils, committees, departments etc.).
- Describe briefly the responsibilities, constitution and function of the main administrative bodies (councils, committees, departments etc.).
- Describe briefly the mechanisms for staff and students to influence the school's direction and decision making processes.
- Indicate the involvement of external stakeholders in the school.
- Describe processes for the appointment of the senior officers of the school (Dean, Principal or Head, Pro-Dean, Directors, Heads of Department, etc)

- Explain how the school obtains and directs resources to achieve its mission.
- Who is responsible for the clinical teaching hospital?
- Who is responsible for any distributed teaching activities of the school?
- Describe organisational structures that ensure alignment of the veterinary programme, veterinary teaching hospital operations and university/school curriculum leaders to support student learning.
- Describe arrangements to ensure the continuity of core curricular partnerships.

1.2 Comments

- Comment on how the organisation of the veterinary school contributes to achievement of the school's mission.
- In your view, to what extent are the objectives achieved?
- What, in your view, are the main strengths and weaknesses/challenges of the school?
- Comment on the effectiveness of the schools processes for managing concerns about or risks to the veterinary programme.

1.3 Suggestions for improvement

- If improvements are required, please list suggested changes in order of importance.

Standard 2 – Finance

- 2.1 *Finances must be demonstrably adequate to sustain the educational programmes and the requirements for the school to meet its mission.*
- 2.2 *Schools with other veterinary-related professional and non-professional (eg. veterinary nursing, animal science) undergraduate degree programmes must clearly report finances (expenditures and revenues) specific to those programmes separately from finances (expenditures and revenues) dedicated to all other educational programmes.*
- 2.3 *Resources allocation must be regularly reviewed to ensure it meets the requirements for accreditation of the professional veterinary degree.*
- 2.4 *Clinical services, field services, and teaching hospitals must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. Clinics must be run as efficiently as possible, for example with transparent business plans, in order to set an example of good business practice for students.*

2.1 Factual Information

- Complete the tables below.
- Provide the full budget for the school. An explanation of the university funding model for the veterinary school must be provided as an appendix.

Expenditure

- This means the total expenditure made by the school itself and by other bodies on behalf of the school (e.g. the university).
Specify the calendar year or academic year to which your information refers.
Wages and salaries should include contributions (e.g. superannuation payments).
The term "utilities" means water, electricity, gas, fuel, etc.
Total expenditure should equal the sum of individual items, ie $a + b + c + d = e$.
Please provide a summary of trends and exceptions in the expenditure.

Commented [JN1]: Added at Karen's suggestion

Cost of training

- The breakdown of the cost of education is difficult because several headings of expenditure cover both teaching and research. For this reason, the cost of training calculated in the table is only part of the items of expenditure.

Annual direct cost of educating a veterinary student
The numerator comprises:
a1 - salaries of teaching personnel
a2 - salaries of support staff
b2 - expenditure relating to teaching
c1 - equipment relating to teaching

Cost = $a1 + a2 + b2 + c1$

number of students in undergraduate training

Direct cost of training for a degree

This cost is obtained by multiplying the direct annual cost of training a student by the average number of years of training for a student.

Table 2.1: Annual expenditure of the school last 5 years

Area of Expenditure	This year N £	N -1 £	N -2 £	N -3 £	N -4 £
a. Personnel					
a.1 teaching staff					
a.2 support staff					
a.3 research staff					
<i>Total for a</i>					
b. Operating Costs					
b.1 utilities					
b.2 expenditure relating specifically to teaching					
b.3 expenditure relating specifically to research					
b.4 general operations (excluding the above)					
<i>Total for b</i>					
c. Equipment					
c.1 teaching					
c.2 research					
c.3 general (or common) equipment					
<i>Total for c</i>					
d. Maintenance of buildings					
<i>e. Total expenditure</i>					

Table 2.1.1: Projected future expenditure of the school for next 5 years

Area of Expenditure	This year N £	N +1 £	N +2 £	N +3 £	N +4 £
a. Personnel					
a.1 teaching staff					
a.2 support staff					
a.3 research staff					
<i>Total for a</i>					
b. Operating Costs					
b.1 utilities					
b.2 expenditure relating specifically to teaching					
b.3 expenditure relating specifically to research					
b.4 general operations (excluding the above)					
<i>Total for b</i>					
c. Equipment					
c.1 teaching					
c.2 research					
c.3 general (or common) equipment					
<i>Total for c</i>					
d. Maintenance of buildings					
e. <i>Total expenditure</i>					

Table 2.1.2: Sources of expenditure for the veterinary teaching hospitals for last 5 years

Costs	This year N	N -1	N -2	N -3	N -4
	£				
1. Salaries for support staff					
2. Salaries for teaching staff					
3. Maintenance of buildings and equipment					
4. Costs of consumable items, drugs, etc. incl. stock carried in-house					
5. Equipment costs & depreciation					
6. Costs of maintaining teaching animals					

Table 2.1.3: Projected future expenditure for the veterinary teaching hospitals in next 5 years

Costs	This year N	N + 1	N + 2	N + 3	N + 4
	£				
1. Salaries for support staff					
2. Salaries for teaching staff					
3. Maintenance of buildings and equipment					
4. Costs of consumable items, drugs, etc. incl. stock carried in house					
5. Equipment costs & depreciation					
6. Costs of maintaining teaching animals					

Table 2.1.4: Cost of veterinary training for the last 5 years

1. Annual cost of training a veterinary student	this year (N)	N-1	N-2	N-3	N-4

2.2 Revenues

- As for expenditure, state the calendar or academic year.
- Indicate what financial support is provided directly by the central administration (eg maintenance, power, IT services, library etc).
- Only provide revenue for operational activities. Exclude revenue for capital projects or major renovations.
- Total revenue should be equal to the sum of revenues from different sources, i.e. $a+b+c+d+e = f$.
- Revenue from public sources (item a) can fluctuate. Please give the total of this revenue for the past five years in table 2.1.1.
- Please provide a summary of trends and exceptions in the revenue.

Commented [JN2]: Added at Karen's suggestion

Table 2.2.1: Annual revenues of the school for the last 5 years

Revenue Source	This year N £	N - 1	N - 2	N - 3	N - 4
a. revenue from the State or public authority					
b. revenue from private bodies					
c. revenue from research					
d. revenue earned & retained by the school					
d.1 registration/tuition fees from students					
domestic students					
international students					
d.2 revenue from continuing education					
d.3 revenue from clinical activities					
d.4 revenue from diagnostic activities					
e. revenue from other sources					
f. Total revenue from all sources					

Table 2.2.2: Projected future revenues of the school for the next 5 years

Revenue Source	This year N £	N + 1	N + 2	N + 3	N + 4
a. revenue from the State or public authority					
b. revenue from private bodies					
c. revenue from research					
d. revenue earned & retained by the school					
d.1 registration/tuition fees from students					
domestic students					
international students					
d.2 revenue from continuing education					
d.3 revenue from clinical activities					

d.4 revenue from diagnostic activities					
e. revenue from other sources					
f. Total revenue from all sources					

Table 2.2.3: Sources of revenue for the veterinary teaching hospitals for the last 5 years

Income sources	This year N £	N - 1	N - 2	N - 3	N - 4
1. Core funds from University					
2. Income from business activities					
3. Sponsorship from industry					
4. Benefaction and donations					
5. Grants for equipment					

Table 2.2.4: Projected future revenues for the veterinary teaching hospitals for the next 5 years

Income sources	This year N £	N +1	N +2	N +3	N +4
6. Core funds from University					
7. Income from business activities					
8. Sponsorship from industry					
9. Benefaction and donations					
10. Grants for equipment					

- What percentage of income from the following sources does the veterinary teaching school have to contribute to other bodies (university, etc.)?
 - clinical income

- commercial consulting
- research grants
- other (please explain)
- Please explain how the allocation of funding to the school is determined, and by what body. If the allocation of funds, or any significant proportion of it, is linked to a particular factor (e.g. student numbers, research output), please describe this.
- Please provide details of the funding model used and the areas that the school has to cover from its operating budget.
- Outline how the allocation of funds within the school is decided.
- Indicate how the basis for funding the school compares with those teaching other courses (e.g. whether veterinary training receives a higher budget weighting compared to other disciplines in the university).
- Describe briefly the mechanism(s) for funding capital expenditure (e.g. building work, major items of equipment), and how decisions are taken on this.
- Indicate whether students pay tuition/registration fees. If so, how much these are.
- How the fees are decided.
- How the funds are distributed.

2.3 Comments

Add any general comments that you feel would help the team evaluate the school's finances.

- Comment on any of the standards that are particularly difficult to fulfil in the present financial situation.
- What is your number one priority for the use of any increased funding?
- Comment on the degree of autonomy and flexibility available to the veterinary school in financial matters.
- Does any loss of income from outside services that the veterinary school is allowed to retain for its own use, and on the extent to which loss of this income act as a disincentive for the services concerned.
- Comment on the projected budget for the next calendar year and any financial changes anticipated over the next 5 years.

2.4 Suggestions for improvement

- If you are not satisfied with the situation, please list your suggestions for change in order of importance.

Standard 3 – Facilities and equipment

<p>3.1 <i>All aspects of the physical facilities must provide an environment conducive to learning.</i></p> <p>3.2 <i>The veterinary school must have a clear strategy and programme for maintaining and upgrading its buildings and equipment.</i></p> <p>3.3 <i>Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, and equipped for the instructional purposes and must be well maintained. Students must have ready access to adequate study, recreation, locker and food services facilities.</i></p> <p>3.4 <i>Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.</i></p> <p>3.5 <i>Facilities must comply with all relevant jurisdictional legislation including health, safety, biosecurity and UK animal welfare and care standards.</i></p> <p>3.6 <i>The institutions' livestock facilities, animal housing, core clinical teaching facilities and equipment must:</i></p> <ul style="list-style-type: none"> • <i>be sufficient in capacity</i> • <i>be of a high standard and well maintained</i> • <i>be fit for purpose</i> • <i>promote best husbandry, welfare and management practices</i> • <i>ensure relevant biosecurity and bio-containment</i> • <i>be designed to enhance learning.</i> <p>Clinical teaching facilities</p> <p>3.7 <i>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.</i></p> <p>3.8 <i>All core teaching sites (whether on campus or external) should provide adequate learning spaces including adequate internet access.</i></p> <p>3.9 <i>The School must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.</i></p> <p>3.10 <i>Operational policies and procedures must be posted for staff, visitors and students.</i></p> <p>3.11 <i>Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases and operated to provide for animal care in accordance with accepted modern methods for prevention of spread of infectious agents.</i></p>
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Factual information

3.1.1 Premises in General

- Describe the major functions of, or activities that take place in, the facilities used by the school.
- Provide an area map that indicates the principal facilities of the school and describe distance and travel time to any off-campus facilities.
- Describe the strategy and programme for upgrading and maintaining buildings and equipment.

- Describe health and safety measures in place in the premises used for learning, teaching and research.
- Describe the recreational, study, locker and food facilities available to students
- Describe the physical facilities that are available for staff use including recreational and food preparation facilities.

3.1.2 Premises used for theoretical, practical and supervised teaching

- The same room should not be entered under two or more headings, even if it is used, for example, for both practical and supervised work.

Table 3.1.2a: Premises for lecturing

<i>Number of lecture halls</i>									
<i>Number of places per lecture hall</i>									
Hall	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8	etc.
Places	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total number of places in lecture halls:									

Table 3.1.2b: Premises for group work

<i>Number of rooms that can be used for group work (supervised work)</i>									
<i>Number of places in the rooms for group work:</i>									
Room	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8	etc.
Places	.....	.....	.....	.....	.....	.....	.....	.....	.....
Room	no. 9	no. 10	no. 11	no. 12	no. 13	no. 14	no. 15	no. 16	
Places	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total number of places in rooms for group work/supervised work:									

Table 3.1.2c: Premises for practical work

<i>Number of laboratories for practical work by students + number of places per laboratory</i>									
Room	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8	etc.
Places	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total number of places in laboratories:									

Table 3.1.3 Premises for animals

- Briefly describe the facilities for rearing and maintaining normal animals for teaching purposes. If the school has no farm of its own, explain the practical arrangements made for teaching subjects such as animal husbandry, herd health and the techniques of handling production animals.

Premises used for clinics and hospitals

- Briefly describe the facilities available within the clinics and hospital of the school and contracted (distributed) teaching practices and how the currency of standards is monitored.

Table 3.1.4 Places available for clinics and hospitalisation

Enter the number of animals that can be accommodated, not the number of animals used. If premises are used to accommodate different species of animal enter only once in the table.

Number of hospitalisation places for cattle	
Number of hospitalisation places for horses	
Number of hospitalisation places for small ruminants	
Number of hospitalisation places for pigs	
Number of hospitalisation places for dogs	
Number of hospitalisation places for cats	

Number of hospitalisation places for other species	
Number of animals that can be accommodated in isolation facilities:	
Small animals	
Farm animals and horses	

3.1.5 Diagnostic Laboratories and Clinical Support Services

- Briefly describe the facilities available for clinical pathology and diagnostic pathology.

Central clinical support services

- Indicate the facilities available for clinical services (e.g. diagnostic imaging, anaesthesia, etc.)

3.1.6 Slaughterhouse Facilities

- Provide evidence that the school has access to appropriate slaughterhouse facilities, and that these facilities have the capability of meeting the teaching needs of the programme. Are there any factors, including seasonal operations, which may limit access by students? Provide evidence of continuity of availability.

3.1.7 Foodstuff Processing Unit

- Describe access that the school has to foodstuff processing units for teaching.

3.1.8 Waste Management

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

3.1.9 Future Changes

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

3.2 School comments

- Evaluate the adequacy of the veterinary school facilities and their maintenance both on campus and at any distributed sites.

3.3 Suggestions for improvement

- If you are not satisfied with the situation, please list your suggestions.

Standard 4 – Animal resources

- 4.1 Normal and diseased animals of various domestic and exotic species must be available for instructional purposes, either as clinical patients or provided by the institution. While precise numbers are not specified, the school must provide access to sufficient numbers of animals and quality of animal material to provide the necessary quantity and quality of animal husbandry and clinical instruction.
- 4.2 Schools must ensure that students are competent in animal handling relevant to the workplace learning and clinical work to be undertaken and that Health and Safety matters are briefed before the student begins their placement.
- 4.3 It is essential that a diverse and sufficient number of surgical and medical patients be available for the students' clinical educational experience including patients in primary care settings.
- 4.4 Experience can include exposure to clinical education at external sites, provided the school quality assures these clinical experiences and educational outcomes to at least the same standard as university owned facilities. Further, such clinical experiences should occur in a setting that provides access to subject matter experts at the appropriate level, reference resources, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation (including necropsy). Such examples could include a contractual arrangement with nearby practitioners who serve as adjunct faculty members and off-campus field practice centres.
- 4.5 The teaching hospital(s) must provide nursing care and instruction in nursing procedures. A supervised field service and/or ambulatory programme must be maintained in which students are offered multiple opportunities to obtain clinical experience under field conditions.
- 4.6 Under all situations students must be active participants in the workup of the patient, including physical diagnosis and diagnostic problem oriented decision making.
- 4.7 Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programmes of the school.

This chapter covers materials provided for students in pre- and para clinical subjects (eg. anatomy, animal handling/husbandry, necropsy, abattoir and public health, as well as clinical case loads.

Factual information

4.1.1 Anatomy

- Indicate the materials that are used in practical anatomy training and how these are obtained and stored.
- Indicate the nature of further animal use in teaching other basic subjects.

4.1.2 Pathology

Ratio: students/post-mortem animals (numerator = 1)

Number of students graduated in the last year = = 1
--

Number of cadavers necropsied

A sufficient number and species-balance of cadavers is required through necropsy to ensure that students have adequate training and practice to allow them to conduct a full systematic necropsy on any of the major domestic species.

Table 4.1: Number of necropsies over the past five years

Species		Number of necropsies undertaken					Estimated % of necropsies observed by or undertaken by veterinary undergraduate students in most recent full year
		Yr N	N-1	N-2	N-3	N-4	
Food-producing animals:	Cattle						
	Small ruminants						
	Pigs						
	Other farm animals						
Poultry							
Equine							
Dogs							
Cats							
Rabbits							
Other/exotic							

Note: *State the actual year

** Indicate species

If there are necropsies performed outside the normal pathology accessions, include these in Table 4.1

- Indicate the nature and extent of any additional sources of material for the teaching of necropsies and pathological anatomy, including slaughterhouse material.
- Indicate the number of post-mortems by species that would be undertaken by a typical student during the course of their training

4.1.3 Animal Handling/Husbandry

- Indicate the availability of production animals for the practical teaching of students
 - on the site of the institution
 - on other sites to which the institution has access.

