



Royal Veterinary College

Accreditation event report

10 – 14 November 2025

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

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List of panel members

Prof Susan Dawson, Chair, RCVS

Prof Catherine Stalin, RCVS

Dr Ellie Wigham, RCVS

Dr Alison Prutton, RCVS

Dr George King, RCVS

Dr Emma Ormandy, RCVS

Ms Amani Kabeer-Ali, RCVS student representative

Ms Niamh Hogan, Veterinary Council of Ireland (VCI) representative

Prof Rosanne Taylor, Australian Veterinary Boards Council (AVBC) representative

Also in attendance:

Mr Jordan Nicholls, RCVS staff

Mrs Hayley Stinchon, RCVS staff

Ms Kirsty Williams, RCVS observer

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 (EC) which makes its recommendation to Privy Council.
3. The Royal Veterinary College had their previous visit in 2018, where it had been awarded “full accreditation”.
4. Stage one of the event involved consideration of evidence uploaded to the RCVS repository by the School to demonstrate how they were meeting each standard in the six domains. 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 agreed that standards 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 standard, 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 Veterinary College from Monday 10th to Friday 14th November 2025, this 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 within the accreditation rubric report and details 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 2.
12. The panel members would like to thank Professor Stuart Reid and the team for the School's hospitality during the visit, 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 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.
14. A recommendation is given when the panel agrees that a standard has either been 'partially met' or 'not met'. Recommendations are actions the School MUST take in order to fully meet the standard.
15. A suggestion may be given when a standard is currently being met, but the panel has identified either:
 - a risk that the School could fall below the standard in future, or
 - an area where the School could strengthen their provision or processes.
16. Suggestions are actions the School SHOULD take in order to reduce the risk of falling below the standard in future. These are not mandatory actions, however, if a school decides not to take action in response to the suggestion, they need to explain the rationale for this.
17. A commendation is given when a standard is fully met and the panel agrees that the School is going above and beyond the requirements of the standard.

Summary of findings

Domain 1: The Learning Environment

Recommendation: The School must review policy regarding the wearing of safety hats around horses and ensure it is applied consistently across all sites where students are present. (1.2 Standard partially met).

Recommendation: The School must develop and implement a formal process for the ongoing quality assurance of all learning environments. (1.3 Standard partially met).

Recommendation: Monitoring, recording and auditing of individual animal use in teaching must be carried out. (1.4 Standard partially met).

Recommendation: The School must ensure that sufficient numbers of live horses are available for the student learning experience. (1.5 Standard partially met).

Recommendation: Exposure to a range of clinical cases in production animals must be increased. (1.5 Standard partially met).

Recommendation: The School must have exposure to sufficient caseloads for all students in production animal ambulatory practice. (1.8 Standard partially met).

Suggestion: The School is encouraged to consider providing more individual study spaces for students. (1.1).

Suggestion: The School should explore opportunities for all students to undertake handling experience with live cats prior to commencing EMS. (1.5).

There are no commendations for this domain.

Domain 2: Organisation, Culture and Values

Commendation: The School is commended for creation of a positive culture that is inclusive, respectful, responsive to the needs of staff and students, and is engaged with external stakeholders. (2.3).

Commendation: The School is to be commended on the variety of methods for students to feedback on all aspects of the programme, and their responsiveness to concerns raised, leading to a positive learning culture. (2.5).

Commendation: Efforts towards environmental sustainability are to be commended. (2.6).

Suggestion: The School should review its processes for monitoring conflicts of interest for all staff. (2.2).

There are no recommendations for this domain.

Domain 3: Educational Governance and Quality Improvement

Suggestion: The School is encouraged to expedite the implementation of integrated assessment of holistic clinical competency. (3.14).

There are no commendations or recommendations for this domain.

Domain 4: Supporting Students

Commendation: The School is to be commended on its robust tutor system which is greatly appreciated by students, and which is considered highly effective. (4.1).

Suggestion: The School should provide detailed estimates of all additional costs for students undertaking the programme, including EMS and IMR placements. (4.3).

Suggestion: See suggestion in Standard 1.5.

There are no recommendations for this domain.

Domain 5: Supporting Educators

Recommendation: The School must ensure that all individuals involved in student teaching complete a quality assured programme of teacher training. (5.1. Standard partially met)

Recommendation: The School must ensure that all MRCVS and RVN staff members (and other relevant registrants) are compliant with the RCVS CPD requirements. (5.2. Standard partially met)

There are no commendations or suggestions for this domain.

Domain 6: Curriculum and Assessment

Recommendation: The School must ensure that students can demonstrate clinical competency in an authentic workplace setting with all major species. (6.14)

Suggestion: The School should consider that the timing of certain teaching activities be restructured to optimise placement time, thereby enabling greater case exposure and enhanced hands-on participation in workplace-based clinical training. (6.2)

Suggestion: The School is encouraged to ensure students practise and demonstrate relevant competency in clinical skills before contributing to patient care. (AVBC Standard 10.5).

There are no commendations or recommendations for this domain.

