



University of Edinburgh The Royal (Dick)
School of Veterinary Studies BVM&S
Accreditation Event

23 - 25 February 2026

Report to the Council of the Royal College of Veterinary Surgeons (RCVS)
in accordance with Section 5 of the Veterinary Surgeons Act 1966

Table of contents

List of panel members.....	3
Background.....	4
Summary of findings.....	6
Accreditation visit rubric and Dean's response.....	8
Accreditation visit schedule.....	16

List of panel members

Dr Hannah Fitzsimmonds, Chair, RCVS

Dr Susan Paterson, RCVS

Professor Katy Cobb, RCVS

Also in attendance:

Professor Linda Prescott-Clements, RCVS staff

Background

1. The Royal College of Veterinary Surgeons has a statutory duty to supervise veterinary degree courses under Section 5 of the Veterinary Surgeons Act 1966, “for the purpose of securing that the courses of study to be followed by students training to be veterinary surgeons and the standard of proficiency required for registration in the register shall be such as sufficiently to guarantee that persons registered in the register will have acquired the knowledge and skill needed for the efficient practice of veterinary surgery”. The Council of RCVS may appoint persons “to visit the universities for which recognition orders...are proposed to be made...and to report on the courses of study, staffing, accommodation and equipment available for training in veterinary surgery and the other arrangements and facilities for such training.”
2. For UK veterinary degrees, it is the UK’s Privy Council which grants recognition to a degree enabling it to be recognised for registration purposes. Recognition is based on advice from RCVS. The accreditation report is first considered by RCVS’s Primary Qualifications Sub-Committee (PQSC), then by the Education Committee which makes its recommendation to Privy Council.
3. The Royal (Dick) School of Veterinary Studies had its previous visit in 2022, where it had been awarded “accreditation for a shorter period”, with a focused revisit to take place in 2026 on the 2017 RCVS Standards. The aim of a focused revisit is to assess the programme against the recommendations and suggestions noted at the previous visit.
4. Stage one of the event involved consideration of evidence uploaded to the RCVS repository by the School, in support of progress made towards the recommendations and suggestions from the previous visit. A substantial amount of information and evidence was considered by all members of the accreditation panel and staff within the RCVS Education Department.
5. Panel members completed their initial review of the evidence independently of each other and made an assessment of where it was felt that recommendations and suggestions were met or where further evidence and / or triangulation was required during the visitation stage of the accreditation event.
6. Following initial review of the evidence in the repository, the panel met to consider the evidence available for each recommendation and suggestion, which informed their decision on which questions/areas of exploration were needed on the visit, and which groups of stakeholders were required in order to collect this additional information or triangulate existing evidence.
7. Following this meeting, RCVS staff compiled a detailed list of questions for stakeholder groups, along with specific areas/facilities needing to be seen directly by panel members during the visit, including both on-site and off-campus facilities. This list was then used to draft a visit schedule in conjunction with the School.

8. The panel were present at the Royal (Dick) School of Veterinary Studies from 23 – 25 February 2026. The panel stayed together as one group for all tours and meetings with stakeholder groups, and the report represents the combined views of the whole team.
9. The evidence rubric can be seen at annex 1. This details the evidence gathered against each recommendation and suggestion, along with an indication if this has now been met or is still outstanding. Commentary and rationale to support any commendations, recommendations and suggestions is provided for context.
10. The School's response to this report can be found at annex 2 and contains a timeline/action plan for the addressing of the recommendations and suggestions, along with any timelines/plans for implementing.
11. The final schedule for the visitation, including the groups of stakeholders met with during the visitation, can be seen at annex 3.
12. The panel members would like to thank Professor Lisa Boden for the School's hospitality during the visit, as well the team, for their professionalism and local arrangements. Administration, faculty, staff and students were very accommodating throughout, and their openness was appreciated. The panel was also grateful for all the work that staff had put into preparing the thorough repository of evidence in stage one of the event, which formed the basis for discussions/triangulation during the visitation.
13. The findings in this report are based on the panel members' review. The panel members are not the decision-makers and their commendations, recommendations and suggestions may be subject to amendment during the committee process.

Summary of findings

Standard 3: Facilities and Equipment

Recommendations

The School must institute best practice regarding clinical record keeping in the farm animal teaching hospital.