4.1.4 Food Hygiene and Public Health

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

4.1.5 Organisation of clinical services

- Describe the organisation of clinical services which the school uses to support student learning.
- Describe the mechanisms used to ensure that all clinical placements are supervised, well organised and subject to appropriate quality assurance processes.
- Provide evidence of systematic review and reflection (e.g. through assessment outcomes and student, staff and extramural practitioner feedback) on the effectiveness of the clinical educational experience.
- Outline the extent and responsibilities of distributed and off campus clinical teaching. Describe the planning, supervision, and monitoring of students; describe the contractual relationships with placement providers (including health and safety compliance). (Copies of contracts with external providers for core clinical teaching (distributive model) must be available for inspection confidentially during the visit.)
- Describe similarly any distributed, off-campus clinical placements that are used for non-core rotations.
- Demonstrate that off campus facilities used in core curriculum instruction:
 - are of a standard comparable to those in intramural facilities and meet those of national accreditation standards (e.g. RCVS Practice Standards)
 - are provided with dedicated learning spaces with access to university learning resources.
- Describe the respective roles of veterinary generalists and subject-matter experts in clinical instruction.
- Discuss how rotation group sizes affect students' clinical learning.

4.1.6 Case load

- Complete Tables 4.2 for the past two years. Data for earlier years should be available for the visitors during the visit. Summarise trends in case load for each main species group, and indicate if there have been any significant changes in case load and students' involvement in cases since the last visitation.
- Complete Table 4.4 for external placements for core rotations. Summarise any other formal external placements used for core teaching (e.g. SA practice, government services).
- Comment on the adequacy of patients (numbers, species, variety of cases) for the clinical teaching programme.
- Comment on the balance between first opinion and referral cases used for training students, and the extent to which students are involved in both types of case.

4.1.7 Development of students' skills

- Report in detail the internal and external clinical resources that are used across species for the development of Day 1 competences in
 - Anaesthesia, routine and referral surgery
 - Emergency and critical care
 - Primary and referral medicine
 - Clinical pathology, diagnostic imaging
 - Making and using medical records (including ambulatory services)
 - Veterinary business, client communication, ethics and professional practice during clinical rotations
 - Isolation procedures, safe chemotherapy, radiation therapy, pathogen surveillance
 - Client complaints, and oversight of clinical morbidity/mortality.
- Provide evidence that students are active participants in the workup, care and clinical management of cases. Explain how the teaching value of each case is utilised.
- Demonstrate the following aspects of clinical teaching are in place :
 - small group clinical teaching by staff who have advanced clinical experience and a commitment to student learning
 - teaching methods that provide a supportive environment and encourage students (under staff supervision) to investigate cases in depth
 - opportunity for students to spend extended periods in discussion, thinking and reading to deepen their understanding of the case and its management
 - opportunity for students to perform or contribute to extended diagnostic work up and problem solving of complex cases, including referrals, that go beyond those typically encountered in practice
 - opportunity to understand and be involved in the full range of treatment options
 - encouragement for students to demonstrate skills in evidence-based and research-based clinical practice
 - formative and summative assessment of clinical and procedural skills.

Table 4.2 – Number of clinical cases involving students

4.2(a) – Production Animals

Production Animals	No. of cases in previous year involving undergraduate students											
	(a) Rec'd for consultation in school's clinics		(b) Number of hospitalised days		(c) Number of herd/flocks & average herd size		(d) Number of animals seen by students on farm/herd health visits (not including EMS)		(e) Estimate % of 1 st opinion v. referral cases per species seen by students			
									1 st op'n		Referral	
<i>Last full year; Previous year</i>	Yn	N-1	Yn	N-1	Y1	N-1	Y1	N-1	Yn	N-1	Yn	N-1
Cattle												
Small ruminants												
Pigs												
Food producing Rabbits & other production animals (specify)												
Poultry												

4.2(b) Companion Animals

Companion Animals	No. of cases in previous year involving undergraduate students									
	(a) Rec'd for consultation in school's clinics		(b) Number of hospitalised days		(c) Number of animals seen by students (not including EMS)		(e) Estimate % of 1 st opinion v. referral cases per species seen by students			
							1 st op'n		Referral	
<i>Last full year; Previous year</i>	Yn	N -1	Yn	N -1	Yn	N -1	Yn	N -1	Yn	N -1

Equine										
Dogs										
Cats										
Pet rabbits/ other/exotic (indicate species)										

Table 4.3: Herd health programmes

COMPLETE THIS TABLE SEPARATELY FOR EACH OF THE LAST 5 YEARS	Herd/flock health programmes provided through university owned animals		Herd/flock health programmes provided through private owned animals or government services	
	SITES (N) (Blank if none)	ANIMALS (N)	SITES (N) (Blank if none)	ANIMALS (N)
Dairy				
Beef Cow-Calf				
Beef feedlots				
Sheep				
Goat				
Pig				
Poultry				
Fish				
Horses				
Other				

Table 4.4: External placements

Placement name	Species	Duration of rotation	Rotations per year	Students per rotation	Patient numbers*	Core? y/n	Other comments**

*Patient numbers should be confined to the species that is the focus of the placement
** eg. whether there are embedded university staff at the placement

4.2 School Comments

4.3 School suggestions for improvement

Standard 5 – Information resources

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

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

5.1 Factual information

- Briefly describe information resources, including library, information technology and the e-learning platform
- What access is available for students and staff to library and on-line information resources both on and off campus?
- Describe the relationship of the school and the central university in the provision of library, IT and e-learning services.
- Describe processes for evaluation of new technology for use within the teaching programme.
- Describe the use of learning aids such as simulations, mannequins and models.
- Describe the audiovisual and electronic learning media available to students and their role in supporting student learning and teaching in the programme.
- What support is available to the veterinary school for the design of on line learning materials?
- What IT facilities are available centrally, within the school and within the clinical training facilities?
- Describe the IT support for staff and students.

Table 5.1: Library statistics (5 year comparison)

Year	Current (N)	N-1	N-2	N-3	N-4
Total Budget					
Personnel					
Volumes held					
Number of paid-for journals					
Journal subscriptions (£)					
Acquisitions (Total)					

5.2 School comments

5.3 School suggestions for improvement

Standard 6 – Students

- | | |
|-----|--|
| 6.1 | <i>The number of professional veterinary degree students must be consistent with the resources and the mission of the school.</i> |
| 6.2 | <i>Veterinary schools should establish post-graduate programmes such as internships, residencies and advanced degrees (e.g., MSc, PhD), that complement and strengthen the professional programme.</i> |
| 6.3 | <i>Provisions must be made, by either the university or school, to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable accommodations/adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.</i> |
| 6.4 | <i>There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).</i> |
| 6.5 | <i>Mechanisms must be in place by which students can convey their needs and wants to the school.</i> |
| 6.6 | <i>The school must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the school with the RCVS standards for accreditation. These materials must be made available to RCVS as part of the annual report.</i> |

- Describe briefly how the number of student places is determined, including the contributions of government funded/subsidised places, non-subsidised domestic places, and places for foreign students to the total.
- Describe any proposed changes in the number of students admitted annually and if applicable, describe how the school plans to accommodate these changes.
- List and describe student services (e.g. registration, teaching administration, mentoring, welfare, counselling, tutoring, peer assistance, clubs, organisations).
- Explain the processes for supporting students who are, or become, ill, disabled, of impaired performance.
- Explain the methods that are used for identifying and remediating failing students.
- Explain what the school does to support graduates obtaining employment.
- how applicants with disabilities or illness are considered and accommodated
- Describe the mechanisms for students to articulate their needs and wants to the school and how these influence school decisions.
- Describe the systems used on an ongoing basis to collect student suggestions, comments, and complaints related to the standards for accreditation.

Commented [JN3]: PQSC recommends moving this to Standard 7 - Admissions

Table 6.1.1: Numbers of veterinary students enrolled in the veterinary school

	This Year N	N -1	N - 2	N -3	N -4
<i>Year Zero/foundation years if applicable</i>					
First year					
Second year					
Third year					
Fourth year					
Fifth year					
(insert lines for any additional years)					
#Graduated					

Table 6.1.2: Numbers of non-veterinary undergraduate students

(If students on other courses, eg. veterinary bioscience, veterinary nursing) share any of the same resources as veterinary students, indicate their numbers here.

	This Year N	N -1	N - 2	N -3	N -4
First year					
Second year					
Third year					
(insert lines for any additional years)					
#Graduated					

Table 6.1 3: Veterinary applications, offers, acceptances

Commented [JN4]: PQSC recommends moving this table to Standard 7 - Admissions

	UK/EU students		Overseas students		Total	
	A/P	O/A	A/P	O/A	A/P	O/A
Current year						
N -1						
N -2						
N -3						
N -4						

A/P = Applications/Positions available

O/A = Offers made/acceptances

Table 6.1.4: Postgraduate students, including interns and residents (head count)

Enter the number of postgraduate students (excluding graduate students on the core veterinary professional programme) in the veterinary school

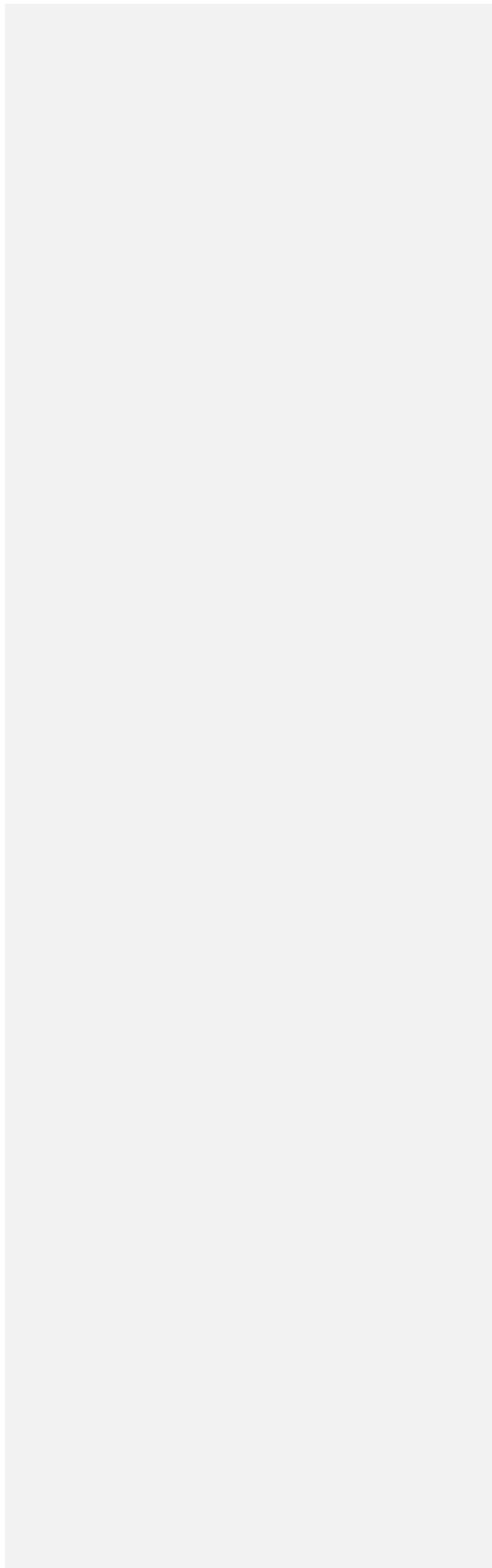
	Interns (n)	Residents (b)	Resident +MSc (n)	Resident + PhD (n)	Other postgrad quals*	PhD
Current year						
N -1						
N - 2						
N - 3						
N - 4						

Enter each person in only one category

*eg. Diplomas, Masters, Postgraduate Certs.

6.2 School comments

6.3 School suggestions for improvement/change (if any)



Standard 7 – Admission and progression

7.1	<i>The selection criteria for admission to the programme must be consistent with the mission of the school. The number of students admitted must be consistent with the resources available to the school.</i>
7.2	<i>In relation to enrolment, the school must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue or electronic information must state the purpose and goals of the programme, provide admission requirements and procedures, state degree requirements, present faculty descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar. The information must include the accreditation status of the degree course (whether by RCVS or other relevant accrediting bodies), and the requirements for eventual registration/licence, including fitness to practise.</i>
7.3	<i>The selection and progression criteria must be clearly defined, consistent, defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entering the veterinary profession in due course.</i>
7.4	<i>An accurate description of the selection criteria and processes must be published and readily available to potential students. The school must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the RCVS Day One Competences across the common UK domestic species.</i>
7.5	<i>Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.</i>
7.6	<i>Potential students must be advised of the demands of the veterinary course and RCVS requirements for fitness to practise.</i>
7.7	<i>Factors other than academic performance should be considered for admission, with the aim of selecting students who will be capable of succeeding in a variety of fields within the profession.</i>
7.8	<i>The school must have a strategy for widening participation and engaging students from a variety of social backgrounds.</i>
7.9	<i>If not otherwise covered within the early part of the course, the entry criteria for the programme must include evidence that the student has a solid background in the chemical, physical and biological science and mathematics, in order to meet the requirements of the EU Directive on basic subjects.</i>
Students with a disability	
7.10	<i>There must be clear policies and procedures as to how applicants with disabilities or illness will be considered and, if appropriate, accommodated on the programme, taking into account the requirement that all students must be capable of meeting the RCVS Day One Competences by the time they graduate.</i>
Student Progression	
7.11	<i>The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The school must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately (including areas such as practical animal handling, client communication etc).</i>
7.12	<i>The school must have mechanisms in place to monitor attrition and progression and be able to respond and amend admissions selection criteria and student support if required.</i>

Student Exclusion	
7.13	<i>Mechanisms for the exclusion of students from the programme, either for academic reasons or under fitness to practise procedures, must be explicit.</i>
Appeals and misconduct	
7.14	<i>School policies for managing appeals against decisions, including admissions, academic and progression decisions, should be transparent and publicly available. The process for exclusion of students on any grounds must be explicit.</i>
7.15	<i>Policies for dealing with student misconduct and fitness to practise must be explicit.</i>

- Summarise the selection criteria for admission to the programme, including
 - pre-requisite subjects
 - minimum admission requirements
 - factors other than academic achievement used as admission criteria
 - measures to enhance diversity
 - alternative routes of entry into the programme (eg. Year Zero programmes; accelerated programmes for graduate entry).
- Give examples/links to materials/websites designed for applicants providing information on the programme, entry requirements and the selection process.
- Describe how the school reviews its admissions criteria and selection process.
- Comment on how successful the selection process is in meeting the mission of the school.
- Describe the school's policies for admitting students with disabilities.

7.1 Veterinary Student Progression and Attrition

- Describe the requirements (in terms of completing subjects and examinations) for progressing to a subsequent year of the course.
- Describe the procedures for the management of academic misconduct and fitness to practise and for the exclusion of students.
- Describe the mechanisms that the school has in place to identify and provide remediation and support for students whose performance is inadequate.
- Describe the policies for managing appeals against academic decisions, including admissions and progression decisions.
- Explain how this information is communicated to students.

Table 7.1.1: Attrition of veterinary students

Entering class	Total students	Relative attrition		Absolute attrition		Total attrition	
	n	Academic n (%)	Personal n (%)	Academic n (%)	Personal n (%)	n	%
N -5 (if required)							
N -4 (if required)							
N - 3							
N - 2							
N -1							
Current year							

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

Absolute attrition: students who leave and never return.

Students who intercalate are not included in this table.

Table 7.1.2: Average duration of veterinary studies

For students graduating in the current year (or immediate past year), how many have attended the programme for 4 – 10 years?

Duration of studies	Full course (n)	Advanced standing/accelerated programme (n)
4 years		
{complete lines for each year)		
10 years		
Average duration of study for students who graduated in the current year (or immediate past year)		

7.2 School comments

Comment on the following:

- the standard of the students starting the veterinary course
- any differences in the academic achievement of groups of students selected by different criteria
- the factors that determine the number of veterinary students admitted
- the progress made by veterinary students in their studies and the mechanisms that the school uses to support students who are not making satisfactory progress
- the percentage of veterinary students that will eventually graduate.