Domain 1 - The Learning Environment														Comments	Recommendations	Suggestions	Commendations	RVC response
Standard		Repository Evidence Type = Input, Process or Outcomes						Further evidence needed on visitation?	Visitation Evidence Type - Input, Process or Outcomes			Recommended Outcome						
		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				
1.1	The spaces, infrastructure, physical and digital resources across the programme must provide an effective and safe learning and teaching environment, support student welfare, and meet the needs of educators and support staff.	External BVetMed Rotations List	I	Maintenance Audit Trails	O	Teaching Rooms and Floor Plan	I	Yes	Tours	Meetings with all staff	Meetings with Students	X			>Staff report facilities for them are sufficient (offices, catering etc.). They have access to spaces away from students. There is hot desking for Hawkshead staff onsite at Camden for teaching and vice versa. >Staff also make use of communal areas shared with students. >Facilities are well maintained. >Students have access to lockers, food service facilities and study spaces. >Individual study spaces were reported and observed as being limited. Students reported that access to more individual study spaces may be beneficial. >There is internet access available through both campuses and at all external partner sites.		The School is encouraged to consider providing more individual study spaces for students.	We have installed 2 new individual study pods in our Camden library. We intend to monitor their usage and engage with our student community before considering investment in further facilities
1.2	The learning environments across the programme must ensure the health and safety of students, staff and animals and comply with all relevant jurisdictional legislation including health, safety, biosecurity and UK animal welfare and care standards.	Various SOPs and Risk Assessments	I	Examples of incident investigations	O	Animal Use Document	O	Yes	Tours	Meetings with all staff	Meetings with Students		X		> A central audit tracker is overseen by Audit & Risk Committee, who review at each meeting, with agreed dates for management. The committee meets 4 times a year. > In addition, RVC Safety Committee will consider any incidents on and off site. >External placements feed into the Safety Committee, numbers are included in RVC incidents. >If an incident occurs off-site, the injured party is required to report this to the RVC. However, some staff at external sites reported no feedback provided to the placement on any outcomes or mitigations to prevent similar incidents in future. RVC staff report that they close the loop and that mitigations are devised in partnership with external partners. >Senior team walkarounds happen frequently, but not regularly. >Town Hall meetings are advertised. >Information on what to do whilst on EMS placements if anything occurs is provided prior to placements. A placement confirmation email also has the information listed >Hardhats, steel toes shoes and gloves are all provided by the school. There is a policy in place - it is mandatory for students to wear hats whilst holding a horse or dentistry but not, for example, whilst weighing. It will depend on the procedure and the likelihood of the animal reacting through pain. It is not mandatory for staff to wear protective hats (but is recommended where possible, reported as not always an option such as when using a head torch for dental examination). Both staff and students observed without hardhats whilst working with horses. >In external placements the policy on hardhat wearing is inconsistent. >Adequate biosecurity facilities were observed across sites. >Not all off-site placement providers may be aware of the formal reporting processes regarding injury of students. >Outside of rotational teaching, students can access the PM room through the Pathology Society, Weekly Rounds (open to all students in clinical years) >The level of review of the suitability of EMS placements was limited. >There are policies in place regarding the wearing of PPE in public spaces. Students witnessed breaching policy in Hawkshead canteen.	The School must review policy regarding the wearing of safety hats around horses, and ensure it is applied consistently across all sites where students are present.		We have reviewed our policy to be clear all students must wear safety helmets when handling or when in the same space as horses (e.g. stables, clinic rooms etc). Members of staff are also required to wear safety helmets when performing procedures on horses. This policy has been implemented both at RVC and across our partner sites.
1.3	All learning environments (within the school and off-site) must be quality assured to ensure appropriate standards of teaching, support and learning outcomes are achieved.	Academic Quality Assurance and Enhancement	I	QA Processes for off-site learning	I	Rotation Feedback	O	Yes	Off-site tours	Meetings with placement staff	Meetings with senior team		X		>Monthly departmental meeting with annual services meeting, can raise issues. >Some partner sites are observed to have been onboarded without inspection/visit by the RVC. >RVC does not have a formal process of inspection and ongoing, frequent quality assurance visits of off-site placements. Structured reporting and action on findings has not been evidenced for all sites. >Questionnaire sent to partners to check H&S, which is reviewed by the RVC team. Where RVC staff are embedded, they are onsite regularly to pick up on issues, but seems to be informal. >Some practices visited annually (Acorn House and Coach House Vets), with telephone contact points regularly around these sites. >RVC Learn reported as being easy to navigate and provided a comprehensive range of digital learning resources for students, which are appreciated by students. >Relationships with external partner sites are positive and all parties are engaged.	The School must develop and implement a formal process for the ongoing quality assurance of all learning environments.		We have developed a more rigorous inspection regime for our off-site locations, ensuring that all are visited and inspected at least once per year. Areas covered include but are not limited to health and safety and educational standards. The inspections reports and compliance are reviewed internally at our Clinical Teaching and External Partnerships (CTEP) meetings which are held 4x annually