The School must ensure the use of animals in teaching committee uses all information available to assure the welfare of farm animal hospital cases.

Standard 4: Animal Resources

Suggestion

The School should continue to progress the relationship with partners to maximise the cat handling opportunities throughout the programme.

Standard 7: Admissions

Recommendation

The School must review the progress of different groups of students to inform their admissions process.

Standard 10: Assessment

Suggestion

The School should review the final year assessment strategy to ensure authentic assessments of all students across all species areas and clinical domains.

Standard 12: Outcomes Assessment

Suggestion

The school should continue to explore opportunities for all students across all species areas to develop surgical competence (see also standard 4).

Additional reporting:

During the collection of evidence in this focussed event, the panel was made aware of additional information which they have reported under the new standards.

Standard 2.5

Suggestion

The School should ensure there are mechanisms in place for all staff to safely raise concerns.

Standard 4.1

Commendation

The School is commended for their pro-active approach to providing student welfare support.

Standard 4: Animal Resources																Comments	Recommendations	Suggestions	Commendations	Dean's Response (narrative)	Dean's Response (timelines)
Recommendation	Suggestion	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome									
		Type = Input, Process or Outcomes							Type = Input, Process or Outcomes			Standard Met	Partially Met	Not Met							
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3										
	S: The School is encouraged to identify additional opportunities for all students to undertake routine elective surgical procedures.	Surgical Case Numbers	O	Mackay-et-al-2025-confidence-competence-and-cadavers: Article outlining student post mortem experience and effects on confidence.	P			Yes	Meeting with clinical students	Meetings with hospital teams	Surgery case load document discussions	X			1. Cadaver surgery has been introduced. 2. Compulsory MiniCEX in Surgery in Inglis. 3. Additional opportunities are provided for students with minimal surgical experience (min 2). 4. Additional dental opportunities on cadavers are available. 5. Students described variable opportunities due to caseload on farm / equine/ Inglis rotations.		The school should continue to explore opportunities for all students across all species areas to develop surgical competence		Thank you. We note this standard is met. Please see standard 12 for the response to the suggestion relating to surgical competence.		
	S: The School is encouraged to find a way to provide students with experiences in the handling and behaviours of normal healthy cats.	Paper 6 LTC Proposal New Cat Classes	I	Cat Handling Student Feedback	O	Cat & Dog Core Skills Assessment Sheet Template	I	Yes	Meeting with final year students	Meeting with pre-clinical students	Use of animals in teaching committee meeting	X			1. Lots of lectures on fear-free handling cats. 2. Protocols in place for using pheromones in hospital. Lots of emphasis on this. 3. Students felt cat handling was discussed a lot but there was limited experience with real cats until their core rotations. Students reported that even in their final year there were few opportunities to actually do anything with them i.e. procedures. 4. Students felt the school's approach was very cautious - Unless cats are very placid, students were to observe and not handle them. 5. 2nd year students reported that cat handling teaching is mostly performed on stuffed toys. This is not the same as live cat handling but is helpful to teach technique. 3rd year students noted they have a lecture on facial expressions of cats to gauge mood etc. These students generally felt comfortable before going on EMS placements with reference to cat handling. 6. Use of animals committee: they had had in-depth discussions about cat handling after feedback from the last accreditation – they looked at different models and were unable to reach a conclusion that met the welfare of cats. They're exploring possible models, with resources available to them. SSPCA have three catteries at the Balerno animal rehoming centre and if there is an outbreak of flu at one, this tends not to impact others. They have started with a shelter medicine project in the students final year – this is late in the programme, but is happening. They are exploring a partnership approach where earlier years can experience cat handling at the shelter when final year students are not on site.		The school should continue to progress the relationship with partners to maximise the cat handling opportunities throughout the programme.		We continue to engage in discussions with local shelters about appropriate opportunities for students to gain experience in handling live cats prior to Final Year. We will update progress on this in our annual reports.	Next annual report.	