7.3 Suggestions for improvement

If improvements are required, please state in order of importance any suggestions regarding:

- the number of students admitted
- the drop-out percentage
- the average duration of studies

Standard 8 – Academic and support staff

- 8.1 *The institution must ensure that all staff are appropriately qualified and prepared for their roles.*
- 8.2 *The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the school's mission.*
- 8.3 *Staff who participate in teaching must display competence and effective teaching skills in relevant aspects of the curriculum, regardless of whether they are full or part time, residents, interns or postgraduate students, adjuncts or off-campus contracted teachers.*
- 8.4 *Academic positions must offer the security and benefits necessary to maintain stability, morale, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.*
- 8.5 *The veterinary school must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of staff; including formal appraisal and informal mentoring procedures, especially for junior academic staff. Staff must have the opportunity to contribute to the school's direction and decision making processes.*
- 8.6 *The school must be able to demonstrate that it has a programme for staff development in tertiary teaching theory/practice, and how that programme is managed.*
- 8.7 *Promotion criteria must be clear and explicit. Promotions must recognise excellence in, and place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.*

8.1 Factual information

In completing the tables below, please note the following:

- staff who are allocated to the veterinary school, principally for teaching in the veterinary programme and financed by the university – these should be included as full-time equivalents (FTE)
- staff in the school who teach fewer than 10 hours per annum in the veterinary programme should NOT be included in staffing ratios
- staff in the school who are allocated to other programmes but also teach in the veterinary programme, including "research only" staff: these should receive a fraction of FTE according to the hours of veterinary teaching relative to other programmes in the school.
- staff outside the veterinary school (service departments) who teach in the veterinary and other university programmes should be allocated an FTE equivalent based on the relative size of the subject they teach.
- practitioners in off-campus contracted centres (distributed model) who are significantly engaged in clinical teaching, should be included as fractional FTE positions, based on the hours actively contributed to teaching.

Adjunct and visiting positions should generally not be included in FTE figures. However, where adjunct appointments are used, full details should be provided in this section, indicating the personnel, areas of teaching and number of teaching hours.

- **Full-time equivalents (FTE):** Posts can be occupied full-time or part-time. The number given should correspond to a total of full-time equivalents (FTE). For instance 10 full-time posts plus two part-time posts at 50% plus 1 part-time post at 80% should be given as a total of 11.8 FTE.
- **Teaching staff:** It is accepted that "teaching" staff will also do research.
- **Research staff:** This category includes academic personnel whose main task is to conduct research work, although they may participate in some undergraduate teaching.
- **Support staff:** This includes all posts, regardless of the work undertaken; - secretaries, administrators, technicians, librarians, veterinary nurses, animal carers, cleaners, etc.
- **Postgraduate students:** Interns and doctoral (Ph.D.) students should not normally be included in staff numbers. They fall into the category of "students", unless they are paid to provide regular structured practical and/or clinical training for a minimum of 10% and a maximum of 50% of their annual workload, and are supervised by the permanent staff.
- **Residents:** These can be included in teaching staff and allocated a fractional FTE based on their contribution to teaching. This fraction would not normally exceed 0.2.

If the above distinctions between different groups of staff are not appropriate for the school, make the best distribution possible between the suggested headings and add an explanatory note.

Table 8.1.1: Academic staff of the veterinary programme – numbers and qualifications

	Non-Veterinarians			Veterinarians					
	BSc only	MSc	PhD	BVSc or DVM only	MSc	PhD	Veterinary Specialists		
							Board Certified or Diploma holders	Board Certified / Dip holders & Masters degree	Board Certified / Dip holders & PhD
Dean/HoD									
Professor									
Associate Professor									
Senior Lecturer									
Lecturer									
Tutors/or equivalent									

Part time Faculty (less than 75% time)									
Totals:									
Total specialist vets:									
Total	Non vets:			Vets:					

Table 8.1.2: Support staff of the veterinary programme

Role	Technical staff FTE	Admin & other staff FTE
Responsible for the care and treatment of animals		
Responsible for the preparation of practical and clinical teaching		
Responsible for administration, general services, maintenance, etc		
Support staff primarily engaged in research		
Other		
Total support staff		

Table 8.1.3: Loss and recruitment of staff (both academic and clinical equivalent)

Provide data for the past five years

Rank/position	Number of Faculty lost	Discipline/Specialty	Number of Faculty recruited	Year

Total				

- Outline how the allocation of staff to the school is determined.
- Provide evidence that staff who participate in teaching display competence and effective teaching skills in relevant aspects of the curriculum.
- Describe how the school identifies and meets teacher training needs for intramural and extramural staff and teachers.
- Outline how the allocation of staff to units within the school is determined.
- Describe policies designed to maintain a stable cohort of academic and support staff.
- Indicate whether there are difficulties in recruiting or retaining staff.
- Indicate whether the school employs additional staff from service income (e.g. using revenues from clinical or diagnostic work).
- Describe the rules governing outside work, including consultation and private practice, by staff working at the school.
- Describe the opportunities and financial provisions for academic staff to: a) attend scientific meetings; b) go on sabbatical/study leave.
- If there are long-term gaps in filling appointments, describe the arrangements to provide/cover those components of the programme. Estimate the percentage of core curricular content delivered in this way.
- Describe the processes for supporting and mentoring staff, especially junior academic staff.
- Explain the processes for the review and planning of staff performance, including the management of workload.
- Provide a concise summary of employment policies and processes and promotion policies and processes.
- Provide an estimate of the weightings assigned to teaching, research, service and/or other scholarly activities in the promotion criteria for academic staff.
- Describe the role of interns, residents and post-graduate students in teaching and assessing veterinary students.

Commented [JN5]: Moved from Standard 9

8.2 School comments

8.3 School suggestions for improvement

Standard 9 - Curriculum

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

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

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

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

Management

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

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

Content

9.5 *The curriculum should include the following:*

- *understanding of biological principles and processes of veterinary significance*
- *expertise in recognising and advising on normal animal structure and function, husbandry, behaviour, nutrition and feeding, reproduction and breeding, homeostasis, pathophysiology, agents of disease and the natural history and clinical manifestations of important animal diseases*
- *expertise in medicine, surgery, and anaesthesia applicable to a broad range of common species. Students must develop entry-level skills in physical examination and laboratory diagnostic techniques and interpretation (including clinical pathology, diagnostic imaging and necropsy), disease prevention, biosecurity, therapy (including surgery and pharmacotherapeutics), patient management and care (including primary care, intensive care, emergency medicine, surveillance and isolation procedures) for individual animals, herds, flocks and other populations*
- *knowledge, skills, values, attitudes and behaviours necessary to contribute, as a veterinarian, to promoting animal health and well being, within changing societal expectations*
- *clinical, epidemiological, pathophysiological and regulatory skills in management of animal diseases which are:*
 - *endemic to the UK and the EU*
 - *endemic to and of special consideration in the country in which the school is located;*
 - *exotic to the UK and the EU and which are currently regarded as being of concern as potential emergency animal diseases or diseases of global veterinary significance*
 - *significant emerging diseases*

- entry level capability (to OIE standards) in preventative medicine/epidemiology, zoonoses, food safety and hygiene, regulation of animals and animal products, and management of the interrelationship of animals and the environment. This training must include experience in abattoirs.
- professional level problem solving skills in evidence-based diagnosis and clinical management, and data and information management skills
- capacity for professional communication; the ability to acquire information from the owners of animals by direct interaction as well as retrieval of archival data from medical records, communication with colleagues, regulatory bodies and clients
- skills in application of professional ethics, delivery of professional services to the public, personal and business finances and management. An appreciation of the breadth of veterinary science, career opportunities and relevant information about the veterinary profession
- self-management skills in identifying and meeting personal learning needs, maintaining well being and professional relationships.

Extra Mural Studies (EMS)

- 9.6 *EMS must be an integral and structured part of the education and training of veterinary students. Veterinary schools must demonstrate how it is incorporated in the curriculum.*
- 9.7 *Evidence must be provided that extramural farm animal husbandry practical work is used within the curriculum to complement intramural studies to support students' attainment of comprehensive understanding of livestock and farm systems.*
- 9.8 *Intra-mural core teaching must be supported by extramural clinical studies.*
- 9.9 *There must be a system in place to enable EMS providers to provide feedback to the school on the performance of students during EMS and on the EMS programme.*
- 9.10 *There must be a member of the academic staff responsible for the overall supervision of all types of EMS, including liaison with EMS providers and ensuring all students secure required placements.*
- 9.11 *The school must have mechanisms in place to support students to take responsibility for their own learning during EMS, including preparing before each placement, setting learning objectives in consultation with tutors, being familiar with guidance provided by their university and RCVS for EMS, communicating effectively with placement providers before, during and after placements, and maintaining a reflective log of their EMS experience.*

9.1 Factual information

- Provide a broad overview of the teaching programme, under the headings:
 - basic subjects
 - animal production,
 - clinical subjects,
 - food hygiene,
 - preventative medicine,
 - professional skills.

- Highlight any unusual or innovative aspects.
- Describe the strengths and weaknesses of the curriculum as a whole.
- Describe major curricular changes that have occurred since the last full accreditation visit.
- Describe any plans for future curriculum changes.
- Describe the process used for curriculum evaluation and revisions and review (including identification of curricular overlaps, redundancies, and omissions).
- Describe processes for gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and moderators, and data from examination/assessment outcomes.
- Outline the composition, reporting lines and remit of the formally-constituted committee that oversees and manages the curriculum and its delivery.
- Outline the processes for approving students' choices of elective subjects.
- Explain any limitations on students' freedom to chose electives.
- Describe arrangements for teaching in abattoirs and premises for food production.

Commented [JN6]: This has been moved to Standard 8

Table 9.1.1: Digest of units of study (hours)

Unit title	Unit #/ref	Credits	Lectures (1)	Tutorials Seminars/ Problem based learning (2)	Online & other (3)	Labs & Super-vised Practical (4)	Clinical (5)	EMS (6)	Total
Year 1									
Unit name									
<i>Insert lines for each unit</i>									
Year 2									
Unit name									
<i>Insert lines for each unit</i>									

<i>Continue for each year of programme</i>									
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9.1.2: Digest of disciplines and subjects (student hours in course)

Subject	Lectures (1)	Tutorials Seminars/Problem based learning (2)	Online and other (3)	Labs & Super- vised Practical (4)	Clinical (5)	EMS (6)	Total
Basic subjects & sciences							
Anatomy, histology, embryology							
Biochemistry							
Biology, cell biology							
Chemistry							
Physiology							
Molecular biology							
Scientific method							
Biostatistics							
Genetics							
Epidemiology							
Immunology							
Microbiology							
Pathology, pathophysiology							
Pharmacology							
Pharmacy							

Toxicology							
Environmental protection and conservation							
Animal Production							
Agronomy							
Animal nutrition							
Animal husbandry & production, incl. aquaculture							
Livestock production economics							
Animal behaviour & behavioural disorders							
Animal protection & welfare							

Preventative vet medicine, health monitoring							
Reproduction & obstetrics							
Clinical subjects							
Anaesthesia							
Clinical examination & diagnosis							
Clinical pathology							
Diagnostic imaging							
Clinical medicine							

Surgery							
Therapeutics							
Emergency & critical care							
Exotic & epizootic disease							
Zoonoses & public health							
Government veterinary services							
Food hygiene							
Veterinary certification							
Regulation & certification of animal & animal products							
Food hygiene & quality							
Professional Knowledge							
Professional Ethics & behaviour							
Veterinary legislation							
Communication skills							
Practice management & business							
Information literacy & data management							

Table 9.1.3 – EMS

Set out in table form the recommended number of weeks that students are required, or advised, to undertake in EMS. Alternatively, if students have a free choice, explain briefly the school's policy on EMS

	Minimum duration	Year of programme
Production animal farm experience (pre-clinical)		
Companion animal preclinical experience		
Clinical – companion animal		
Clinical – production animal		
Clinical – other		
Food hygiene, abattoir		
Other (specify)		

Provide breakdown by species or nature of practice as appropriate to the school's requirements.

Table 9.1.4 – Clinical Rotations

	List of individual rotations	Duration	Year of programme
Core intramural rotations			
Core distributed rotations			
Elective rotations			
Other			

Provide breakdown by individual rotations

- Identify the academic and support staff responsible for the overall supervision of EMS. Explain the processes for liaison with EMS providers.

Commented [JN7]: Moved from earlier in the Standard

Standard 10 – Assessment

Management

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

Policy and Regulation

- 10.2 *The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified, and available to students in a timely manner well in advance of the assessment.*
- 10.3 *Requirements to pass including the effect of barrier assessments must be explicit.*
- 10.4 *Mechanisms for students to appeal against assessment outcomes must be explicit.*
- 10.5 *The school must have a process in place to review assessment outcomes and to change assessment strategies when required.*

Assessment methods and design

- 10.6 *Programme learning outcomes covering the full range of professional skills and attributes must form the basis for assessment design and underpin decisions on progression.*
- 10.7 *Assessment must inform student learning and students must receive timely feedback.*
- 10.8 *Assessment load must be planned and managed to achieve appropriate workloads for students and staff.*
- 10.9 *Assessment strategies must allow the school to certify student achievement of learning objectives at the level of the programme and individual units of study.*
- 10.10 *Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills (some of which may be on simulated patients), must form a significant component of the overall process of assessment in the clinical disciplines.*

Assessment standards and quality assurance

- 10.11 *There must be procedures in place to maximise the fairness, validity and reliability of assessment outcomes, including but not limited to academic peer review of assessment content, proofing of scripts, supervision and invigilation, maintenance of records and moderation processes.*
- 10.12 *Schools must have appropriate moderation processes in place to ensure parity within and between individual units of study, across the programme, with other institutions; and to ensure that each student is fairly treated.*
- 10.13 *The school must be able to demonstrate that there are appropriate measures in place to ensure that grades awarded reflect an appropriate standard of performance by students against the relevant learning objectives.*

10.1 Factual information

- Provide an overview of assessment practice within the programme; provide evidence of mapping and alignment of the assessment tasks to programme and unit of study learning outcomes.
- Describe the methodology used for the assessment of clinical skills. What strategies are in place to ensure that every graduate has achieved the minimum level of competence, as prescribed in the RCVS Day 1 Competences, at the point of graduation?
- Explain how assessment:
 - supports quality student learning; supports student achievement of learning objectives at programme and unit-of-study levels
 - demonstrates progressive development towards entry level competence
 - underpins decisions on progression
 - is managed within appropriate workloads for students and staff
 - is accompanied by constructive and timely feedback to help guide student learning.
- Describe how the school's assessment strategy is developed, implemented and reviewed.
- Explain the procedures in place to ensure the fairness, validity and reliability of assessment outcomes, including moderation processes.
- Describe the process by which grades are awarded, including explicit requirements for barrier assessments.
- Explain how staff, including those in external placements, are trained in assessment.
- Outline the appeals process as it relates to assessment or cross-reference to where this is described elsewhere in the SER.

10.2 School comments

10.3 School suggestions for improvement

Standard 11 - Research programmes, continuing and higher degree education

- 11.1 *The veterinary school must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-led teaching.*
- 11.2 *All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine. All students must have opportunities to participate in research programmes.*
- 11.3 *Veterinary schools must provide advanced postgraduate degree programmes, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and community. Programmes and the numbers of students in them must be commensurate with the facilities, clinical and other resources and staff.*

11.1 Factual information

- Describe the postgraduate and research programme in the school with emphasis on:
 - the integration of research activities with the veterinary programme
 - the nature and level of participation of students from the veterinary programme in clinical and research training
 - the availability of clinical postgraduate training and appropriately qualified supervising staff.
- Describe the continuing education programmes provided by the veterinary school, their relevance to the needs of the profession and the community, the number of participants in each programme and the plans to continue and/or expand continuing education programmes.
- For schools offering RCVS CertAVP modules, provide data on modules offered, number of candidates enrolled, number of candidates passing modules.
- Outline any potential conflicts in relation to case management or completion of research, for interns, residents and research students who have teaching roles.

Table 11.1.1 – Postgraduate clinical training (interns and residents)

Clinical discipline	No. of interns	No. of residents	Diploma or anticipated title
1.			
2.			
3. etc.			

Table 11.1.2 – Postgraduate programmes (include any external/distance learning courses)

Qualification (indicate discipline and/or dept)	No. of students on taught courses, incl. external/distance learning	No. of students by Research	Duration of training
Diploma/Specialist level			
1.			
2.			
3. etc			
Masters Level (incl. postgrad cert/dips)			
1.			
2.			
3. etc			
PhD/Doctorate level			
1.			
2.			
3.etc			
Other			
1.			
2.			
3.etc			

Table 11.1.3 – Continuing education courses provided by the school in the most recent year (state year)

Extend table as necessary.

Title of course	Number of participants	Course hours
<i>add rows as required</i>		

Table 11.1.4 – Summary of all research programmes in the veterinary school in past 3 years

	Total # academic staff	# academic staff involved in research who teach on the professional vet degree	Total research FTE	Externally funded research <u>grants applied for</u>		Externally funded <u>research grants won</u>		Number of original peer-reviewed research publications
				Number	Value	Number	Value	
Year N								
Year N - 1								
Year N - 2								

Commented [JN8]: Previous version just asked for number and value of "externally funded research grants"
 Have added an extra column and split between grants applied for and grants won.