1.4	The learning environments across all aspects of the programme must demonstrate good practice standards and promote high standards of animal husbandry and care at all times.	PSS award letters for the following hospitals: Queen Mother Hospital, Equine Referral Hospital, Beaumont Sainsbury Animal Hospital, Equine General Practice, Synergy Farm Health Practice	O	Written update on Bolton Park Farm	P	FSA approved establishments list	O	Yes	Off-site tours	Tour of Boltons Park Farm	Meeting with clinical staff		X		>Staff at Bolton Park Farm demonstrated commitment to providing a high quality environment for their farmed animals. >Charity practices are not part of PSS - internal QA schemes run by individual charities are in place but at some sites there was no paperwork available to confirm status. >PSS is in place for RVC hospitals and partner practices (non-charity). >Current monitoring of animal use in teaching is not always used to provide the total use of individual animal data or information, particularly for sheep and pigs, and regular auditing is not conducted for all animals and species. This includes at external sites. >It was also noted that, in some areas, records of individual animal use were collected but not routinely audited, meaning there was no effective process in place to identify or prevent potential overuse of individual animals.	Monitoring, recording and auditing of individual animal use in teaching must be carried out.		Specifically for sheep, we have just introduced a system where the identity of all sheep is recorded using ear tag bar code readers. This will enable recording and auditing of sheep use at the individual level. With respect to teaching pigs, we have ten animals that are handled by up to six students at a time. Handling using the college pigs is restricted to moving with pig boards and is not invasive. The animals are not snared or run on concrete at any time. Monitoring these as a group ensures that they are not overused. For teaching on core Production Animal rotations, we ensure that animal use is managed through a combination of practical venue rotation and close communication with our host clients and their records to ensure no same animal is presented more than once a year.
1.5	Normal and diseased animals of the principal domestic and non-traditional/exotic species must be available for instructional purposes, either as clinical patients or provided by the school. The school must provide access to sufficient numbers and range of animals and animal material to provide the necessary quantity and quality of animal husbandry and clinical instruction to meet the programme learning outcomes and achieve the RCVS Day One Competencies.	Structured Core Farm Rotations - includes numbers of available herd v students	P	Annual Monitoring Returns – Clinical Caseload	O	Numbers of postmortem specimens in fiscal year 24-25	O	Yes	Meetings with students	Off-site tours	Meeting with clinical staff		X		>Animal handling with cats is simulated during preclinical years. >There is a block of EMS for procedure practice before clinical rotations, but clinical procedure training comes during IMR blocks. >Students value and appreciate the charity medicine rotation; however, the educational benefit of the rotation varies depending on the timing of the placement within the academic year. Students undertaking the placement earlier in the year have had less prior taught knowledge, which can limit the extent of their hands-on participation compared with students attending later in the year. >DOPS undertaken in the beginning of 1st year to enable AHEMS. >1st and 2nd year access to lab animals available at Camden. >Rotations cover the core species adequately. >Primary Care rotation is multi-species. >Anaesthesia rotation is predominantly SA, but Equine students are exposed to this as part of that rotation as well. >Students appreciated the range of species and experiences encountered on the core exotics rotation. >Staff informed the panel that there are plans to increase the number of horses later in the year. However, at the time of the visit, the panel observed only four horses available for teaching, which were seen in the fields during the site walk-around. Staff also advised that one additional horse had been returned due to behavioural issues and confirmed an ongoing desire to increase the number of live horses available for teaching. > Although the overall production animal case mix seen across a year may be appropriate, the range of conditions experienced by any individual student is likely restricted by herd size.	The School must ensure that sufficient numbers of live horses are available for the student learning experience. Exposure to a range of clinical cases in production animals must be increased.	The School should explore opportunities for all students to undertake handling experience with live cats prior to commencing EMS.	Availability of live horses: We ensure a sufficient number of live horses with 11 animals available for teaching at the Equine Referral Hospital as well as the 4 seen by the visitation team at BPF. Range of Production Animal cases: These rotations aim to teach the best methods of production animal medicine on farms with a heavy emphasis on preventative veterinary medicine. On average, per student, this will include individual examination of 28 cattle, 5 sheep, one goat, one pig, two alpacas and one chicken – a proportion of these will be sick animals requiring diagnosis and treatment which our students will be involved with. In addition to this, we have herd health visits to seven cattle farms (dairy and beef), flock health visits to three sheep farms, one smallholder visit, one visit to an alpaca farm and one flock health visit to a poultry unit. This caseload is guaranteed for all students. Live cat handling: We are developing a brand new cat handling session in partnership with the RSPCA Finsbury Park cat shelter. Details are being finalised but will include the opportunity for 1st and 2nd year students to visit the cat shelter in small groups with RVC staff and to perform clinical exams in small groups on selected cats. The plan would be to start these in September 2026.
1.6	There must be sufficient up-to-date and well-maintained learning and teaching equipment to support the programme effectively, readily accessible by students.	Various equipment inventories	P					Yes	Meeting with facilities staff	Meetings with students	Tours	X			>Budget requests (consumables, equipment) go through head of departments, pre-clinical staff reported that no requests have been refused so far. >Technical staff are given an RVC credit card for purchases. >Staff and students report good access to well-maintained, up-to-date equipment and the school has demonstrated that they are able to respond efficiently to requests.			