Standard 5: Information Resources															Comments		Recommendations	Suggestions	Commendations	Dean's Response (narrative)	Dean's Response (timelines)
Recommendation	Suggestion	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome									
		Type = Input, Process or Outcomes							Type = Input, Process or Outcomes			Standard Met	Partially Met	Not met							
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3										
	S: The School is encouraged to identify ways of making all EMS databases widely accessible to students.	LEARN EMS Database Page Screenshot	I					Yes	Meeting with clinical students	Meeting with pre-clinical students	Meeting with EMS staff	X			Students reported being supported by the School when needed to both secure placements and whilst on placements.				Thank you. We note this standard is met with no suggestions.		

Standard 7: Admissions															Comments	Recommendations	Suggestions	Commendations	Dean's Response (narrative)	Dean's Response (timelines)
Recommendation	Suggestion	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome								
		Type = Input, Process or Outcomes							Type = Input, Process or Outcomes			Standard Met	Partially Met	Not Met						
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3									
	S: The School is encouraged to ensure that information and expectations relating to Fitness to Practice are clearly visible to all applicants.	Website link	I					Triangulation	Information on Expectations of Fitness to Practice Screenshot	Meeting with pre-clinical students		X			The information on the website complies with this standard and was triangulated with student experiences during the visit.				Thank you. We note this standard is met with no suggestions.	
	S: The School is encouraged to clearly signpost applicants to information on progression, exclusion, remediation and maximum period of study.	Website link	I					Triangulation	Various web page screenshots showing links to admissions policy, support, F2P etc.	Meeting with pre-clinical students		X			The information on the website complies with this standard and was triangulated with pre-clinical students.				Thank you. We note this standard is met with no suggestions.	
	S: The School is encouraged to extend existing review of BAME student success on the programme to include other groups of students, and thus to inform admissions initiatives.	Various Diversity Summer School & WP event screenshots	P	Widening Participation Strategy	I			Yes & Triangulation	Meeting with Senior Team	Meeting with admissions and student support			X		1. A recent intern project has tracked WP student performance in their first year. However, progression data for different groups of students is not routinely tracked at school level. 2. Tracking of progression data is done at University level for different groups of students. School level data is provided for RCVS annual monitoring however the school expressed concern about their ability to analyse small numbers. 3. Annual monitoring data appears to contradict the schools argument for not tracking progression data at school level, for some groups e.g. ethnicity 389/806 students on course. 4. Individual students who are not meeting progression requirements are identified and supported. Standard 7.12.	The school must review the progress of different groups of students to inform their admissions process			We have used our 2024/25 RCVS annual monitoring data to review the progress of different groups of students on the programme. This analysis is available in the 'Comparison of progress by RCVS reporting categories 2024_25.xlsx' workbook. A Chi-square test has been used to determine statistical significance. For socio-economic status, learning difficulty and mental health, Eij is less than five for at least one of the four expected groups, hence confirming that the dataset is too small for statistical analysis. For sex (male/female) and ethnicity (white/not-white), there is no difference in progress on the programme. There is a statistically significant difference in progress on programme for disabled students, with 91% of disabled students progressing with their cohort versus 98% for non-disabled students. This analysis will be performed each year at the time of data collection for the RCVS annual monitoring report and will be reviewed as a standing item by the BVM&S Admissions Committee.	Complete
	S: The School is encouraged to monitor numbers of applicants, MMI performance, and numbers of offers for different groups of students (e.g. gender, disability), both to ensure parity and inform future development of admissions processes.	Overview of Results of the WP Study 2024	O					Triangulation	Meeting with admissions and student support			X			The admissions team described the process of analysis of MMI data including individual stations and overall performance,				Thank you. We note this standard is met with no suggestions.	