Table 11.1.5 – Summary of veterinary students’ involvement in research projects

	# veterinary students undertaking a research project (indicate year of study)		
	# Year 3 students	# Year 4 students	#Year 5 students
Year N (most recent full year)			
Year N – 1			
Year N – 2			

(adjust the year of study as appropriate to the programme)

Table 11.1.6 – Numbers of veterinary students intercalating in last 3 years

	# students intercalating
Year N (most recent full year)	
Year N – 1	
Year N - 2	

11.2 School comments

11.3 School suggestions for improvement

Standard 12 - Outcomes assessment

- 12.1 *In the interests of quality assurance and enhancement, the veterinary school must have mechanisms to gather data routinely to demonstrate that its institutional and educational objectives are being met.*
- 12.2 *Specifically, the school must provide evidence that:*
- *its strategic goals are appropriate and that it is progressing towards achieving these goals*
 - *it is complying successfully with its operating plan*
 - *its veterinary programme is subject to internal and external evaluation and validation processes by long feedback loops (e.g. graduate destination surveys, employer surveys) in addition to the short loops (e.g. unit of study evaluations).*
- 12.3 *The school must provide evidence that all its graduates have (or for a new school, will have) achieved the programme's stated learning outcomes, including the level of competence required of an entry-level veterinarian (RCVS Day One Competence).*
- 12.4 *There must a system for students to keep a record of, and reflect on, their developing practical and clinical skills over the duration of programme. There must be evidence that such experience logs inform the learning and assessment process for individual students, and evidence that the school uses consolidated data to monitor the achievement of competence and experience levels of students across the programme as a whole.*
- 12.5 *There must be procedures to review the evidence of student experience and student achievement of Day One Competence, and demonstrate implementation of change on the basis of such review. Outcomes of the review process must be communicated to relevant internal and external stakeholders.*
- 12.6 *The school must have a strategy for the continuous improvement of the quality of the veterinary programme.*
- 12.7 *In the case of a school that has yet to produce graduates, evidence must be presented that provides RCVS with reasonable assurance that the school's programme outcomes will be achieved. Evidence must be available to show progress to date in achieving the desired outcomes in the programme, and the measures to be taken in the remainder of the programme to ensure their achievement by the completion of the veterinary degree.*

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

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

Information to be provided in the SER should include (but not be limited to) the following:

- Describe and provide evidence to show how the results of outcomes monitoring are used by the school to improve the educational programme.

Student outcomes

- Employment rates of graduates (within one year of graduation, and over longer periods if available)
- Demonstration of achievement of RCVS Day 1 competences
- Assessments of graduating final year students (e.g. external assessment through NAVLE if applicable, graduating class course evaluations of their experience etc.)
- Results of employer surveys to determine satisfaction with the school's graduates.

Institutional outcomes

- Describe how the school evaluates progress in meeting its mission (e.g. benchmarking with other institutions), or cross-reference to where this has been described.
- Document significant indicators of the quality of the educational process (e.g. staff awards, staff perception of teaching resources, student satisfaction with the programme, teaching improvement benchmarks, including TEF and NSS)
- Results of surveys/analysis of outside opinion, including former students and other advisory/stakeholder groups, as to whether the school is achieving its objectives.

Professional competences

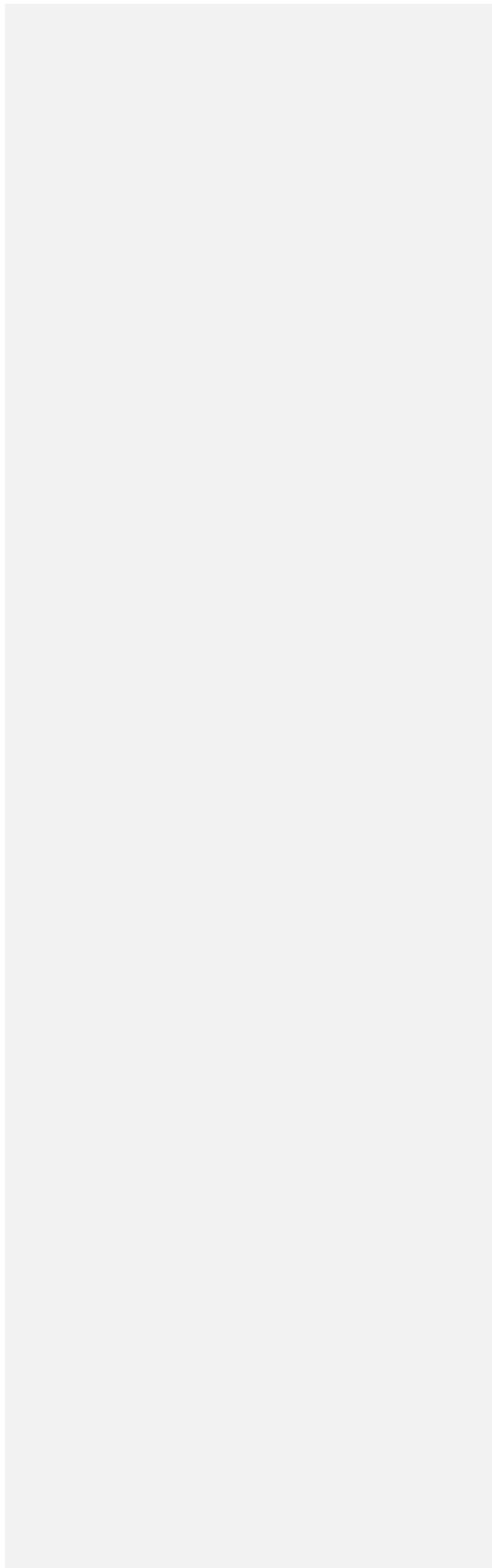
- Summarise the evidence gathered by the school to demonstrate that students have achieved the Day One Competences.

Other

- Summarise any other evaluations that the school/university has undertaken to measure the effectiveness of the veterinary programme in preparing students to enter the profession.
- Where data is available over a number of years, provide an indication of trends in the data.

12.2 School comments

12.3 School suggestions for improvement



Annex 6 - Job description and person specification for RCVS visitors

The following description of the visitor's role, and the 'person specification' is provided to all those who apply to be considered as RCVS visitors. Applicants are invited to describe in writing how they meet the person specification. Applications are considered by the chairmen of RCVS's Education Committee and its Primary Qualifications Sub-Committee (PQSC). The names of those deemed to meet the requirements are passed to PQSC for endorsement and inclusion on the list of possible visitors. The team of visitors for any particular visit is put together in consultation with the chairman of PQSC and chairman of the visitation panel, confirmed by PQSC and ratified by Education Committee.

Setting and monitoring the standards for veterinary education is a key responsibility of the RCVS. The RCVS defines the competences that need to be met by the new veterinary graduate, and specifies the requirements for veterinary degree courses to be approved for registration purposes. The RCVS undertakes formal visitations to universities to ensure that veterinary degree standards are being maintained, and for UK universities, reports its recommendations to the Privy Council. For a veterinary degree to be approved for registration purposes by the College, the course must meet RCVS standards as well as UK and European Directive requirements on the recognition of professional qualifications. Visit reports are also passed to the Quality Assurance Agency for Higher Education (QAA), which carries out quality assurance monitoring of UK higher education institutions on behalf of the English and Scottish funding councils.

Visiting team

For a visitation undertaken solely by RCVS the visiting team for a UK university would normally consist of six experts (including the chairman), plus a student, and observers from AVBC and/or AVMA), plus a member of staff from the RCVS.

For an overseas visitation conducted solely by RCVS, the same team composition will apply as in the UK.

For an overseas visitation conducted jointly with another accrediting body, the size of the visiting team will vary, depending on the arrangements agreed with the partner accrediting body. RCVS would normally appoint one or two visitors for a joint visitation being undertaken overseas in collaboration with AVMA and/or AVBC. RCVS visitors attending an overseas visitation would normally be expected to have previous experience as a member of a visiting team.

For visitations in the UK undertaken jointly with EAEVE, EAEVE normally appoints three visitors. For joint visitations undertaken with AVMA and/or AVBC, RCVS will normally appoint up to two visitors.

The visiting team may also include observers, for example from other accrediting bodies, or a head of school attending by invitation of the host university, or newly appointed RCVS visitors attending in a training role.

Broad areas of expertise to be covered by the visiting team

The panel of visitors will normally be constituted to cover the following subjects:

- veterinary basic sciences
- animal production
- veterinary public health and food hygiene
- clinical studies – one visitor to cover companion animal clinical studies and one to cover large/production animals. One of the two clinical visitors must be a veterinary surgeon in practice.
- At least one of the visitors should have significant experience within a HE environment.
- One of the visitors should be a student (either an undergraduate or a current postgraduate)

Key tasks for a visitor

- Work as a member of a team of experts reviewing and making recommendations to RCVS on the standard of veterinary education and training at universities offering, or seeking to offer, approved degrees.
- Following agreed RCVS evaluation standards and procedures, review the university's self evaluation report before the visit, submit draft comments to RCVS before the visit, and take part in any required training and/or pre-visit meetings or teleconferences.
- Attend the site visit (usually allowing up to five and a half days) to the university to review the curriculum, teaching methods and facilities.
- Act as first rapporteur in reviewing one or more of the standards and chapters of the university's self evaluation report, and second rapporteur for one or more other standards, and contributing to the final report in the visitor's own area of expertise.
- Submitting to RCVS a draft report on the allocated standards and areas of expertise by the end of the visit.
- Comment on drafts of the overall report before submission to RCVS committees.
- If agreed with the chairman of the panel, to attend the university to observe examinations and report to RCVS accordingly.
- Attend further follow-up meetings/visits if required and comment on subsequent follow-up reports as necessary.

Visitor training

RCVS offers training days to all members of the site visit team, including new visitors and observers. These one day events usually take place around a month before the site visit and use the institution's self-evaluation report as the basis for teaching about the standards and procedures of a visitation. This day also gives experienced visitors a chance to refresh their knowledge about how the visitation process works, as well as drawing out queries and questions about the self-evaluation report that the team will want to explore during the visitation. No new team member can attend as a visitor unless they have attended a training session or a briefing meeting prior to the visit. New members of a visit

team must also normally have attended a visit as an Observer to gain experience before being appointed as a full member.

Time commitment

Preparatory reading time: the visitor must allow time to consider the university's full self evaluation report (often around 100+ pages) and to prepare their initial written comments and queries - usually around 6-8 weeks before the visit.

Visit: usually 5.5 days (Sunday afternoon – Friday inclusive), with the formal proceedings at the university starting on the Monday. (Need to allow up to 6 days away from home). Each day is a full day, from 8.00am through to late evening. The visiting team has a meeting every evening after visiting the university during the day as well as a working dinner. In some instances, one or more of the visitors may also be asked to attend the university at a later date to observe the final degree examinations.

Report writing: reports are drafted during the week of the visit, but the visitor must also allow time to consider and comment on the full draft visitation report after the meeting. Draft reports need to be turned round very quickly.

Expenses

Travel and accommodation expenses are paid by RCVS. For overseas visits, these costs will be passed on to the university concerned.

RCVS appointed visitors may claim reimbursement for their loss of earnings at the currently applicable Council rate for the time spent on the site visit on submission of an invoice from their place of work.

Visitors are asked to find the most cost effective means of travel, such as lower cost rail fares or flights booked in advance, or budget airfares where available. Visitors undertaking visits overseas which involve a flight of seven hours or more may claim for business class air fares.

Receipts must be provided for all travel and subsistence expenses before costs can be reimbursed.

RCVS visitors “person specification”

FACTORS			CRITERIA
Education and professional qualifications	Essential	A1	Hold a degree registerable with the RCVS (except for visitor in Veterinary Basic Sciences), or be a currently licensed veterinarian in good standing in another jurisdiction acceptable to RCVS
		A2	PhD (mandatory for visitor in Basic Sciences)
	Desirable	B	Postgraduate qualification
Specific aptitude and abilities	Essential	E1	Ability to interpret a large amount of complex information
		E2	Ability to identify significant issues from complex data
E3		Good problem solving abilities	
E4		Good English writing skills	
Desirable	F1	Experience of curriculum development	
	F2	Familiarity with budgets and financial statements	
	F3	Diplomacy in dealing with sensitive issues	
Interpersonal skills	Essential	G1	Ability to provide constructive criticism
		G2	Good interviewing skills
		G3	Ability to work in a team
		G4	Ability to facilitate discussion to reach conclusions

		G5	A courteous manner in verbal communications
		G6	Absolute discretion in confidential matters
Special factors	Essential	I	Good professional standing

Annex 10 - Accreditation rubric for visitors

This checklist is for the use of the visitors during the visitation.

STANDARDS		Compliant	Minor Deficiencies	Major Deficiencies	SER page reference
1.	ORGANISATION				
1.1	Mission statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	Strategic & operating plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	Part of an institution of higher learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	National institutional accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	Relationship between school and parent institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6	Qualifications and responsibilities of the dean incl. budgetary control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7	Qualifications of those responsible for professional /ethical/academic matters in teaching hospital(s)/clinics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.8	Sufficient effective administrative staff to manage the school adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.9	Evidence of management of concerns or risks to the quality of the veterinary programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	FINANCES				
2.1	Adequacy of financial support for professional teaching programme and the mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	Delineation of funding and impact of ancillary undergraduate programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3	Regular review of finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4	Clinics/hospitals function as instructional resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5	Clinics/hospitals run efficiently with transparent business plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	FACILITIES AND EQUIPMENT				
3.1	Physical environment conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	Programme for maintenance & upgrading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3.3	Adequacy of teaching facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4	Study & service areas for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5	Adequacy of offices, teaching prep. areas and research laboratories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.6	Facilities comply with H&S, biosecurity, welfare standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.7	Adequacy of livestock facilities, & animal housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.8	Adequacy of on-campus clinical teaching facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.9	Adequacy of off-campus/distributed core clinical teaching facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.10	Adequacy of diagnostic and therapeutic services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.11	Operational policies and procedures posted for staff, students and visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.12	Adequacy of isolation facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	ANIMAL RESOURCES				
4.1	Adequate range of animals available for teaching (normal vs. diseased, in- vs. out-patient, field service, ambulatory, herd health)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	Diverse and sufficient surgical/medical patients for student clinical teaching, incl. primary care cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3	Standard and quality assurance of education at external sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4	Nursing care & instruction provided; student involvement in ambulatory/field programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5	Students' involvement in health- care management of patients (& involvement with clients)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6	Adequacy of medical records system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.7	Students competent in animal handling relevant to their learning prior to placements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	INFORMATION RESOURCES				
5.1	Adequacy of information retrieval resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2	Access to information resources on and off campus (including distributed sites)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3	Librarian is qualified, support personnel are available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5.4	Internet widely available, including in libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.5	Support for development of instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.6	Alignment of information resources to teaching programme and systems to evaluate effectiveness of innovations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	STUDENTS				
6.1	Appropriate student body (size and representation) given mission and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2	Adequate post-grad programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3	Student support & welfare services, incl. careers advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4	Mechanisms to resolve student grievances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5	Student input to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.6	Student Complaint policy and procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.	ADMISSION & PROGRESSION				
7.1	Selection criteria & numbers admitted consistent with mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2	Course adverts clear & comprehensive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.3	Student selection & progression criteria are fair, transparent & appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.4	Selection criteria & processes clear & accessible; reviewed for relevance, & take account of RCVS D1Cs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.5	Training provided for those involved in selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.6	Potential students advised of demands & FtP requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.7	Non-academic achievement admission criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.8	Strategy for widening participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.9	Academic entry requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.10	Policies for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.11	Explicit progression policy, with remediation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.12	Attrition/progression monitored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

7.13	Explicit policies for exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.14	Transparent & accessible appeals policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.15	Explicit policies on misconduct & fitness to practise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.	ACADEMIC & SUPPORT STAFF				
8.1	Staff appropriately qualified and prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.2	Appropriate numbers of staff to deliver the programme and mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.3	All teaching staff display competence & teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.4	Promotion and retention policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.5	Performance review procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.6	Staff development in tertiary teaching available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.7	Promotion criteria recognise teaching & other activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.	CURRICULUM				
9.1	Curriculum consistent with QAA level 7 descriptor, EU reqs and RCVS D1Cs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.2	Explicit coherent learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.3	Learning outcomes communicated to staff/students, reviewed, managed & updated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.4	Regular (min 7 yrly) review and management (revision)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.5	Management of the curriculum by committee with clear reporting lines and responsibility as set out in 9.4. Chapter 2. Regular meetings incl. student representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.6	Curriculum covers items listed in 9.5. Chapter 2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.7	EMS is integral and structured part of programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.8	Farm animal husbandry EMS complements core training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.9	Core clinical training is complemented by clinical EMS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.10	Feedback systems for EMS providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.11	EMS coordinated by member of academic staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