Domain 1 - The Learning Environment															Comments		Recommendations	Suggestions	Commendations	RVC response
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		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						
1.7	The school must ensure students have access to a broad range of diagnostic and therapeutic facilities, of sufficient standard and in number to enable learning outcomes to be met and achievement of the RCVS Day One Competences.	Various rotation photos and floor plans	P	RCVS Practice Standards Scheme Certificates	P			Yes	Tour of the hospital	Meetings with students	Meeting with clinical staff	X			>A sufficient range of diagnostic and therapeutic facilities are available to support student learning.					
1.8	A supervised field service and/or ambulatory programme must be available as part of the programme, in which students are offered multiple opportunities to obtain clinical experience under field conditions.	Item 15 – explains % of teaching in practical and theory, inclusive of unsupervised and supervised	I	General practice case examples for students to work through in prep week	I	Various rotation timetable screenshots	P	Yes	Off-site tours	Meeting with clinical staff	Meetings with students		X		>Ambulatory rotations are in place, however there is limited experience in ambulatory practice with livestock during core rotations. Further livestock experience in ambulatory core rotations would allow students to gain skills that cannot always be fully explored through isolated or single farm visits.	The School must have exposure to sufficient caseload for all students in production animal ambulatory practice.			Following the visitation and comments regarding ambulatory visits, whilst our rotation arrangements provide a consistent exposure for our students covering the required teaching of Day 1 Skills in a primary care setting, we acknowledge the report and are including additional elements for upcoming rotations. These include: 1.Increased exposure to the ambulatory aspect of existing casebads of our current rotational partners 2.The recruitment or an additional collaborator local to the Hawkshead campus. 3.The addition of up to another 5 days of core farm animal practice with a high proportion of ambulatory cases. 4.The immediate enhancement of core ambulatory farm animal clinical skills teaching within our Primary Care and Clinical Skills Rotation. Elements 1 and 4 of these are with immediate or close to immediate effect; 2 and 3 are subject to curricular timetabling but will be in place for the next student cohort.	
1.9	Appropriate isolation facilities/provision must be available at all sites where clinical instruction is delivered, or be able to be supplied when needed, to meet the need for the isolation and containment of animals with communicable diseases. Students must receive instruction within this environment on how to provide for animal care in accordance with accepted best practice for prevention of spread of infectious agents.	Various SOPs, including Biosecurity in ERH	I	Various signage shown in use throughout facilities	P			Yes	Off-site tours	Core establishment tours	Meeting with partner site staff	X			>Isolation facilities are in place and students receive training in isolation procedures, which includes assessment.					
1.10	Clinical education in veterinary public health training must be complemented by direct exposure in commercially run, approved abattoirs.	MOAs for Humphreys and Synergy	I	FSA Approval	I			Yes	Meeting with staff involved in overseeing student rotations	Meeting with clinical staff		X			>There are multiple opportunities for students to visit abattoirs. >Attendance checks are done to ensure all students undertake an abattoir visit. >The VPH and abattoir experience is introduced in the first year so students are prepared ahead of 4th year rotations. >Digital abattoirs are seen as a useful introduction before attending in person.					
1.11	Patient medical records within all sites used for clinical teaching must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programmes of the school.	Different guidance for students for different systems on rotations	I	Digital Patient Record System (DPRS) screenshots	P			Yes	Tours	Off-site tours	Client Record Information System (CRIS), Digital In-Patient Record (DPIR) & VetCompass - Showcase	X			>A variety of different PMR systems are used across rotation sites which reflect those found in practice. >Students have the opportunity to interact with all aspects. >Clinical Information Record System (CRIS) is developed in-house. All data is owned by RVC and accessible by all staff and students. >CRIS upgraded to include a new bespoke Digital Patient Record System (DPRS) in 2025, and the School moved to a paperless capture of patient records. The system allows a completely searchable, multiple filters approach. It supports research through collection of many data points. >CRIS is used in the Equine hospital, and DPRS will be rolled out in the Equine Hospital during 2026 replacing the current in-patient recording system. >VetCompass collates clinical data and animal demography from various PMS systems into a central database that researchers can interrogate.					
1.12	Students and educators must have timely access to literature and information resources relevant to the programme. An appropriately qualified individual must be available to support students and educators in the effective retrieval of information.	Library Collection Development & Management Policy	I	Library staff details list	O	Library guides and screenshots	P	Yes	Tours (including the libraries)	Meetings with students	Meeting with personal tutors and support staff	X			>Library services are highly praised by students. >All texts have been digitised. >Students can request texts if not available. >There are various arrangements for study - group, silent, individual. Individual study spaces are limited. >RVC students have access to libraries across the UoL campuses.					
1.13	Students and educators must have timely access to non-animal resources relevant to the programme.	Clinical Skills Centre General Skills List Audit with equipment lists 2025	P	Pathology Museum Specimens	P	Inventory of RVC Digital Learning Interactions (DLI)	P	Yes	Meeting with pre-clinical staff	Meeting with students	Tours	X			>The new large animal handling facilities with skills laboratories are now open and provide quality learning spaces for students at Bolton's Park Farm, complementing the clinical skills models within the CSC. >The anatomy museum at Camden has a good range of specimens to support student learning and is appreciated by both staff and students. >Microscopes and microphones are available in labs/lectures. >Digitalised materials online are available at any time. >RVC Learn is an online platform / search engine that has all the content for the programme, lecture capture, PebblePad portfolio, digital scans. This is available to students at all external sites. >RVC staff offer support in using RVC Learn. >The clinical skills centre (CSC) is open during office hours if students want to access outside of classes. Final year students can book a time outside of office hours, unless OSCES are being set up. >A quiet room is available in CSC. Smaller group sessions are offered to neurodivergent students as well. >Rotations have an equipment budget for upgrading, replacing or purchasing new equipment. >The Animal Care Trust (ACT (RVC's charity partner)) manages various philanthropic donations - they will fund things that take the provision of student support further (scholarships, equipment). >Partner sites are not supported through equipment purchases, though RVC has invested in accommodation for students at some partner sites. >Staff have VPN software to allow access to RVC systems whilst off-site.					