Recommendation	Suggestion							Further evidence needed on visitation?							Comments	Recommendations	Suggestions	Commendations		
		Standard 9: Curriculum																	Dean's Response (narrative)	Dean's Response (timelines)
		Type: Input, Process, Outcome							Type - Input, Process or Outcomes											
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard met	Partially met	Not met						
	S: The School is encouraged to ensure that all staff involved in teaching (including professional services and nursing staff) are appropriately trained in teaching.	Teaching Fellow Programme - Current Participants 24-25	O	AFHEA Plus Programme Data November 2025	O	Teaching Qualifications Report	O	Triangulation	Meetings with all staff groups			X			1. The Faculty Development Programme started 1.5years ago. Clinical educators have specific training, comprising of 1 hour sessions. 2. Those applying for SFHEA also facilitate the sessions. 3. The level of HEA staff applying for the programme is driven by the descriptors of Advance HE, as well as mentors. An example of staff member being supported both by School and central University was given. The support scheme leads to Associate HEA membership. 4. Professional Development is discussed as part of PDR and regular line manager catch ups. 5. Training done in-house is overseen by the QA committee. They provide context-specific training, to enhance applicability. There is an increase in engagement from staff. 6. Staff training is monitored and attendance is taken in all VMed session. Some tracking can be completed on the 'people and money' system. Can't track Advance HE through this so there is a separate system. 7. Staff cannot leave feedback on final year students if they have not completed this training. Escalation to line management can occur if a staff member is not completing training. Non-completion might be if they don't see the relevance, such as lab techs, but this is followed up. Only a few from 800 staff haven't completed the training.				Thank you. We note this standard is met with no suggestions.	
	S: The School is encouraged to undertake a review of course Individual Learning Outcomes to ensure they are written in accordance with established best practice.	BVMS ILOs September 2025	O	Year 5 Curriculum Mapping to D1Cs	P	Assessment blueprint document	P	Triangulation	Meeting with teaching and learning committee	Meetings with different staff groups		X			Staff described the process for the learning & teaching committee to review the ILOs and amend ILOs. Training is in place for all teaching staff to develop ILOs				Thank you. We note this standard is met with no suggestions.	
	S: The School is encouraged to identify additional opportunities for spectrum of care focused teaching and practice opportunities.	BVMS ILOs September 2025	O	LTC Proposal for SPACE (synoptic problems and cases) inc. SPACE papers for discussion and information focusing on spectrum of care considerations before clinical rotations.	I	Student Case Log Reporting Core Rotations	O	Triangulation	Meeting with staff groups	Meeting with clinical students		X			Relationships with SSPCA and shelter rotation provide good opportunities for contextualised care discussions and teaching. Embedding SPACES throughout the course introduces contextualised care to students from year 1. Rotation staff actively discuss contextualised approach to clinical cases.				Thank you. We note this standard is met with no suggestions.	
	S: The School is encouraged to identify ways of increasing students' involvement in routine farm animal ambulatory work.	University response following 2023 visit	I					Yes	Meeting with teaching staff	Meeting with farm team	Meeting with clinical students	X			Compensation is considered for seasonal trends in production animal work, the farm animal team has developed the dairy herd health week to ensure parity of opportunity in farm animal work.				Thank you. We note this standard is met with no suggestions.	
	S: The School is encouraged to consider how students who undertake 6 weeks of observational EMS and 10 weeks of research EMS are supported to ensure that their remaining EMS experience is optimised to support their practical and clinical skill development.	University response following 2023 visit	I					Yes & Triangulation	Meeting with EMS staff			X			The process of application for professional and research EMS is clear and cases are reviewed on an individual basis.				Thank you. We note this standard is met with no suggestions.	

Standard 10: Assessment																				
Recommendation	Suggestion	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome			Comments	Recommendations	Suggestions	Commentations	Dean's Response (narrative)	Dean's Response (timelines)
									Standard 10: Assessment											
		Type = Input, Process or Outcomes							Type - Input, Process or Outcomes											
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met						
	S: The School should monitor the impact of the replacement of DOPS for individual rotations with student-led Mini CEXs across core and selective rotations to ensure that essential clinical competencies are not overlooked, but are demonstrated by all students prior to graduation.	MiniCEX Content & Construct Validity Report	O	MiniCEX Audit Report	O			Yes & Triangulation	Meeting with clinical students	Meeting with graduates		X			Standard 10. 1. MiniCEX is used as a formative assessment only. Graduates and clinical students reported that the end-of-rotation summative feedback is sometimes useful/individualised, in other areas it can sometimes be mixed up with other students and take a long time. 2. Graduate, clinical students and staff stated it would be possible to avoid having clinical skills assessed in a particular species using MiniCEX. 3. The school relies on end-of-rotation assessments to ensure clinical competency across all clinical areas. This is often completed retrospectively and students reported variable degrees of accuracy in their feedback.		The school should review the final year assessment strategy to ensure authentic assessments of all students across all species areas and clinical domains	As discussed with the panel, we are in the process of implementing RISRI/Advance across all years of the BVMS&S Programme. This will allow us to introduce a competency tracking portfolio as part of Final Year assessment. This will be trialled alongside the end of rotation feedback system in the 2027/28 academic year, with a view to replacing our existing assessment approach for the 2028/29 academic year.	Fully implemented 2028/29 academic year.	
	S: The School should provide a clinical competence tracking tool to report the current status on progress to achievement of students' clinical competencies, as this would help inform and focus student's learning and assist clinical teachers.	BVMS Assessment Blueprinting	P					Triangulation	Meeting with senior team	RISR demonstration		X			The school is in the process of transitioning from MyProgress to RISRI/Advance			Thank you. We note this standard is met with no suggestions.		