9.12	Mechanisms to support students to take responsibility for own learning, incl. reflective logs & objective setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	ASSESSMENT				
10.1	Assessment strategy well managed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.2	Assessment tasks & grading criteria explicit in advance of tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.3	Requirements clear to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.4	Explicit appeals procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.5	Review processes for assessment strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.6	Full range of professional skills & attributes covered by assessment design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.7	Assessment informs student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.8	Assessment loads planned to achieve appropriate workloads for staff & students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.9	Assessment at programme and unit level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.10	Valid & reliable assessments, with direct assessment of clinical skills a significant component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.11	Effective assessment management incl. record keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.12	Quality control of assessment outcomes with peer review of the process etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.13	Moderation processes in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.14	Grades awarded appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.	RESEARCH PROGRAMMES, CONTINUING & HIGHER DEGREES				
11.1	Adequate integration of research in the professional programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.2	Active student participation in research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.3	Breadth & quality of school research programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.4	Provision of postgrad degrees, postgrad clinical training programmes & CPD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.	OUTCOMES ASSESSMENT				
12.1	Mechanisms in place to gather data which show institutional and educational objectives are being met. Trends analysed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.2	Strategic goals are appropriate and progress towards these is being made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

12.3	Veterinary programme subject to internal and external evaluation by long and short feedback loops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.4	New graduates have the scientific knowledge, skills and ability to provide entry level care upon graduation (RCVS D1Cs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.5	Procedures to review the evidence of student experience and achievement of RCVS D1C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.6	Use made of student experience logs by students, and by school to monitor experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.7	Direct and indirect measures of student learning outcomes are used to evaluate clinical competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.8	School can demonstrate assessment of the quality of the veterinary programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Students have mastered Clinical Competences at entry level (to OIE standards):					
12.9	1. Patient diagnosis, appropriate use of clinical resources, record management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.10	2. Treatment planning and referral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.11	3. Anaesthesia, pain management, patient welfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.12	4. Basic surgery skills, experience, case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.13	5. Basic medicine skills, experience, case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.14	6. Emergency and intensive care case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.15	7. Health promotion, disease prevention/biosecurity, zoonosis, food safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.16	8. Client communication, Professional & ethical conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.17	9. Critical analysis of information and research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.18	Evidence that monitoring of student achievement of RCVS D1C affects programme reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.19	Evidence of a continuous quality improvement strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.20	Annual and cumulative NAVLE scores (where appropriate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.21	Student attrition rates with reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

12.22	Employment rates of graduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Meeting	Education Committee
Date	3 October 2018
Title	Annual monitoring report review
Classification	Unclassified
Summary	<p>PQSC had agreed to look at reviewing the content of the annual monitoring report to ensure that we were still asking for relevant information and to consider a simpler way of requesting the data, since schools struggled to fill out the tables each year. Malcom Cobb and Jo Oultram drafted some changes (highlighted in red) which were presented to PQSC for review and are now recommended to Education Committee. If approved, the new tables will be trialled during the 2018 round of annual monitoring.</p>
Decisions required	To amend or approve the updated annual monitoring report form
Attachments	Annual monitoring report form
Author	<p>Jordan Nicholls Education Officer 020 7202 0704 j.nicholls@rcvs.org.uk</p>

RCVS - UNIVERSITY ANNUAL MONITORING REPORT

Introduction

1. In addition to undertaking periodic visitations to university veterinary schools, the RCVS asks for annual reports each autumn from the schools in order to monitor registerable veterinary degree courses. This is done in accordance with Section 5(5) of the Veterinary Surgeons Act 1966.
2. Veterinary schools are asked to provide a summary of any significant changes to their veterinary degree course, and an update on their progress in meeting any outstanding recommendations or suggestions from their most recent RCVS/EAEVE visitation report. Data on student numbers and clinical resources is also required. The deadline for receipt of completed reports is **20 November 2017**.
3. Data on student numbers at each of the UK veterinary schools is published in RCVS's annual 'Facts' report. Data on clinical resources is considered by RCVS's Primary Qualifications Sub-Committee on a school by school basis, in order to monitor trends and changes at each school. RCVS undertakes a full visitation to each school at least once every 7 years, but may decide to undertake a visit earlier in the schedule in order to look at any significant changes that may affect the veterinary degree course, or to make enquiries into any adverse trends identified in annual reports.
4. The form which follows covers the principal headings used in the document "RCVS/EAEVE Criteria and Guidance for the Approval of Veterinary Degree Courses". For guidance on interpreting the RCVS/EAEVE data requirements, please refer to that document, available on the RCVS website.
5. Veterinary schools are NOT expected to provide a lengthy report, but should identify any significant changes under each heading. For many headings, it may be sufficient to report "no change". Briefly describe progress made during the year in response to any previously unmet recommendations or suggestions made in the last RCVS/EAEVE visitation report. If the school is due to receive a full RCVS/EAEVE visitation within the next 6 months and is currently preparing its self-evaluation report, then only Table 1, student numbers, needs to be provided.
6. In order to avoid some duplication, veterinary schools accredited by AVMA may – if they prefer – send instead their most recent annual report prepared for the AVMA, with the addition of Tables 1 to 4 below. They should also ensure that they provide an update on their progress against any outstanding RCVS/EAEVE visit recommendations, if these are different to those identified by AVMA.
7. Alternatively, where a school has already compiled similar data, or has recently produced a quality assurance report for another purpose (eg. an internal QA review) – it may instead submit these, or relevant extracts of such reports, provided that such reports/data cover any key changes to the veterinary degree as indicated by the headings below. However, tables 1 to 5 must still be provided.

Please report using the following headings:

Progress with recommendations and suggestions made at the last accreditation visit

1. ORGANISATION

List any significant changes in the administrative/governance structure of the school, or changes in the assignment of principal staff in the previous year.

Any changes in the management of the school within the University/organisation of the University which impacts the School.

Any changes in the senior management team of the School

Any changes in the organisation of the School

2. FINANCES

Summarise briefly any major changes to the school's finances in the previous year.

Note in particular changes in financial planning as a result of changes in University financial management, note too significant departures from predicted financial plans outlined at the last accreditation visit/annual return.

3. FACILITIES AND EQUIPMENT

List any major changes in the physical facilities and/or equipment used for basic and clinical education for veterinary students in the previous year. For schools operating a distributed model of clinical teaching, please include details of partner practices no longer being used, and any new practices which are now taking students. Include the numbers of student teaching places lost and gained respectively. Provide evidence of staff training and identify practice and/or School staff responsible for the placement.

4. ANIMAL RESOURCES

Complete Table 2 with the number of necropsies, and Table 3 with changes in the numbers of individual animals seen in the school's clinics/hospitals and those seen by ambulatory (mobile) clinics, include those seen on any core extra-mural rotations (i.e. 'distributed' clinical sites which form part of the school's core teaching – NOT EMS placements), if numbers differ by >10% compared to the previous year, explain the reason why. Also Table 3(c) detailing the availability and utilisation of herds and flocks for student teaching. If a different system is now being used to count cases compared to previous years, please explain the basis for the numbers provided. An indication of the balance between first opinion and referral cases should be also be provided for companion animals. See below for further guidance on table 3.

5. INFORMATION RESOURCES

Summarise briefly any changes in library and learning resources during the previous year that affect the veterinary degree course.

6. STUDENTS

Please complete table 1 below and describe any significant changes that have been made or are planned to student services and pastoral student support.

7. ADMISSION AND PROGRESSION

Summarise briefly any changes made to the admission process for the veterinary degree during the previous year, giving reasons for change. Data on student numbers should be provided in Table 1 below.

8. ACADEMIC AND SUPPORT STAFF

Complete Tables 4 and 5 summarising the number of full time equivalent academic staff teaching on the veterinary degree course, and noting any changes in numbers gained or lost during the previous year.

9. CURRICULUM

Summarise any significant changes in the curriculum, or progress made in planned major revisions to the curriculum in the previous year. Describe how significant curriculum changes have been approved and managed within the School?

9a. EXTRA MURAL STUDIES

Summarise any significant changes to the school's EMS arrangements in the previous year, including developments in the monitoring of students' experience and administrative tracking systems.

10. ASSESSMENT

Please list any significant changes to assessment management, policy and regulation, methods and design or standards and quality assurance. Please list external examiners for each year.

11. RESEARCH PROGRAMMES, CONTINUING AND HIGHER DEGREE EDUCATION

Summarise any significant changes to the way that students are trained in scientific method and research techniques, or to the opportunities that students have to participate in research programmes.

12. OUTCOMES ASSESSMENT

Describe any significant changes to the way in which outcomes are evaluated. Summarise any significant trends which have emerged since the previous report.

13. OTHER

Summarise any other significant changes affecting the veterinary degree course during the last year, not otherwise reported above.

14. RECOMMENDATIONS FROM PREVIOUS VISIT REPORT

If not already covered under the headings above, report on how the school is progressing in meeting any **outstanding** recommendations/suggestions from the last RCVS visitation. (If

the school has provided a report to RCVS on its compliance with visitation recommendations within the last 6 months, please ignore this section.

Please email your completed report by 20 November 2017 to Jordan Nicholls in the Education Department at RCVS –

j.nicholls@rcvs.org.uk – or to education@rcvs.org.uk

Telephone: 020 7202 0704 or 020 7202 0791

TABLE 1 - STUDENT NUMBERS

This table must be completed by all veterinary schools, whether submitting an AVMA progress report, or alternative QA report or otherwise. Data from this table will be published in the RCVS Annual 'Facts' Report.

University:										
Academic Year:	2017/2018									
Students on Course	UK Male	UK Female	TOTAL UK	EU Male	EU Female	TOTAL EU	Other Overseas Male	Other Overseas Female	TOTAL OTHER OVERSEAS	OVERALL TOTAL NO. OF STUDENTS PER YEAR
Year 0 (pre-vet or foundation year)										
Year 1										
Year 2										
Year 3										
Year 4										
Year 5										
(Year 6)										
Totals currently on course:										
Admissions & Progression	UK Male	UK Female	TOTAL UK	EU Male	EU Female	TOTAL EU	Other Overseas Male	Other Overseas Female	TOTAL OTHER OVERSEAS	TOTAL ALL STUDENTS
No. of applications rec'd for current academic year										
Students admitted with degree										
Admissions to 2nd/later year										

Students taking intercalated year									
Intercalated degree holders									
No. of students who obtained a veterinary degree in 2017									

TABLE 2 - PATHOLOGY - Number of necropsies undertaken in the past year

Species		Number of necropsies undertaken	Estimated % of these necropsies observed by or undertaken by veterinary undergraduate students
Food-producing animals:	Cattle		%
	Small ruminants		
	Pigs		
	Other farm animals		
Poultry			%
Equine			%
Dogs			%
Cats			
Rabbits			%
Other/exotic			%

TABLES 3(a) and 3(b) - NUMBER OF CLINICAL CASES

The purpose of this table is to indicate **changes in** the extent of the school's clinical caseload, as well as a "typical" student's involvement in clinical cases. It is accepted that schools may collect & analyse their data in different ways and RCVS is able to accept data reported in alternative formats using different headings, provided this is done consistently from year to year to allow trends at each school to be identified. The **tables are** not used by RCVS to compare schools one with another.

The headings below are the preferred headings, as these derive from the RCVS SER tables. If the school uses an alternative breakdown, please explain the basis for the figures given. Table 3(a) **and 3(c)** relate to production animals, and Table 3(b) relates to companion animals. Estimate the % of 1st opinion v. referral cases per species seen by students in **Table 3(b)**. ~~For food producing animals, in column (c), indicate the number of herds/flocks overseen by the school's clinics and/or distributed sites, together with the average herd/flock size — e.g. cattle: 30/150, where 30 = #herds, and 150 = avg herd size. In column (d), indicate the number of animals seen by students on farm/herd health visits (not including EMS). Explain the basis of the data provided (ie. whether total # cases seen by the school, or cases/herds seen by students).~~

(This table derives from Tables 4.2(a), and 4.2(b) from the RCVS approval criteria.)

TABLE 3(a)

Has the number of individual animals of each of the following species seen in the clinics used by the University for teaching, increased or decreased by more than 10% since the last accreditation visit/annual return? If yes, please give the reason. Do NOT include animals seen on flock or herd health visits.

Production Animals			
	>10% rise	>10% fall	Reason for change since last accreditation visit/annual return
Cattle			
Small ruminants			
Pigs			
Food producing rabbits & other production animals (specify)			
Poultry			

TABLE 3(b)

Has the number of individual animals of each of the following species seen in the clinics used by the University for teaching, increased or decreased by more than 10% since the last accreditation visit/annual return? If yes, please give the reason.

Companion Animals					
	>10% rise	>10% fall	Reason for change since last accreditation visit/ annual return	Primary care %	Referral %
Horses					
Dogs					
Cats					
Rabbits					
Others					

TABLE 3(c)

How many herds/flocks of each of the following species do the students have access to through the clinics used by the University for clinical teaching? How many visits are carried out each year and what is the average number of animals seen on each visit?

Production Animals				
	Number of herds/flocks	Average size	Number of herd visits carried out annually (foot trimming, routine fertility, vaccinations) etc.	Average number of animals per visit
Cattle				
Small ruminants				

Pigs				
Food producing rabbits & other production animals (specify)				
Poultry				

TABLE 4 – TEACHING STAFF

This is a simplified version of Table 8.1.1 from the RCVS Approval Criteria.

It is accepted that schools are each organised differently, and that each may count the staff FTEs for the veterinary course in different ways, especially if staff are allocated to different departments/faculties within the university. Where possible, provide the numbers for all those teaching on the veterinary degree course so that a realistic staff student ratio can be derived. If, however, the school is only able to report accurately on the number of staff directly allocated to the school, please make this clear in the report. Whichever method is used, ensure that it is consistent year on year, so that trends can be identified.

Staff not directly employed by the university who are involved in teaching for more than 10 hours per year may be included in the university’s staff-student ratio returns to RCVS provided their teaching time is covered by a contract/agreement with the university. They must be individually listed by name in the university’s annual data returns to RCVS indicating what their teaching commitment is. (The calculation for the ratio should be made on the basis of the proportion of time which they spend teaching compared with the time an average full-time teacher devotes to teaching, eg. if the average workload is 600 hours per year per lecturer, and the external lecturer teaches undergraduates for 60 hours per year, this is counted as 0.1 FTE.)

Staff in the veterinary school, and others involved in teaching on the veterinary degree course	Total (FTE)	
	Vet Surgeons (MRCVS)	Non-Vet Surgeons (Non-MRCVS)
Teaching staff (total FTE)		
Research staff* (total FTE)		
Others involved in teaching (please specify) (FTE)		
Professional support staff		
Total staff FTE (VS + NVS)		

*Research staff' covers academic personnel whose main task in the school is to undertake research, even though they may from time to time take part in teaching.

It is accepted that those counted under 'teaching staff' will also be undertaking research.

Specifically include significant changes in staff responsibilities at a programme, course or module level.

TABLE 5 – SUMMARY OF STAFF NUMBERS LOST AND GAINED DURING THE PREVIOUS YEAR

(Nb. This table is taken from the AVMA annual reporting form)

(It is not necessary to mention staff by name)

ACADEMIC STAFF GAINED			ACADEMIC STAFF LOST		
Number	Position (eg. Lecturer/Prof)	Area or Discipline	Number	Position (eg. Lecturer/Prof)	Area or Discipline

Meeting	Education Committee
Date	3 October 2018
Title	Letter from AVBC regarding the potential resignation of the VSBSA
Classification	Unclassified
Summary	<p>At its meeting in May 2018, Education Committee heard that the Australasian Veterinary Boards Council (AVBC) had confirmed the announcement by the Australian Veterinary Association (AVA) through its newsletter, Vet Voice, that the Veterinary Surgeons Board of South Australia (VSBSA) had chosen to resign from AVBC.</p> <p>AVBC has responsibility for advising on veterinary school accreditation, registration of veterinary specialists and examining overseas graduates with degrees not recognised by AVBC. In December 2017, the VSBSA informed the other eight member veterinary boards of AVBC, the AVA and NZVA of its intention to resign at the end of 2018. The management committee of AVBC and other members have been seeking further information to clarify the Board's concerns with a view to achieving satisfactory resolution of these issues.</p> <p>In May, the Committee was informed that it did not need to take immediate action, but needed to be aware of the implications for the mutual recognition agreement with AVBC if the issue is not resolved. The school that would be affected is Adelaide which currently has 9 graduates registered with RCVS. In May 2017, the RCVS gave the school 3 year's accreditation, so a revisit will be due in 2020. It would be necessary to discuss a recognition agreement with the VSBSA to ensure that UK graduates could continue to be eligible to work in South Australia.</p> <p>The attached letter has now been received from Dr. Mark Simpson, the Chair of AVBC, providing an update on this situation. Thus far, RCVS has maintained a watching brief, but now understands from a conversation with Dr. Julie Strous, the Director of AVBC, that it would be helpful to respond to the attached letter, setting out the wider consequences of resigning from AVBC to the VSBSA, and to the University of Adelaide and its graduates. The current mutual recognition agreement with AVBC is provided at Annex C for information.</p>

	A letter has been drafted and is attached at Annex B. This has been circulated to PQSC members and their comments are reflected in the draft.
Decisions required	Education Committee is invited to agree the draft letter at Annex B in response to AVBC.
Attachments	Annex A: Letter from Dr. Mark Simpson, Chair, AVBC Annex B: Draft of RCVS response to Dr. Mark Simpson Annex C: Current Mutual recognition agreement with AVBC
Author	Chris Warman Director of Education 020 7202 0746 c.warman@rcvs.org.uk

Annex B

DRAFT Letter to Dr Mark Simpson, Chair, AVBC

Dear Dr. Simpson,

Thank you very much for your letter of 5 September, outlining the current position on the potential resignation from the AVBC of the Veterinary Surgeons Board of South Australia (VSBSA).