Domain 1 - The Learning Environment															Comments	Recommendations	Suggestions	Commendations	RVC response				
Standard		Repository Evidence <i>Type = Input, Process or Outcomes</i>						Further evidence needed on visitation?	Visitation Evidence <i>Type = Input, Process or Outcomes</i>			Recommended Outcome											
		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	
1.14	The school must establish post-graduate programmes such as internships, residencies, and advanced degrees (e.g., MSc, PhD), that enrich, complement, and strengthen the professional programme.	Specifications for post graduate programmes		I	Post Graduate Student Numbers 2022-2024		O				Yes		Meeting with post-grad students, residents and interns	Personnel seen during the tour of hospital		X			>There is a series of taught Masters Programmes - there is low numbers of students, total intake is approx. 50 students. These don't articulate with the veterinary programme. >The greatest numbers are on the internship and residency programme, and these students have frequent interaction with vet students. >There is some interaction between MRes and PhD students (occasional demonstrations) and they supported students on their research projects. >RVC offers various veterinary education programmes, which many staff complete. >The majority of interns and residents are in SA. There are smaller numbers in Equine and Pathology. >The residents, interns and PG students were well informed about the RVC curriculum and felt well supported to deliver teaching.				

Domain 2 - Organisation, Culture and Values															Comments				Recommendations	Suggestions	Commendations	RVC response
Standard		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											
2.1	The school demonstrates effective strategic & operational planning, including evidence that goals are being achieved in a timely manner.	Strategic Risk Register – June 2025	I	BVetMed Periodic Review Self-Evaluation Document - February 2024	P	Annual Quality Improvement Report & Appendices 2020-21 - 2023-24 – note the first cycle of the 'new' 23-24 curriculum	O	Yes	Senior Team meeting	Meetings with staff		X			>Strategic plan successes - 80% completed in 2024 >RVC is currently in the information gathering stage. >They will be taking the next 10 and 20 years into account so the next plan is future proofed. >They will include staff and students in the development. >The Strategic Plan is anticipated to be signed-off by July 2026.							
2.2	The school must have a system in place to identify, actively monitor and address risks to any aspect of the vet programme.	Risk Management Strategy & Policy 2024	I	Safety committee minutes	P	Planned student numbers table		Yes	Senior Team meeting (inc. Chief Operating and Finance Officers)			X			> 2 Covid cohorts comprise inflated numbers - final year target of 310 went to 350. Both are now either graduated or in their final year. >Lengthened rotation lengths were implemented to deal with larger numbers whilst keeping the group size smaller. >Student Number Working Group reviews the cohort sizes. >The rotation group limit is 6-7 students. There has been incidents of 8 students, but the School report this isn't preferred. >There are policies in place for conflicts of interest between staff, students or suppliers. There is a process of self-disclosure through reporting to line managers, however, the regular reporting and a monitoring process is currently not formalised. >If an individual is involved in any type of relationship with a student, this individual shouldn't be involved in evaluation or assessment (e.g. intern or resident and student) >AVMA accreditation issues over the NAVLE have led to diversifying recruitment strategy. This consists of 50% home students and 50% overseas, as reliance on North American students presents a risk to the programme. >Risks to the programme income from North American students related to meeting AVMA standards for attendance, distance learning and NAVLE pass rates.	The School should review its processes for monitoring conflicts of interest for all staff.		The RVC will review its processes for monitoring conflicts of interests of its staff. The review will be co-led by the University Secretary and the Director of Human Resources.				
2.3	The school can demonstrate a culture which is inclusive, actively seeking and responding to feedback from stakeholders, and involving them in decisions relating to programme development, delivery, and enhancement.	RVC Academic Committee Handbook 2024-25	I	Student Union Reps Training	P	Undergraduate Medicine Course Management Committee Minutes 2023-24 & 2024-25	P	Yes	Discussions with staff, including those involved with curriculum design and assessment	Meetings with students	Discussions with off-site staff	X			>There is consultation amongst staff at the beginning of the process. >Other staff members are involved in curriculum review through inset days. >External parties were consulted during the curriculum review process.		The School is commended for creation of a positive culture that is inclusive, respectful, responsive to the needs of staff and students, and is engaged with external stakeholders.					
2.4	The school must actively promote and maintain a culture that does not discriminate and enhances diversity, consistent with applicable law. Diversity may include, but is not limited to, race, religion, ethnicity, age, gender, gender identity, sexual orientation, cultural and socioeconomic background, national origin, and disability. There must be reporting mechanisms in place for any individual to raise concerns about discrimination and harassment. Universities must be prepared to withdraw from teaching contracts with partner practices / organisations if they fail to respect the guidance for this standard.	Equity, Diversity and Inclusion Strategy 2024 – 2026	P	Screenshots of various training and resources for staff and students	P	RVC Dignity at Work Policy (Jan 2025)	I	Yes	Meeting with admissions team	Meeting with support services, including those involved with EDI, reasonable adjustments, WP, disability and wellbeing	Meetings with students	X			>The HR documentation lists requirements for acceptable behaviours. >Building facilities take into account the diversity of students and staff. >Policies are sent out to EMS placement providers. >Evidence was seen of prompt action regarding placement providers, where there is a perception of risk, and students are made aware of the mechanisms for reporting. >Access for disabled students may be challenging when using the PM room. However, evidence reports of separate visits being arranged to the abattoir for a student that had injury.							
2.5	The school must demonstrate a positive learning culture that investigates, reflects, and learns from mistakes and adopts effective reporting mechanisms and sharing of best practice. Students and staff should feel safe in raising and reporting concerns, and these must be dealt with effectively.	Annual Quality Improvement Reports & Appendices 2020-21 to 2023-24	O	Safety Committee structure and minutes	P	Academic Quality Assurance and Enhancement Procedure Student Engagement	I	Yes	Meetings with students	Meeting with partner sites	Meeting with EMS staff	X			>Students reported that the school was receptive and responded promptly to concerns raised through a wide variety of channels.		The School is to be commended on the variety of methods for students to feedback on all aspects of the programme, and their responsiveness to concerns raised, leading to a positive learning culture.					
2.6	The school must demonstrate a commitment to environmental sustainability, including consideration of the impact of delivering the programme on the environment.	Environmental Sustainability Policy, & Strategy	I	Annual sustainability updates	P			Yes	Tours	Discussions with staff	Discussion with students	X			>There has been a shift to paperless processes, where possible. >There has been a single use item reduction. >Gold level green impact was awarded in 2025. >CSC silver was awarded for sustainability. >Signage promoting sustainability efforts was seen on the tours (e.g. turn off lights, A.I recycling bin, SAGE recycling of anaesthetic gasses, etc.) >At the end of every lecture, there is a slide to show how the lecture contributed to environmental health - mainly OneHealth. >There is a carbon neutral ambition for 2040 and the plans towards this are underway. >There have been farm management efforts to improve the biodiversity and quality of the environment at Hawkshead & Boltons Park Farm. >The recycling rate has increased from 25% to 75%.		Efforts towards environmental sustainability are to be commended.					