Standard 12: Outcomes Assessment																		Comments	Recommendations	Suggestions	Commendations	Dean's Response (narrative)	Dean's Response (timelines)		
Recommendation	Suggestion	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence						Recommended Outcome										
		Standard 10: Assessment								Type - Input, Process or Outcomes						Standard Met	Partially Met							Not Met	
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type											
R: All students must be able to attain entry-level competence in basic hands-on elective surgery.		R(D)SVS QA report on Vet GDP outcomes.	O	BVMS LTC Minutes November 2025	P	Graduate & Advisor Plot	O	Triangulation	Meeting with staff	Meeting with clinical students					X			1. Cadaver surgery has been introduced. 2. Compulsory MiniCEX in Surgery is completed in Inglis. 3. There are additional opportunities provided for students with minimal surgical experience (min 2). 4. There are additional dental opportunities provided on cadavers. 5. Students described variable opportunities due to caseload on farm / equine/ Inglis rotations.	The school should continue to explore opportunities for all students across all species areas to develop surgical competence (see also standard 4)	We note this standard has moved from partially met, to met with a suggestion. We thank the panel for recognising the significant investment made by the school to improve the simple elective surgical competence of all our students. As of June 2026, we have also added a day of surgery to the Community and Shelter Medicine rotation week and will continue to monitor surgical case numbers and work with the SSPCA to maximise caseload across the entire four week general practice rotation block.	Next annual report.				
	S: The School is encouraged to explore students' concerns regarding NAVLE preparation and address appropriately.							Yes	Meeting with staff involved with NAVLE preparations	Meeting with clinical students					X			1.A NAVLE prep programme is in place. This programme contains common questions and topics, these are based on previous exam results and broken down by system. The School considers areas of weakness in the school compared to the average. 2. The prep programme is run from the end of the year to April. Students all sit NAVLE in November to begin with and then they are able to resit in March, if required, this gives them the best opportunity to pass. 3. There are two weekly sessions for about 1hr each for 1 month. These take place on Wednesday afternoon when there are no other clinical rotations. These sessions also include exam-technique prep content. 4. The School has paid for 2 ICVA self-assessments and they have never stopped a student sitting the NAVLE.		Thank you. We note this standard is met with no suggestions.					
	S: The School is encouraged to use all available outcomes data, including data from the RCVS VetGDP new graduate and employer surveys, for quality improvement and to address identified issues.	R(D)SVS QA report on Vet GDP outcomes.	O	Graduate & Advisor Plot	O			Yes & Triangulation	Meeting with senior staff	Senior team					X			1. VetGDP data is initially considered at a senior level. 2. Numbers of responses are considered too low in farm / equine (as the majority are US students not doing VetGDP) so results are considered only after 5 years of data. 3. Other outcomes data used - NSS, HESA, School graduate surveys, student feedback. 4. Data is being fed into the curriculum review.		Thank you. We note this standard is met with no suggestions.					