We greatly appreciate the information that you have provided and agree with you that the withdrawal of a single Board from the AVBC has a number of implications for the registration and mobility of veterinary surgeons internationally.

We felt that it might be timely to set out some of these implications from an RCVS perspective, as this might help to inform the discussions that you will be having with the representatives of the VSBSA Board.

As we are all aware, the current position is that RCVS and AVBC work collaboratively under the terms of an agreement to “accept systems of accreditation and visitation in the United Kingdom (carried out by RCVS) and in Australia and New Zealand (carried out by the Veterinary Schools Accreditation Advisory Committee, reporting to AVBC Inc.) as the basis of recognising veterinary qualifications for the purpose of registration”. This agreement has been signed by all the constituent members of the AVBC.

Clearly, should the VSBSA withdraw, neither it, nor the RCVS would remain subject to the terms of this agreement. This would mean that, in order to allow UK graduates to register to practise in South Australia and graduates of the University of Adelaide to register to practise in the UK as they do now, the RCVS and the VSBSA would need to negotiate a similar agreement to replace it.

Whilst this may well be possible, in the first instance, the RCVS would need to be assured that all of the standards, policies and procedures associated with VSBSA accreditation and qualification recognition were in place and as robust as those of the AVBC. No doubt the VSBSA would wish to be similarly assured about RCVS standards and procedures. This would take time and create significant uncertainty for students and graduates in both countries.

In the event that it was not possible to come to an agreement, the implication is that UK schools would need to receive direct accreditation from the VSBSA, as well as the AVBC, should they wish their graduates to be able to practise in South Australia. This would add to the burden of accreditation and would be a disappointing retrograde step, particularly after the considerable efforts that have been made to harmonise international standards over the last ten to fifteen years.

RCVS granted a 3-year accreditation period to the University in 2017 and thus a revisit would be due in 2020. It is unlikely that a mutual recognition agreement would be in place by then and therefore, assuming that the University of Adelaide wished to continue to receive RCVS accreditation, it would need to bear the full costs of a full RCVS visit, as RCVS would no longer be partnering with the AVBC

as it does now. Should the University no longer wish to receive RCVS accreditation, the route to RCVS registration for its graduates would be the Statutory Membership Examination.

It will be clear from this response that the RCVS would be saddened to see the withdrawal of the VSBSA and concerned about its international impact and fully supports all your efforts to resolve the situation. However, should the VSBSA withdraw from AVBC, please be assured that the RCVS will work closely with Dr Strous and her team to do all that we can to minimise the effect on graduates in both countries.

In the meantime, thank you again for updating us and we wish you every success in your forthcoming discussions.

Yours sincerely,

Amanda Boag,

President



Ms Amanda Boag
President
Royal College of Veterinary Surgeons
62-64 Horseferry Rd,
Westminster,
London SW1P 2AF, UK

Dear Ms Boag,

On December 22nd 2017, the Veterinary Surgeons Board of South Australia (VSBSA) submitted a letter resigning as a member of AVBC, effective December 22nd 2018.

I am writing to you, as an important stakeholder of AVBC, to provide you with an update.

AVBC has corresponded with VSBSA on a number of occasions seeking clarification of their issues and attempting to respond to their concerns.

At the strategic planning and face to face AVBC meetings in May, which were attended by VSBSA representatives, I believed we had made good progress in addressing a number of their concerns. A number of key outcomes from those discussions are now prioritised in the strategic plan for action over the next 12 months.

AVBC has offered several times to meet face to face with the Chair of the VSBSA and/ or the entire Board for the purpose of establishing a constructive dialogue. I am pleased to advise that the VSBSA has recently indicated their willingness to meet with AVBC representatives. I am looking forward to the opportunity to speak with them directly about their concerns, possible solutions to those issues, and how we might establish a way forward that keeps them as members of AVBC.

The public, the veterinary profession, veterinary schools and veterinary regulators in Australia and New Zealand have all benefited from the work of AVBC over the past twenty years. The accreditation of veterinary schools; the assessment of veterinary specialist applications; and the administration of the National Veterinary Examination have all contributed significantly to the standardisation of registration processes of all member Boards, and facilitated the mutual recognition of veterinary qualifications among Australian states, New Zealand and internationally.

The synergy created through the involvement of all of the veterinary regulatory boards in Australia and New Zealand since its establishment has greatly assisted AVBC to fulfil its functions and build its reputation here and overseas.

Level 8, 470 Collins St, Melbourne. Vic 3000 ph +61 3 96207844 fax: +61 3 9620 7828 email ed@avbc.asn.au website www.avbc.asn.au

The resignation of one board from AVBC raises a number of important questions. Foremost is the potential impact the VSBSA's decision will have on the registration and mobility of veterinarians and veterinary specialists within Australia, between Australia and New Zealand, and internationally.

AVBC remains committed to resolving the issues with VSBSA and I am hopeful that we can persuade them to remain as active and valued members. In the event we are unsuccessful, and they do withdraw from the Council, I want to assure you that AVBC will take every action possible on its part to ensure that the stability of accreditation processes and qualification recognition throughout this region is maintained.

If you have any questions please contact Dr Julie Strous, AVBC Executive Director.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Mark Simpson', with a long horizontal flourish extending to the right.

Mark Simpson

Chair

5th September, 2018

DRAFT Letter to Dr Mark Simpson, Chair, AVBC

Dear Dr. Simpson,

Thank you very much for your letter of 5 September, outlining the current position on the potential resignation from the AVBC of the Veterinary Surgeons Board of South Australia (VSBSA).

We greatly appreciate the information that you have provided and agree with you that the withdrawal of a single Board from the AVBC has a number of implications for the registration and mobility of veterinary surgeons internationally.

We felt that it might be timely to set out some of these implications from an RCVS perspective, as this might help to inform the discussions that you will be having with the representatives of the VSBSA Board.

As we are all aware, the current position is that RCVS and AVBC work collaboratively under the terms of an agreement to “accept systems of accreditation and visitation in the United Kingdom (carried out by RCVS) and in Australia and New Zealand (carried out by the Veterinary Schools Accreditation Advisory Committee, reporting to AVBC Inc.) as the basis of recognising veterinary qualifications for the purpose of registration”. This agreement has been signed by all the constituent members of the AVBC.

Clearly, should the VSBSA withdraw, neither it, nor the RCVS would remain subject to the terms of this agreement. This would mean that, in order to allow UK graduates to register to practise in South Australia and graduates of the University of Adelaide to register to practise in the UK as they do now, the RCVS and the VSBSA would need to negotiate a similar agreement to replace it.

Whilst this may well be possible, in the first instance, the RCVS would need to be assured that all of the standards, policies and procedures associated with VSBSA accreditation and qualification recognition were in place and as robust as those of the AVBC. No doubt the VSBSA would wish to be similarly assured about RCVS standards and procedures. This would take time and create significant uncertainty for students and graduates in both countries.

In the event that it was not possible to come to an agreement, the implication is that UK schools would need to receive direct accreditation from the VSBSA, as well as the AVBC, should they wish their graduates to be able to practise in South Australia. This would add to the burden of accreditation and would be a disappointing retrograde step, particularly after the considerable efforts that have been made to harmonise international standards over the last ten to fifteen years.

RCVS granted a 3-year accreditation period to the University in 2017 and thus a revisit would be due in 2020. It is unlikely that a mutual recognition agreement would be in place by then and therefore, assuming that the University of Adelaide wished to continue to receive RCVS accreditation, it would need to bear the full costs of a full RCVS visit, as RCVS would no longer be partnering with the AVBC as it does now. Should the University no longer wish to receive RCVS accreditation, the route to RCVS registration for its graduates would be the Statutory Membership Examination.

It will be clear from this response that the RCVS would be saddened to see the withdrawal of the VSBSA and concerned about its international impact and fully supports all your efforts to resolve the situation. However, should the VSBSA withdraw from AVBC, please be assured that the RCVS will work closely with Dr Strous and her team to do all that we can to minimise the effect on graduates in both countries.

In the meantime, thank you again for updating us and we wish you every success in your forthcoming discussions.

Yours sincerely,

Amanda Boag,

President

AGREEMENT

16 JUN 2014

BETWEEN

ROYAL COLLEGE OF VETERINARY SURGEONS (RCVS)

of Belgravia House, 62-64 Horseferry Road, London SW1P 2AF, United Kingdom

AND

AUSTRALASIAN VETERINARY BOARDS COUNCIL INC.(AVBC Inc.)

of level 11, 470 Collins Street, Melbourne, Victoria 3000, Australia

MADE ON

JUNE 2000

and amended

NOVEMBER 2005, NOVEMBER 2010 and MAY 2014

To accept systems of accreditation and visitation in the United Kingdom (carried out by RCVS) and in Australia and New Zealand (carried out by the Veterinary Schools Accreditation Advisory Committee, reporting to AVBC Inc.) as the basis of recognising veterinary qualifications for the purpose of registration, as follows:-

1. The recognised qualifications shall be accepted as the basis for registration to practise veterinary surgery by RCVS in the United Kingdom and by AVBC Inc., in conjunction with the Australian and New Zealand registering authorities (whose details and support for this Agreement are recorded in the attached Schedule), subject to meeting any other requirements which may be set out in the relevant legislation of the country or state in which registration is sought. Each party to this Agreement shall inform the other of any changes in such legislation.
2. The recognised qualifications shall include degrees awarded by universities accredited by the RCVS and AVBC, the RCVS Statutory Membership Examination and the National Veterinary Examinations for Australia and New Zealand.
3. RCVS and AVBC Inc. shall carry out regular visitations of the veterinary schools in the United Kingdom and Australasia, respectively, normally on a seven year cycle and with no more than a 10 year interval between visits to an individual school, and shall send each other for information only, a draft copy of each visitation report as soon as it has been checked for factual accuracy by the university concerned. Each organisation shall then send to the other organisation the final version of each report as soon as it has been approved by either RCVS in the case of the UK schools, or by AVBC Inc in the case of the Australasian schools. Any unreasonable delay in carrying out a visit, or sharing a visitation report, may be grounds for acting in accordance with paragraph 7 of this Agreement.

4. RCVS and AVBC Inc. shall furnish each other with complete copies of the current visitation procedures and documentation specifying standards and methods of evaluation and provide immediate information about any material changes made. Each party to this Agreement reserves the right to call for a review of this Agreement if material changes are made to the standards, the procedure or the documentation used for visitations.
5. For visitations to veterinary schools which are not AVMA accredited, or where a joint visitation does not include the AVMA Council on Education, each visitation team shall normally include at least one, and usually no more than two, nominees of RCVS or AVBC Inc., on a reciprocal basis, serving as full voting visitors on the team.
6. For visitations undertaken jointly between AVBC, RCVS and the AVMA Council on Education, each visitation team shall normally include either one or two RCVS appointed visitors with full voting rights for visits in Australia and New Zealand, and either one or two AVBC appointed visitors with full voting rights for visits in the UK, or as otherwise agreed with the International Accreditors Working Group.
7. Once final visitation reports have been received, as described in paragraph 3 above, the Council of the receiving organisation shall decide whether to:-
 - i. accept the report, on the basis that no material deficiencies have been identified and the receiving organisation is satisfied that the qualification is sufficient to meet the current registration requirements in that country or state; or
 - ii. specify that certain steps should be taken, within a stated period of time; for example, to provide further information, to effect changes or remedy deficiencies, if there are deficiencies identified, or if the receiving organisation has concerns. In such a case it would be expected that the University in question should formally respond within two years in a letter from the Vice-Chancellor; and/or
 - iii. make a further visit itself, subject to the agreement of the school in question, to investigate its continuing concerns or to confirm that there are no longer any material deficiencies; and/or
 - iv. withdraw recognition, if there is any unnecessary delay in responding to a request for changes to be made or for further information to be provided.
8. The RCVS Statutory Membership Examination and the Australian and New Zealand National Veterinary Examinations shall be subject to an audit every 5 years using agreed criteria for assessment, and copies of the audit reports shall be submitted to RCVS/AVBC Inc., as appropriate, to consider the options listed in paragraph 6 above (in so far as they are relevant to the examining bodies rather than universities).
9. In the event that either of the parties to this Agreement, or the relevant registration authorities, is not satisfied that a qualification is sufficient to meet their statutory or other requirements for registration, the RCVS and the Australasian registering authorities have the right to withhold or withdraw recognition. Any withdrawal of recognition shall have immediate effect unless a different date is specified.

- 10. The visitors' travel, accommodation and any loss of earnings allowance payable by the visitors' home accrediting body will be borne by the university being visited. The university must also pay any accreditation fee(s) charged by the accrediting body or bodies. Each accrediting body reserves the right to withhold their decision on the university's accreditation status until such time as the visitors' costs and accreditation fee have been paid in full.
- 11. This Agreement supersedes any previous Agreement about recognition of veterinary qualifications in the United Kingdom and Australasia.
- 12. This Agreement shall be reviewed every five years or as otherwise agreed between the two organisations.

SIGNED

ON BEHALF OF RCVS

BY [Signature] POSITION **President**
 ON 25 June 2014 2014

ON BEHALF OF AVBC

BY [Signature] POSITION **CHAIR**
 ON 30th May 2014

THE REGISTERING AUTHORITIES IN AUSTRALIA AND NEW ZEALAND hereby agree to support the Agreement

SIGNED

1. BY [Signature] POSITION **CHAIR**
 NAME OF ORGANISATION VETERINARY SURGEONS BOARD OF QUEENSLAND
 ON 30th MAY 2014

2. BY [Signature] POSITION **MEMBER**
 NAME OF ORGANISATION VETERINARY COUNCIL OF NEW ZEALAND
 ON 30th May 2014

3. BY *Rud Rauer*.....POSITION MEMBER
 NAME OF ORGANISATION VETERINARY SURGEONS BOARD S.A
 ON 30 May.....2014

4. BY *RP Mento*.....POSITION Member
 NAME OF ORGANISATION NT VSB
 ON 30/5.....2014

5. BY *ghl.*.....POSITION MEMBER
 NAME OF ORGANISATION VBT
 ON 30/5/.....2014

6. BY *L...*.....POSITION REPRESENTATIVE
 NAME OF ORGANISATION VETERINARY PRACTITIONERS BOARD NSW
 ON 30 MAY.....2014

7. BY *Christy Depledge* POSITION CHAIR
 NAME OF ORGANISATION VETERINARY PRACTITIONERS REGISTRATION BOARD OF VICTORIA
 ON 30th May 2014

8. BY *[Signature]* POSITION CHAIR
 NAME OF ORGANISATION AG Veterinarian Surgeons Board
 ON May 30th 2014

9. BY *[Signature]* POSITION CHAIR
 NAME OF ORGANISATION WA Veterinarian Surgeons Board
 ON May 30th 2014

Meeting	Education Committee
Date	3 October 2018
Title	South African community service requirement
Classification	Unclassified
Summary	<p>At the February meeting of Education Committee, it was asked that clarification be sought on reciprocal recognition between RCVS and SAVC now that registration in South Africa is conditional on performing one year of community service. South Africa had introduced this requirement after the agreement had been signed, and it is part of South African law and not a SAVC requirement. The agreement states that recognised qualifications will be accepted by RCVS and SAVC as the basis for registration, “subject to meeting any other requirements which may be set out in the relevant legislation of the country or state in which registration is sought”.</p> <p>RCVS consulted with AVBC, which also has a mutual recognition agreement with SAVC, and a joint letter requesting that UK and Australasian graduates be exempt from this condition was sent to SAVC in May. This letter, along with the reply received from SAVC in August are presented for Education Committee to note.</p> <p>Whilst the current regulations state that every person registering as a veterinarian for the first time must complete the compulsory community service, SAVC has reported that it is in discussion with the office of the Minister about revising the exemption clause.</p>
Decisions required	None, to note.
Attachments	Letter from the President of RCVS and Chair of AVBC to SAVC Response from SAVC
Author	Jordan Nicholls Education Officer 020 7202 0704 j.nicholls@rcvs.org.uk

Dr Clive Marwick
President
South African Veterinary Council
26 Victoria Link Street
Route 21 Corporate Park
Nellmapius Drive
Irene, Pretoria
Guateng, South Africa

Ref CW/JS
T : 020 7202 0732
E: c.warman@rcvs.org.uk

3 May 2018

Dear Dr Marwick

We are writing following the introduction of section 21A of the Veterinary and Para-Veterinary Professions Act, Act 19 of 1982, which came into effect on 9 November 2015 when the Veterinary and Para-Veterinary Professions Amendment Act, Act 16 of 2012, was put into operation.