Domain 3 - Educational Governance and Quality Improvement															Comments							
Standard		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							Recommendations	Suggestions	Commendations	RVC response	
3.1	The school must be part of an accredited institution of Higher Education and be recognised and autonomous within that institution with accountability for the quality of the veterinary programme (including the RCVS standards being met).	Charter of the Royal Veterinary College	I	Conditions of Registration	O	RVC Statutes	I	No	Senior Team meeting (including staff members from the finance department)			X						>RVC were recently granted University status, however, this currently remains part of the University of London. >RVC have autonomy over the veterinary programme.				
3.2	The school demonstrates a commitment to continuous quality improvement across all accreditation standards and aspects of the programme, informed where possible by measurable outcomes and stakeholder engagement.	RVC Guidelines for Periodic Review of programmes	I	RVC Annual Quality Improvement Reporting Procedure	P	Annual Quality Improvement Reports & Appendices	O	Yes	Senior Team meeting	Off-site tours	Meetings with staff	X						>A periodic review of veterinary programme is in place which is comprehensive and systematic at gathering feedback from stakeholders. Action to address issues is taken promptly.				
3.3	The head of school or dean must be an MRCVS. They must have appropriate knowledge and expertise of the veterinary profession, academic affairs and leadership, and have control over the budget for the veterinary programme.	RCVS Registration Details for Head of School	I	Head of School CV	I	Head of School's budgetary role and responsibility	I	Yes	Senior Team meeting (including staff members from the finance department)			X						>A threshold of £1m is in place for the executive to make decision on upgrade or new equipment purchases, anything above this must go through Council for approval. >Staff were clear on their delegated authority. >For AVBC - the Head of the Teaching Hospital is also a locally registered veterinary surgeon.				
3.4	Finances must be reviewed regularly in line with strategic plans and be sufficient to sustain and enhance all aspects of the veterinary programme(s) for the duration of all current cohorts, including teaching and learning, infrastructure, teaching resources and students / staff support.	Annual Planning and Budgeting Process	I	Future financial outlook	P	Financials for the University and the veterinary programme for the past five years	O	Yes	Senior Team meeting (including staff members from the finance department)			X						>The Strategic Plan infrastructure is ongoing long-term. >There are large projects at both campuses. >Contributions (surplus) have been generous, which has allowed infrastructure to be refreshed. >The SLC is complete, and a replacement for QMHA is next on the list. Operational in next 5 years. >The strategy is dictated by the regulator - e.g., switching the GP context changes model of the hospital. >The survey working group, subgroup of TQC, feeds into budget planning process, they often receive lots of requests. The RVC are looking to establish an international student office. >The RVC are working on improving internal communications in light of not getting the communications resource approved. >The CEC approved the first stage of the international student office at the last meeting (minutes were not available at time of meeting).				
3.5	The managerial, academic and support staff must have the necessary skills and experience for their role and be sufficient in number to support the effective design, delivery and quality assurance of all aspects of the programme.	Screenshot of the Management Development Programme	I	Diagram of how probationary staff are supported to achieve a qualification	I	TLiHE Tracker 2023 onwards	O	Yes	Meeting with personal tutors and academic support staff	Meeting with the admissions team	Meeting with support services, including those involved with EDL, reasonable adjustments, WP, disability and wellbeing	X						>The new Large Animal Handling facility is still to recruit technical support staff. >There are sufficient numbers of administrative support staff. >Academic and Technical staff reported that there were no concerns surrounding the teaching of classes.				
3.6	The school must demonstrate that the recruitment, selection and appointment of students, educators and staff are open, fair, transparent and free from bias.	Access and Participation Plan	P	Undergraduate Prospectus 2026-2027 & International Prospectus	I	Sample interview questions and guidance	I	Yes	Meeting with the admissions team	Meetings with students		X						>A Diversity and Inclusion Policy is in place. >Admissions staff are trained in unconscious bias.				
3.7	The school must have effective and transparent educational governance systems, with formal committee structures, which develop and continually monitor, assure, and enhance the quality of veterinary education and the student experience across all aspects of the programme.	RVC Council and Sub-Committees ToR	I	Academic Committee Handbook	I	Student reps table	I	Yes	Senior Team meeting	Meeting with students (including reps)	Meeting with staff involved in developing the new curriculum	X						>At the start of the year, students are sent an email showing opportunities for contribution. There is a democratic system for electing student reps. >RVC will recruit to ensure all programmes are represented (Gateway, BVetMed, BVSc, GAB) >The School has a comprehensive set of committees to serve all aspects of its functions, and students have the opportunity to contribute.				
3.8	The school must have robust mechanisms for quality assurance and improvement, embedded into policy and processes, which routinely gather data to demonstrate that organisational and educational objectives are being met and opportunities for improvement are identified and responded to.	Annual Improvement Reports	O	Action Log from Undergraduate Medicine Course Management	O	Reviews of modules	O	Yes	Senior Team meeting	Meetings with staff		X						>Staff involved in the later year of curriculum will attend strand reviews and will have an opportunity to see teaching in early years. >There is access to all materials across all years. >Every strand has an annual review including all academic staff included. This gives an overview of where everything fits in. >An example was given of an annual strand review identifying repetition of teaching across species following student feedback, and providing opportunity to compare teaching across species domains so there is signposting and less overlap. >For preclinical students, tutorials are compulsory. If lecture attendance is low, tutors are able to track and follow up with their tutees. >In year 1, summative exams occur in December, staff are given results in January and can follow up with tutees if issues are identified. >A system is in place to monitor absence across the clinical years. If the threshold is met then it triggers a meeting with tutor. >See comments in 1.4 regarding animal use monitoring and auditing.				
3.9	Mechanisms for quality assurance and improvement must encompass both internal and external review and data collection and analysis.	EE reports	O	AQI Reports	O	Student Survey WG Minutes	I	Yes	Senior Team meeting	Meetings with partner site staff	Meetings with students	X						> There are communications between staff teaching similar areas between pre-clin and clinical, to ensure minimal repetition and that teaching is aligned in terms of teaching approach and content. This also allows introduction of clinical relevance in the pre-clinical teaching, for example through the IAA (Integrated & Applied Anatomy session) >External stakeholders were consulted during the curriculum review.				
3.10	The school must evaluate students' performance, progression and outcomes with respect to information on equality and diversity and provide support for groups where disparities are identified.	Access & Participation Plans	P	Annual Improvement Reports	O			Yes	Meeting with support services, including those involved with EDI, reasonable adjustments, WP, disability and wellbeing	Senior Team meeting	Meeting with personal tutors & academic support staff	X						>As the RVC is a small institution, evaluation of WP activities is seen as an expert domain and it is a challenge to recruit in this area. They are using in house expertise, TASO and other groups there to support institutions. >WP review sits within professional services, rather than academics. They have invested in CRM systems to ensure the data that will be reviewed is sufficient. >RVC are confident that expertise and data flows are now in place to be able to monitor WP performance. >A theory of change project was initiated to ensure that staff can evaluate appropriately. >There is cross-collaboration with other institutions to learn from the rest of the sector.				