Std (2023)	Evidence sources	Comments	Outcome	Dean's Response (narrative)	Dean's Response (timelines)	
4.1	Student meetings Staff meetings Senior team meeting	Numerous examples of the holistic and pro-active support given by the student support advisers were provided to the panel from both staff and students.	COMMENDATION The school is commended for their pro-active approach to providing student welfare support	Thank you. We note the commendation and appreciate the recognition of the significant investment the school has made in student support.		
2.5	3 x confidential sessions	Some staff reported barriers to raising concerns and did not feel that the route through line management was effective. Some staff reported that it did not feel safe to raise concerns through official routes.	SUGGESTION The school should ensure there are mechanisms in place for all staff to safely raise concerns	All staff are informed about the School HR contact during the monthly Campus Induction Day. Recently, the University introduced "Report + Support," available to both staff and students. Reports can be made anonymously or named, and specially trained staff can provide further support and discuss potential options. Individuals can choose their preferred method of contact. This initiative was introduced to create a safe environment for raising concerns.	Completed	https://reportandsupport.ed.ac.uk/

Focused revisit 23-25 February 2026
Edinburgh timetable

Time	Duration	Meeting	Extra Info	Staff present
Day 1: Monday 23rd Feb				
8:00	20	Travel to school		
8:20	10	Private panel meeting	Vet School Boardroom 2.36	
8:30	30	Welcome with Senior Team & organisation	Vet School Boardroom 2.36	
9:00	45	Final Year Learning & Teaching Committee	G.01	
9:45	10	Comfort break	G.01	
9:55	60	Tours (ambulatory vehicles, Clinical skills labs, surgery labs)		
	10	Small Animals Clinical Skills Lab, Sim Room & Self-Directed Learning Space	Teaching Building	
	10	Dissection Room (cadaver surgery)	Teaching building	
	10	G100 (live animal surgery)	HfSA	
	10	Walk down to F Block	F Block	
	10	Large Animal Clinical Skills (cadaver surgery)	F Block	
	10	Farm & Equine Ambulatory Vehicles	Middle Wing Car Park	

Focused revisit 23-25 February 2026
Edinburgh timetable

10:55	10	Comfort break			
11:05	45	Learning and teaching committee members		G01	
11:50	10	Comfort break		G.01	
12:00	60	Pre-clinical Students		G.01	
13:00	30	Panel private lunch		Vet School Boardroom 2.36	
13:30	60	Demo of My Progress and RISR/Advance, walk through plans for curriculum review.		Vet School Boardroom 2.36	
14:30	15	Comfort break		Vet School Boardroom 2.36	
14:45	45	Use of animals in teaching group (including staff involved with animal donations)		Vet School Boardroom 2.36	
15:30	60	EMS staff (inc EMS administrators)		Vet School Boardroom 2.36	
16:30	30	Employers of new graduates in companion animal practice		Via Zoom?	
17:00	45	Recent graduates (2024/25)		Via Zoom?	
17:45	30	Mop up with senior team		Vet School Boardroom 2.36	
18:15		Panel travel back to hotel			
18:35		Private panel meeting/confidential sessions			
8:00	20	Panel travel to school			
8:20	10	Private panel meeting			
08:30	45	Production Animal Staff		Vet School 1.27	
9:15	60	Hospital Staff (including nursing, support and pharmacy)		Vet School 1.27	
10:15	10	Comfort break			
10:25	60	Inglis staff and DVGP rotation staff		Vet School 1.27	
11:25	45	Admissions and student support (inc disability officers)		G01	
12:10	80	Clinical students (inc students interested in NAVLE)		G01	
13:30	30	Private panel lunch		Vet School Boardroom 2.36	
14:00	45	Private panel meeting		Vet School Boardroom 2.36	
14:45	45	Teaching staff, teaching fellows, residents		Vet School 1.27	
15:30	10	Comfort break		Vet School Boardroom 2.36	

Focused revisit 23-25 February 2026
Edinburgh timetable

15:40	70	Senior teaching staff (inc final year leads, staff involved in NAVLE prep, curriculum design, student progression, outcomes assessment, and QA & I data scientists, staff involved with teaching surgical skills)		G01	
16:50	10	Comfort break		G01	
17:00	30	Senior team mop up (if required)		G01	
17:30		Panel travel back to hotel			
18:00		Private panel meeting			
8:00		Panel travel to school			
8:20	25	Private panel meeting		Vet School Boardroom 2.36	
8:45	15	Panel feedback to HoS		Vet School Boardroom 2.36	
9:15	15	Panel feedback to VC (if required)		Vet School Boardroom 2.36	
9:30		Panel depart			