We understand that, under the terms of this legislation, anyone who registers for the first time to practise as a veterinary surgeon in South Africa must complete compulsory community service for a period of one year.

We have informed our veterinary schools and council/committees of this new legislation and, as a consequence of discussions, would like to ask whether there is any possibility of exempting UK and Australasian graduates from this requirement.

Our committees felt that this new legislation places an onerous additional requirement on UK and Australasian graduates, unbalancing our mutual recognition agreements, which were designed to allow access to registration without significant further constraints.

We recognise that the SAVC may have little discretion on this matter, but would be very grateful if this request could be considered.

Yours sincerely,



Dr Robert Cassidy
Chair, AVBC



Professor Stephen May
President, RCVS



Dr Robert Cassidy
Chair: AVBC

Professor Stephen May
President: RCVS

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FAX: +27(0)12 345 6369
www.savc.org.za

REGISTRAR: L. HAVINGA
savc@savc.org.za

[REF: VC/6/1/B/GLOBAL ACCREDITATION]

27 August 2018

Dear Dr Cassidy and Professor May

CCS: Possible exemption for UK and Australasian graduates

Thank you for your communication dated 3 May 2018.

In terms of regulation 2.1 of the Regulations relating to the performance of compulsory community service (CCS), Persons Who Shall Perform Compulsory Community Service, published in Government Gazette No. 39380, Notice NO. R. 1082, on 9 November 2015 compulsory community service shall be performed by every person registering for the first time as a veterinarian in terms of the Act and shall include a person who obtained his or her qualifications outside the Republic of South Africa, unless exempted in terms of these regulations.

Regulation 7 provides for the circumstances under which certain persons may be exempted from the performance of compulsory community service and reads as follows:

The Minister may, after consultation with the Council, exempt persons who fall within the following categories from compulsory community service:

- a) Persons who obtained veterinary related post graduate qualifications outside the Republic of South Africa; or*
- b) Persons who belong to para-veterinary professions.*

We appreciate your request regarding the possibility of exempting UK and Australasian graduates from this requirement and would like to report that we are in discussions with the office of the minister about the exemption clause. Should there be changes or amendments to the CCS requirements or legislation regarding exemption, we'll be sure to inform you.

We wish to assure you that the SAVC values the mutual recognition agreements we hold with the AVBC and the RCVS.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Clive Marwick', with a long horizontal flourish underneath.

Dr Clive Marwick
SAVC President (2016 – 2019)

cc

Prof V Naidoo (SAVC Standards Committee: Chair)

Ms L Havinga (SAVC Registrar)

Ms D Stoltz (SAVC Director Legal Affairs)

Meeting	Education Committee
Date	3 October 2018
Title	RCVS Advanced Practitioner status
Classification	Unclassified
Summary	List of Advanced Practitioners approved by the panel in August 2018
Decisions required	To note
Attachments	None
Author	Laura Hogg Senior Education Officer 020 7202 0736 L.hogg@rcvs.org.uk

List of Advanced Practitioners approved in August:

Designation	Name	Qualification
Emergency and Critical Care	Adele Fryers	BSAVA PGCert SAECC
	Elisabetta Clementi	BSAVA PGCert SAECC
	Jacqueline Seymour	CertAVP(ECC)
	Sarah Colegrave	BSAVA PGCert SAECC
	Helen White	BSAVA PGCert SAECC
Equine Dentistry	Kieran Rowley	CertAVP(ED)
	Katherine Southorn	CertAVP(ED)
Equine Medicine	Angela Jones	CertAVP(EM)
	Rebecca Goodwin	CertAVP(EM)
Fish Health and Production	Nikolaos Steiropoulos	MSc
Small Animal Medicine	Alexandra Wilson	CertAVP(SAM)
	Kate Milner	CertAVP(SAM)
	Judith Mosedale	BSAVA PGCert SAM
	Peter Roberts	Harper Adams PgC
	Kate Maguire	CertAVP(SAM)
	Claire Bounds	Harper Adams PgC
	Adam Webster	BSAVA PGCert SAM
Small Animal Medicine - Feline	Kevin Spencelayh	Harper Adams PgC
	Jenny Brown	MANZCVS (Medicine of Cats)
Small Animal Surgery	Saheli Smith	CertAVP(GSAS)
	Kerry Marsh	CertAVP(GSAS)
	Fabio Cabriolu	CertAVP(GSAS)
	Laura Jenner	BSAVA PGCert SAS
	Eilidh Hawkins	BSAVA PGCert SAS
	Sophie Stenner	BSAVA PGCert SAS
	Heidi Whieldon	BSAVA PGCert SAS
	Saulius Gurbnikas	Harper Adams PgC
	Joseph Wyatt	BSAVA PGCert SAS
	Lianne Plaistowe	BSAVA PGCert SAS
Veterinary Cardiology	David Mackenzie	CertVC
	Fiona Smith	CertAVP(VC)
Veterinary Dermatology	Kirstin Phippard	CertAVP(VD)
Veterinary Ophthalmology	Lucy Rivett	Harper Adams PgC
	Thomas Doyle	Harper Adams PgC
	Adam Thoms	Harper Adams PgC
	Federica Falliva	Harper Adams PgC
	Francesca Capaldo	BSAVA PGCert SAS
	Negar Hamzianpour	Harper Adams PgC
Zoological Medicine	Ian Lowe	Harper Adams PgC
	Pascual Medina Falces	Harper Adams PgC

Meeting	Education Committee
Date	3 October 2018
Title	Fellowship Sub-Committee minutes
Classification	Unclassified
Summary	The minutes from the meeting of the Fellowship Sub-Committee held on 5 September 2018
Decisions required	None, to note
Attachments	None
Author	Duncan Ash Senior Education Officer 020 7202 0703 d.ash@rcvs.org.uk

Fellowship Sub-Committee

Minutes of the meeting held on Wednesday 5 September 2018

Members: Professor G C W England - Chairman
Mr A G Greenwood
Dr A G Matthews *
Mr P W Scott
Mr J M Williams *

Mr D Ash - Secretary

*absent

Apologies for absence

1. Apologies were received from Dr Matthews and Mr Williams.

Declarations of interest

2. There were no new declarations.

Minutes of the 2017 meeting

3. The minutes of the meeting were accepted as a correct record.

Minutes of the Fellowship Board

4. The minutes of the Fellowship Board meetings held on 31 January, 6 April and 27 June were received and noted.

Award of Diploma of Fellowship by Thesis

5. The Committee noted that Council had approved the award of Fellowship to the following:

T/752 Dr Neil Hudson, titled: "Veterinary Admissions: The Journey Into Veterinary School and Beyond"

T/749 Dr Richard Laven, titled: "Development of Lameness in the Dairy Heifer"

Candidate Annual Updates

6. The committee reviewed submission reports and candidates will be contacted with their individual recommendations.

Date of next meeting – Wednesday 4 September 2018

Meeting	Education Committee
Date	3 October 2018
Title	New qualifications
Classification	Unclassified
Summary	The current list of qualifications approved for inclusion in the Registers is attached for information.
Decisions required	To note
Attachments	Annex A: List of qualifications approved for inclusion in the Registers, version 10, August 2018
Author	Anne Jermey Education Manager a.jermey@rcvs.org.uk 020 7202 0705

Qualifications approved for inclusion in the Registers

All primary veterinary degrees are listed against Members' names in the Register. They are not reproduced here. The list below sets out the additional postnominals which may be displayed against Members' names in the Register. The list is not comprehensive; other qualifications may be added from time to time.

Please note that the RCVS only validates registerable primary veterinary degrees, and certain postgraduate qualifications (Certificates, Diplomas and Fellowships) which it has itself awarded. **The listing of other qualifications in the Register against an individual's name does not imply RCVS's endorsement of those qualifications or of the organisations awarding them.**

To be included on the list, qualifications must meet the following criteria:

- a) The qualification must be awarded by an organisation with recognised national authority to do so – either a university, other nationally accredited awarding body, a Chartered body with authority to award qualifications, or other nationally recognised, well-established learned society.
- b) The qualifications should represent a significant period of study/achievement in terms of size and level, equivalent to at least 60 credits (600 notional hours of learning) in the UK credit framework, and be at least at level 6/Bachelor level in the UK Higher Education Qualifications framework.
- c) Qualifications that are accepted for RCVS Advanced Practitioner or RCVS Specialist status will automatically be added to the list.
- d) Under section 3 below, the qualification should relate to achievement in a veterinary or related field of evidence-based science, medicine or agriculture and be awarded by a university, or a Chartered body or other nationally recognised, well established learned society.
- e) Honorary postnominals should be for eminence and significant contributions to a field related to veterinary science or a related field of evidence-based science, medicine or agriculture or other closely related fields/professions, and be awarded by a university, or a Chartered body or another nationally recognised, well established learned society; or be a national honour conferred by the Crown.
- f) Qualifications under section 5 below (non-veterinary related) must be full degrees awarded by a university, at least at level 6/Bachelor level, and be of relevance to the individual holder's area of work. For BAs and MAs, the subject of study should be indicated.

This policy was agreed by RCVS Council at its meeting in November 2014.

1. Postgraduate veterinary qualifications at Masters level in the UK framework of higher education qualifications

The following qualifications are accepted for listing in the RCVS Register on the basis that they are recognised as part of the accreditation process for Members on the list of RCVS Advanced Practitioners. Other qualifications may be approved as part of that process and will be added to this list from time to time.

RCVS Certificates

CertAVP	Certificate in Advanced Veterinary Practice
CertAVP(AWSEL)	Certificate in Advanced Veterinary Practice (Animal Welfare Science, Ethics and Law)
CertAVP (CP)	Certificate in Advanced Veterinary Practice (Camelid Practice)
CertAVP (Cattle)	Certificate in Advanced Veterinary Practice (Cattle)
CertAVP(Sheep)	Certificate in Advanced Veterinary Practice (Sheep)
CertAVP(EP)	Certificate in Advanced Veterinary Practice (Equine Practice)
CertAVP(ESO)	Certificate in Advanced Veterinary Practice (Equine Surgery – Orthopaedics)
CertAVP(ESST)	Certificate in Advanced Veterinary Practice (Equine Surgery - Soft Tissue)
CertAVP(EM)	Certificate in Advanced Veterinary Practice (Equine Medicine)
CertAVP(ESM)	Certificate in Advanced Veterinary Practice (Equine Stud Medicine)
CertAVP(ED)	Certificate in Advanced Veterinary Practice (Equine Dentistry)
CertAVP(ECC)	Certificate in Advanced Veterinary Practice (Emergency and Critical Care)
CertAVP(Fish)	Certificate in Advanced Veterinary Practice (Fish)
CertAVP(LAS)	Certificate in Advanced Veterinary Practice (Laboratory Animal Science)
CertAVP(Poultry)	Certificate in Advanced Veterinary Practice (Poultry)
CertAVP(PAP)	Certificate in Advanced Veterinary Practice (Production Animal Practice)
CertAVP(SAM)	Certificate in Advanced Veterinary Practice (Small Animal Medicine)
CertAVP(SAMC)	Certificate in Advanced Veterinary Practice (Small Animal Medicine – Canine)
CertAVP(SAMF)	Certificate in Advanced Veterinary Practice (Small Animal Medicine – Feline)
CertAVP(SAP)	Certificate in Advanced Veterinary Practice (Small Animal Practice)
CertAVP(GSAS)	Certificate in Advanced Veterinary Practice (General Small Animal Surgery)
CertAVP(VA)	Certificate in Advanced Veterinary Practice (Veterinary Anaesthesia)
CertAVP(VC)	Certificate in Advanced Veterinary Practice (Veterinary Cardiology)
CertAVP(VD)	Certificate in Advanced Veterinary Practice (Veterinary Dermatology)
CertAVP(VDI)	Certificate in Advanced Veterinary Practice (Veterinary Diagnostic Imaging)
CertAVP(VetGP)	Certificate in Advanced Veterinary Practice (Veterinary General Practice)
CertAVP(VPH)	Certificate in Advanced Veterinary Practice (Veterinary Public Health)
CertAVP(ZM)	Certificate in Advanced Veterinary Practice (Zoological Medicine)
CertWEL	Certificate in Animal Welfare Science, Ethics and Law
CertBR	Certificate in Bovine Reproduction

CertCHP	Certificate in Cattle Health and Production
CertEM(IntMed)	Certificate in Equine Medicine (Internal Medicine)
CertEM(StudMed)	Certificate in Equine Medicine (Stud Medicine)
CertES(Orth)	Certificate in Equine Surgery (Orthopaedics)
CertEP	Certificate in Equine Practice
CertES(Soft Tissue)	Certificate in Equine Surgery (Soft Tissue)
CertEMS	Certificate in Equine Stud Medicine
CertLAS	Certificate in Laboratory Animal Science
CertPM	Certificate in Pig Medicine
CertPMP	Certificate in Poultry Medicine and Production
CertSHP	Certificate in Sheep Health and Production
CertSAC	Certificate in Small Animal Cardiology
CertFHP	Certificate in Fish Health and Production
CertSAD	Certificate in Small Animal Dermatology
CertSAM	Certificate in Small Animal Medicine
CertSAO	Certificate in Small Animal Orthopaedics
CertSAS	Certificate in Small Animal Surgery
CertSVM	Certificate in State Veterinary Medicine
CertVA	Certificate in Veterinary Anaesthesia
CertVC	Certificate in Veterinary Cardiology
CertVD	Certificate in Veterinary Dermatology
Cert VDI	Certificate in Veterinary Diagnostic Imaging
CertVOphthal	Certificate in Veterinary Ophthalmology
CertVPH(FH)	Certificate in Veterinary Public Health (Food Hygiene)
CertVPH(MH)	Certificate in Veterinary Public Health (Meat Hygiene)
CertVR	Certificate in Veterinary Radiology
CertVRep	Certificate in Veterinary Reproduction
CertZooMed	Certificate in Zoological Medicine

Other postgraduate qualifications at Masters level awarded by universities and other organisations

DBR	Diploma in Bovine Reproduction, University of Liverpool
CertDHH	Graduate Certificate in Dairy Herd Health, University College Dublin
CertESM	Graduate Certificate in Equine Sports Medicine
CertSAM	Graduate Certificate in Small Animal Medicine, University College Dublin
MPVM	Master of Preventive Veterinary Medicine
MSc(VetGP)	Master of Science (Veterinary General Practice)
MSVM	Master of Specialized Veterinary Medicine
MVetClinStud	Master of Veterinary Clinical Studies
MMedVet	Master of Veterinary Medicine
MMedVet	MMedVet in Veterinary Medicine, University of Pretoria
MVM	Master of Veterinary Medicine
MVetMed	Master of Veterinary Medicine
MVPH	Master of Veterinary Public Health
MVetSci	Master of Veterinary Science
MVetSci	MVetSci in Advanced Clinical Practice, University of Edinburgh
MVSc	Master of Veterinary Science
MVS	Master of Veterinary Studies
MVS	Master in Veterinary Surgery, Murdoch University, Australia
MVetStud	Master of Veterinary Studies

Membership of the Australian and New Zealand College of Veterinary Scientists (MANZCVS) in:

MANZCVS(Medicine of Cats)	Medicine of Cats
MANZCVS(Small Animal Surgery)	Small Animal Surgery
MANZCVS(Small Animal Medicine)	Small Animal Medicine
MANZCVS(Small Animal Dentistry)	Small Animal Dentistry
MANZCVS(Emergency and Critical Care)	Emergency and Critical Care
MANCVS (Medicine of Dairy Cattle)	Medicine of Dairy Cattle
MANZCVS (Medicine of Sheep)	Medicine of Sheep

BSAVA Postgraduate Certificates (PGCert), Nottingham Trent University

BSAVA PGCertSAECC	BSAVA Postgraduate Certificate in Small Animal Emergency and Critical Care
BSAVA PGCertSAM	BSAVA Postgraduate Certificate in Small Animal Medicine
BSAVA PGCertSAOphthal	BSAVA Postgraduate Certificate in Small Animal Ophthalmology
BSAVA PGCertSAS	BSAVA Postgraduate Certificate in Small Animal Surgery

ESVPS Postgraduate Certificates (PgC), Harper Adams University¹

PgC(SAM)	PgC in Small Animal Medicine
PgC(SAS)	PgC in Small Animal Surgery
PgC(EAS)	PgC in Exotic Animal Studies
PgC(FVS)	PgC in Feline Veterinary Studies
PgC(SAC)	PgC in Small Animal Cardiology Studies
PgC(SADI)	PgC in Small Animal Diagnostic Imaging
PgC(EMS)	PgC in Small Animal Emergency Medicine & Surgery
PgC(SAO)	PgC in Small Animal Ophthalmology
PgC(SAD)	PgC in Small Animal Dermatology