Domain 3 - Educational Governance and Quality Improvement															Comments			Recommendations	Suggestions	Commendations	RVC response
Standard		Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome									
		Type = Input, Process or Outcomes							Type = Input, Process or Outcomes			Standard	Partially	Not Met							
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3										
3.11	The school must regularly review curricula, using available quality assurance data and feedback from students, educators and stakeholders, to ensure standards are being met and maintained.	Examples of reflective responses	O	TQC summary reports	O	Summary reports of AQIG meetings	O	Yes	Meeting with staff involved in developing the new curriculum	Meetings with students	Meetings with staff, including partner site staff	X				>Student feedback is embedded in the student voice strategy. >Mapping is undertaken to assess surveys that can be coordinated, and repetition of questions removed. >Currently, it was indicated by students that the RVC are over-surveying. Over the next academic year they will trim down the number and type of surveys. >They are also considering other ways of surveying students - they plan to switch from monthly to termly in current academic year but it's too early to tell if it has been effective or not. >There has been investment in the Student Union, in order to make sure the student year reps are able to contribute significantly. There is a New Student Voice Manager as of June and training has been given to improve how to carry out their role. >Students feel they have a way to feedback. Closing the loop has been an issue, the RVC are hoping this improves by diversifying the feedback strategy. >RVC find that students are willing to feedback outside of formal channels. >Inset days are available for staff to feedback/input where not involved in curriculum review groups. >Staff involvement in assessment strategy - there has been an introduction of eDOPS to supplement the OSCEs. Staff were consulted on the skills that ensure students are sufficiently prepared for when on clinics/rotations. >Main student input is through the Course Management Committee and yearly reps are trained. The RVC does not just consult with students, it also feeds back/closing loop. >Weekly feedback on rotations have feedback sessions and they also run an annual session for general input. E.g. Students wanted ultrasound experience, so they introduced a clinical skills session in the curriculum to bring new rotation that gave this element. >If a member of staff wanted to change the curriculum/introduce innovative teaching, they would converse with the strand leader, who could then feed into strand review. >External examiner reports are considered through multiple committees.					
3.12	The school must have effective processes in place to monitor attrition and progression rates in relation to admissions and selection criteria and student support if required.	Student Performance Development Annual Report	O	AQI reports and appendices	O	Student performance and development – policy and procedure	I	Yes	Meeting with personal tutors and academic support staff	Meeting with admission staff	Meetings with students	X				>The RVC monitor different routes of entry and are not seeing significant trends in any one group, with the exception of Gateway attrition which is slightly higher. >23/24 cohort drop in progression is likely to be due to effects of Covid, and return to in person invigilation of examinations. >The School presented analysed data sets. >There is good communication between academics and admissions staff to enable robust analysis of data.					
3.13	The school must have effective processes in place to ensure that a continual commitment to student learning and teaching is demonstrated within all locations where clinical teaching takes place.	Rotation agreement templates	I	Student Protection Plan '24-'25	P	Procedure for reviews of modules	I	Yes	Tours, including off-site provisions	Meeting with clinical staff	Meetings with students	X				>Contracts with off-site partners are appropriate. >Examples of the School responding to changes in case numbers is available at external placements, and an example of new partners being sourced to address declining numbers was evidenced. >Contracts with external partners set out a requirement for minimal student evaluation to maintain the contract.					
3.14	The school must demonstrate that only students who are fully Day One Competent are able to graduate.	Assessment of RCVS Day One Competencies	O	Modified Assessment Proposal for Course Management Committee	P	Exam Board Minutes BVetMed Finals June 2024 (includes results)	I	Yes	Meeting with staff involved in developing the new curriculum	Meeting with staff involved in assessment	Demo of Sofia (Curriculum mapping tool)	X				>Learning Outcomes (LOs) are mapped to RCVS D1Cs, the School is implementing Sofia software which allows detailed curriculum mapping and tracking of competency in teaching and assessment. >There is a species split, relied on during the structure of rotations. Students accumulate competencies. There is a halfway check on whether a student is biased in one species and then it is left to EMS to make up any deficiencies. >Staff reported that it might be possible for students to complete all, or the majority, of their DOPS in one species. However, it was reported that it is not possible for a student to track competency in only one species as they wouldn't pass species specific rotations. >Most DOPS are generic and can be applied to all species. Students can elect when they want to sit the DOPS but must have a complete set before allowed to graduate. >The integrated holistic assessments of clinical competency, which are currently being piloted, are an important development and should be progressed. >Opportunities to practice production animal clinical skills is sub-optimal. VetGDP and past graduates data supports that some students were less prepared for clinical practice in equine and production animal.			The School is encouraged to expedite the implementation of integrated assessment of holistic clinical competency.	We thank the visitors for their endorsement of our current direction of travel. Their suggestion to expedite the implementation of integrated assessment will give extra impetus to the plans we already have in place. Since the accreditation visit the outcome from the rubric testing for the new iOSCEs has been undertaken and reported to the external examiners. We are commencing station writing for the first formative iOSCE which will take place in October 2026. This will mean the first summative iOSCE will occur in March 2028. This long timeline is necessary because the summative OSCE undertaken by students must match the formative OSCE they experienced, in line with the RVC's policy of students always experiencing an unfamiliar assessment type formatively before they experience it summatively.	