PgC in Veterinary Ophthalmology, University of Toulouse, France

University of Chester Postgraduate Certificate (PgCert) in Professional Development
PgCert in Small Animal Surgery (Work-based and Integrative Studies)
in Small Animal Emergency Practice

PgDip Companion Animal Behaviour Counselling
Postgraduate Diploma in Companion Animal Behaviour Counselling,
University of Southampton

PgDip in Surgery and Small Animal Anaesthesia, University of Barcelona, Spain

PgDip in Small Animal Surgery, University of Wroclaw, Poland

PGDip Applied Animal Behaviour & Welfare
Postgraduate Diploma, University of Newcastle

BVSc Hons Bachelor of Veterinary Science, University of Pretoria

European Master of Small Animal Veterinary Medicine – Internal Medicine

MSc Masters in Clinical Animal Behaviour, University of Lincoln

Masters in Wild Animal Health, RVC

Masters in Livestock Health and Production, RVC

Masters in Companion Animal Medicine, Aristotle University of Thessaloniki, Greece

Masters in Companion Animal Surgery, Aristotle University of Thessaloniki, Greece

Masters in Laboratory Animal Sciences, University of Barcelona, Spain

Masters in Small Animal Cardiology, University of Parma, Spain

Masters in Aquatic Veterinary Studies, University of Stirling

¹ Harper Adams University notified the RCVS of changes to the postnominals for these qualifications on 30/10/2017

2. Specialist level veterinary qualifications

RCVS Diplomas

DWEL	Diploma in Animal Welfare Science, Ethics and Law
DCHP	Diploma in Cattle Health and Production
DEIM	Diploma in Equine Internal Medicine
DEO	Diploma in Equine Orthopaedics
DESM	Diploma in Equine Stud Medicine
DESTS	Diploma in Equine Soft Tissue Surgery
DLAS	Diploma in Laboratory Animal Science
DPM	Diploma in Pig Medicine
DPMP	Diploma in Poultry Medicine and Production
DSHP	Diploma in Sheep Health and Production
DSAM	Diploma in Small Animal Medicine
DSAM(Feline)	Diploma in Small Animal Medicine (Feline)
DSAO	Diploma in Small Animal Orthopaedics
DSAS(Orth)	Diploma in Small Animal Surgery (Orthopaedics)
DSAS(Soft Tissue)	Diploma in Small Animal Surgery (Soft Tissue)
DSVM	Diploma in State Veterinary Medicine
DVA	Diploma in Veterinary Anaesthesia
DVC	Diploma in Veterinary Cardiology
DVD	Diploma in Veterinary Dermatology
DVDI	Diploma in Veterinary Diagnostic Imaging
DVOphthal	Diploma in Veterinary Ophthalmology
DVPH(MH)	Diploma in Veterinary Public Health (Meat Hygiene)
DVR	Diploma in Veterinary Radiology
DVRep	Diploma in Veterinary Reproduction
DZooMed(Avian)	Diploma in Zoological Medicine (Avian)
DZooMed(Mammalian)	Diploma in Zoological Medicine (Mammalian)
DZooMed(Reptilian)	Diploma in Zoological Medicine (Reptilian)

European College Diplomas (awarded by various European Colleges approved by the European Board of Veterinary Specialists)

Other new European College Diplomas may be approved for Specialist status by the EBVS and would then be added to the list for inclusion in the Register.

DipECAWBM (BM)	Diploma of the European College of Animal Welfare and Behavioural
DipECAWBM	Medicine (Behavioural Medicine)
(AWSEL)	Diploma of the European College of Animal Welfare and Behavioural
	Medicine (Animal Welfare Science Ethics and Law)
DipECBHM	Diploma of the European College of Bovine Health Management

DipECAMS	Diploma of the European College of Avian Medicine and Surgery
DipECAR	Diploma of the European College of Animal Reproduction
DipECEIM	Diploma of the European College of Equine Internal Medicine
DipECLAM	Diploma of the European College of Laboratory Animal Medicine
DipECPHM	Diploma of the European College of Porcine Health Management
DipECSRHM	Diploma of the European College of Small Ruminant Health Management
DipECVAA	Diploma of the European College of Veterinary Anaesthesia and Analgesia
DipECVCN	Diploma of the European College of Veterinary and Comparative Nutrition
DipECVCP	Diploma of the European College of Veterinary Clinical Pathology
DipECVDI	Diploma of the European College of Veterinary Diagnostic Imaging
DipECVD	Diploma of the European College of Veterinary Dermatology
DipECVN	Diploma of the European College of Veterinary Neurology
DipECVO	Diploma of the European College of Veterinary Ophthalmology
DipECVS	Diploma of the European College of Veterinary Surgeons
DipECVIM-CA	Diploma of the European College of Veterinary Internal Medicine (Companion Animals)
DiplECVP	Diploma of the European College of Veterinary Pathologists
DipECVPH	Diploma of the European College of Veterinary Public Health
DipECVPT	Diploma of the European College of Veterinary Pharmacology and Toxicology
DipECZM	Diploma of the European College of Zoological Medicine
DipEVDC	Diploma of the European Veterinary Dental College
DipEVPC	Diploma of the European Veterinary Parasitology College
DipECAAH	Diploma of the European College of Aquatic Animal Health
DipECPVS	Diploma of the European College of Poultry Veterinary Science
DipECVECC	Diploma of the European College of Veterinary Emergency And Critical Care
DipECVM	Diploma of the European College of Veterinary Microbiology

Diplomas awarded by American Boards/Colleges

DipABT	Diplomate of the American Board of Toxicology
DipABVP	Diplomate of the American Board of Veterinary Practitioners
DipACVAA	Diplomate of the American College of Veterinary Anesthesia and Analgesia
DipACVD	Diplomate of the American College of Veterinary Dermatologists
DipACVECC	Diplomate of the American College of Veterinary Emergency and Critical Care
DipACVN	Diplomate of the American College of Veterinary Neurology
DipACVN	Diplomate of the American College of Veterinary Nutrition
DipACVO	Diplomate of the American College of Veterinary Ophthalmology
DipACVP	Diplomate of the American College of Veterinary Pathologists
DipACVPM	Diplomate of the American College of Veterinary Preventive Medicine

DipACVPM (Epidemiology)	Diplomate of the American College of Veterinary Preventive Medicine (Epidemiology)
DipACVR	Diplomate of the American College of Veterinary Radiology
DipACVSMR	Diplomate of the American College of Veterinary Sports Medicine and Rehabilitation
DipACVS	Diplomate of the American College of Veterinary Surgeons
DipACT	Diplomate of the American College of Theriogenologists
DipACVIM	Diplomate of the American College of Veterinary Internal Medicine
DipACLAM	Diplomate of the American College of Laboratory Animal Medicine
DipACVM	Diplomate of the American College of Veterinary Microbiologists
DipACZM	Diplomate of the American College of Zoological Medicine
DipAVDC	Diplomate of the American Veterinary Dental College

University Doctorates

PhD	Doctor of Philosophy
DrMedVet	Doctor of Veterinary Medicine
DProf	Doctor in Professional Studies (Veterinary General Practice)
DVetMed	Doctor of Veterinary Medicine
DVM	Doctorate of Veterinary Medicine (<i>nb. some DVMs are awarded as the primary veterinary degree, whereas others are awarded at the higher doctoral level, analogous to a PhD</i>)
DVM&S	Doctorate of Veterinary Medicine and Surgery
DVS	Doctor of Veterinary Science
DVSc	Doctor of Veterinary Science
DVSM	Doctor of Veterinary State Medicine
VMD	Doctor of Veterinary Medicine
VetMD	Doctor of Veterinary Medicine
VetMedDr	Doctor of Veterinary Medicine

Fellowships

FRCVS	Fellow of the Royal College of Veterinary Surgeons
FACVS	Fellow of the Australian College of Veterinary Scientists
FANZCVS	Fellow of the Australian and New Zealand College of Veterinary Scientists
FRCPATH	Fellow of the Royal College of Pathologists

3. Other qualifications related to veterinary and biomedical sciences, agriculture and medicine

The following qualifications are not currently approved by RCVS for Advanced Practitioner or Specialist status, but are relevant to veterinary practice. They are currently approved for listing in the Register against individual members' names. Some qualifications are historical and may no longer be awarded,

DER	Diploma in Equine Reproduction
DipACVB	Diplomate of American College of Veterinary Behaviourists
DipACPV	Diplomate of the American College of Poultry Veterinarians
DABVP (Avian)	Diplomate of the American Board of Veterinary Practitioners, Avian Practice
DABVP ECM	Diplomate of the American Board of Veterinary Practitioners, Exotic Companion Mammal Practice
DipAH	Diploma in Animal Health
DipAiCVD	Diploma of the Asian College of Veterinary Dermatology
DipVetMed	Diploma in Large Animal Medicine
DipLHP	Diploma in Livestock Health and Production
DipVetPath	Diploma in Veterinary Pathology
DPVM	Diploma in Preventive Veterinary Medicine
DipVetMed	Diploma in Veterinary Medicine
DTVM	Diploma in Tropical Veterinary Medicine
DVCS	Diploma in Veterinary Clinical Studies
DVPH	Diploma in Veterinary Public Health
DVSM	Diploma in Veterinary State Medicine
DAP&E	Diploma in Applied Parasitology and Entomology
DipAgric	Diploma in Agriculture
DipBact	Diploma in Bacteriology
DipRCPath	Diploma of Royal College of Pathologists
DipToxRCPath	Diploma in Toxicology of the Royal College of Pathologists
DipWCF	Diploma of the Worshipful Company of Farriers
DLSHTM	Diploma of the London School of Hygiene and Tropical Medicine
PharmD	Le Diplome d'Etat de Docteur en Pharmacie
MD	Doctor of Medicine
DSc	Doctor of Science
ScD	Doctor of Science
MAnimSc	Master of Animal Sciences
MAppISc	Master of Applied science
MPH	Master of Public Health
MRes	Master of Research
MScR	Master of Science by Research, University of Edinburgh

MPhil	Master of Philosophy
MS	Master of Science
MSc	Master of Science
FRCA/MRCA	Fellow/Member of the Royal College of Anaesthetists
FRCGP/MRCGP	Fellow/Member of the Royal College of General Practitioners
FRCS/MRCS	Fellow/Member of the Royal College of Surgeons
FRCOG/MRCOG	Fellow/Member of the Royal College of Obstetricians & Gynaecologists
FRPharmS/MRPharmS	Fellow/Member of the Royal Pharmaceutical Society
FRES	Fellow of the Royal Entomological Society of London
CChem/FRSC	Chartered Chemist/Fellow of the Royal Society of Chemistry
CBiol/FSB	Chartered Biologist, Fellow of the Society of Biology
FRSB	Fellow of the Royal Society of Biology
MRSB	Member of the Royal Society of Biology
FAAP	Fellow of the American Academy of Paediatrics
FASM	Fellow of the Australian Society of Microbiology
BAgric	Bachelor of Agriculture
BAgricMgt	Bachelor of Agriculture Management
BAgSc	Bachelor of Agricultural Science
BAnSc	Bachelor of Animal Science
BAO	Bachelor of Arts – Obstetrics
BAppSc	Bachelor of Applied Science (Environmental Science)
BCh	Bachelor of Chemistry
MChem	Master of Chemistry
BSc	Bachelor of Science
BSc(Med)(Hons)	Bachelor of Science in Medicine (Honours)
BM BCh	Bachelor of Medicine and Surgery, Oxford University
MB	Bachelor of Medicine & Surgery
MBBS	Bachelor of Medicine and Bachelor of Surgery, Griffith University, Australia
MVetVir	Master in Veterinary Virology, University of Murdoch, Australia
MSc (Clin Onc)	Master of Science (Clinical Oncology), University of Birmingham
PGCertMedEd	Postgraduate Certificate in Medical Education, University of Dundee
University of Edinburgh	
PG Dip (Pain Mgt)	Postgraduate Diploma in the clinical management of pain
MSc IAWEL	Master of Science in International Animal Welfare Ethics and Law
Pg Dip IAWEL	Postgraduate Diploma in International Animal Welfare Ethics and Law
PgDip IAHE	Postgraduate Diploma in International Animal Health
PgDip (Conservation Medicine)	Postgraduate Diploma in Conservation Medicine
PGDip (Equine Science)	Postgraduate Diploma in Equine Science

MSc DIC	Master of Science in Epidemiology and Diploma of Imperial College
University of Liverpool	
PGCertVBM	Postgraduate Certificate in Veterinary Business Management
PGCertVPS / PgDipVPS / MScVPS	Postgraduate Certificate/ Postgraduate Diploma / Master of Science in Veterinary Professional Studies
PGCertSc	Postgraduate Certificate in Science, Massey University, New Zealand
University of Nottingham	
PGCertSART	Postgraduate Certificate in Small Animal Rehabilitation
PGCert Veterinary Medicine and Surgery	Postgraduate Certificate in Veterinary Medicine and Surgery
MBiochem	Master of Biochemistry, University of Oxford
RVC, University of London	
MSc Vet Epi & Public Health	Master of Science in Veterinary Epidemiology and Public Health
PgDip Vet Epi & Public Health	Postgraduate Diploma in Veterinary Epidemiology and Public Health
PGCert Vet Ed	Postgraduate Certificate in Veterinary Education
PgDipVetEd	Postgraduate Diploma in Veterinary Education
PGDip One Health	Postgraduate Diploma in One Health (Infectious Diseases)
MAM	Masters in Avian Medicine, Georgia University, USA
PgD AVPS	ESVPS Postgraduate Diploma in Advanced Veterinary Practice Sciences, Harper Adams University
AdvCertVPhys	Advanced Certificate in Veterinary Physiotherapy, Middlesex University
PGDIPL	Certificate in Cat and Dog Diseases, Warsaw University of Life Sciences
Membership of the Australian and New Zealand College of Veterinary Scientists (MANZCVS) in:	
MANZCVS (Epidemiology)	Epidemiology
MANZCVS (Equine Surgery)	Equine Surgery
MANZCVS Pharmacology	Pharmacology

4. Postnominals awarded for eminence and significant contributions to a field related to veterinary science

Dr (h.c.)	Doctorate (honoris causa) (various universities)
DUniv	Doctorate (honoris causa)
DVM&S (h.c.)	Medicinae et Chirurgiae Veterinariae Doctorem honoris causa
FMedSci	Fellow of the Academy of Medical Sciences
FRS	Fellow of the Royal Society
FRSE	Fellow of the Royal Society of Edinburgh
FRAgS	Fellow of the Royal Agricultural Societies
ARAgS	Associateship of the Royal Agricultural Societies
FAA	Fellow of the Australian Academy of Science
FAVA	Fellow of the Australian Veterinary Association
HonDVM&S	Medicinae et Chirurgiae Veterinariae Doctorem honoris causa
HonAssocRCVS	Honorary Associate of the Royal College of Veterinary Surgeons
HonFRCVS	Honorary Fellow of the Royal College of Veterinary Surgeons
HonFWCF	Honorary Fellowship of the Worshipful Company of Farriers
HonMRCP	Honorary Member of the Royal College of Physicians
QHVS	Queen's Honorary Veterinary Surgeon
National Honours, eg. CBE, MBE, etc.	Any honours conferred by Her Majesty The Queen within the Commonwealth.

5. Non-veterinary, science, medicine or agriculture related qualifications

MA	Master of Arts
AM	Master of Arts
LLM	Master of Laws
MBA	Master of Business Administration
MEd	Master of Education
MLitt	Master of Letters
MEng	Master of Engineering
PGDE	Professional Graduate Diploma in Education, University of Strathclyde
PGCE	Postgraduate Certificate in Education
AFHEA/FHEA/SFHEA/PFHEA	Associate Fellow/Fellow/Senior Fellow/Principal Fellow of the Higher Education Academy
MCIArb	Member of the Chartered Institute of Arbitrators
BA	Bachelor of Arts
BEng	Bachelor of Engineering
BD	Bachelor of Divinity
BTh	Bachelor of Theology
LLB	Bachelor of Law
MPP	Master of Public Policy
FRGS	Fellowship of the Royal Geographical Society
PGCAP	Postgraduate Certificate in Academic Practice, University of Edinburgh & University of Glasgow
PgDipSSRM UCL	Postgraduate Diploma in Social Sciences Research Methods, UCL
PgCert TSLHE	Postgraduate Certificate in Teaching and Supporting Learning in Higher Education, Harper Adams University
GCLT	Graduate Certificate in Learning and Teaching, University of Surrey
PGCertLTHE	Postgraduate Certificate in Learning and Teaching in Higher Education, University of Liverpool