Domain 4 - Supporting Students															Comments		Recommendations	Suggestions	Commendations	RVC response
Standard	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										
4.1	Effective processes must be in place to support the physical, emotional and welfare needs of students.	I	Various procedures: Safeguarding, police liaison, death of student, RA, missing student, out of hours welfare etc	P	Responding to reports flowchart	P	Attendance monitoring 25-26	I	Yes	Tours	Meetings with students	Meeting with support services, including those involved with EDI, reasonable adjustments, WP, disability and wellbeing	X			>A triage model is in place for accessing support. >If a student requires referral (counselling), it typically takes up to 5 weeks for access. Data is skewed where students ask for a delay until rotation or a teaching block etc. has finished, this demonstrates the flexible nature of accessing services to support student wellbeing. >Once on the waiting list, regular communication with expected timeframes and services is made available in the meantime. >Priority appointments for mental health adviser are available daily. If a student is considered an emergency, staff will liaise with NHS services. >There are lots of opportunities for students to disclose disabilities or conditions in order to produce a RA form. Additional questions are added before placements (AHEMS, Clinical rotations) to capture anything required. >An accessibility project is underway. The RVC is working with the Registry office to have a central place of adjustments required by students so all staff can access that. >Support services work with staff on how to introduce RA into their teaching. >Types of support requested by students changed following the Covid pandemic. There is good team work on monitoring students to identify potential problems in students before they occur. Increasing diversity of measures have been put in place to support students requiring it. >Student success ambassadors were introduced to provide role-modelling and support to younger students. >Social clubs etc available at both campuses. >There is a free shuttle from Potters Bar to Hawkshead. >Study support is appreciated by students. This is tailored to veterinary students and their needs. >Support in accessing healthy food or managing finances is available to students. >Example of support requested for Panopto and Welsh captions, resolved within the hour. >Students will get a new tutor once move over to Hawkshead - continuity of care in place through discussions between old and new tutor. >During pre-clinical years there are six students per group. During the clinical years this drops to three/four students per tutor group. >DL (directed learning) session has been introduced to try to integrate the different courses/groups (BVetMed, BVSc, GAB, Gateway), however it depends on the students attending. Students reported that RVC is good at creating opportunities for integration, but it's up to students to take advantage of these, which doesn't always happen. >Besides the Advice Centre, RVC Learn contains a lot of signposting for various services. >Careers services noted as being something that could be improved - it is only available during rotation times and not flexible with offering appointments. Careers fair are held late in the year when a lot of students are on rotations, and outside of corporate recruitment cycles. >Tutors provide effective pastoral support to students. The tutor system is well organised, well supported, and students report receiving effective support for academic and pastoral needs. Information gathered regarding students needs and concerns was fed forward from tutors to senior tutors, who ensured an equitable experience was had by all students.			The School is to be commended on its robust tutor system which is greatly appreciated by students, and which is considered highly effective.	
4.2	The school must have a strategy for widening participation which considers all aspects of diversity and engages students from different ethnic and social backgrounds. The school must be proactive in their marketing to attract a diverse cohort of applicants and regularly review, and provide evidence of, their progress towards targets.	I	WP data tables narrative	P	Contextual data and criteria updates paper for Recruitment and Admissions Committee	P	Widening Participation Data Tables	O	Yes	Meeting with support services, including those involved with EDI, reasonable adjustments, WP, disability and wellbeing	Senior Team meeting	Meeting with the admissions team	X		>The RVC achieved or exceeded WP targets in last academic year. Socio-economic and BAME students are the main focus of strategy. >This year the RVC will be targeting free school meal students, TUNDRA, and students with mental health disabilities. >Action plans start this year, but actually launched new interventions in the previous year. >OFS requires new initiatives every year, even when everything is working well. The RVC has launched a work experience programme, to provide access to socially deprived groups. They have faced challenges getting the numbers interested. Those that undertake the programme have positive feedback. >Get Your Grades programme is implemented to provide assistance with obtaining good GCSE grades, this is offered online. Anyone in UK can apply. It is not specifically targeted at WP but they do ask for that info in order to be able to track. >An increasing male cohort is not a requirement of OFS WP targets, however the school attempts to balance things out by increasing role modelling at every stage of the admissions process, however it is reported that they are not allowed to set WP targets in relation to gender. >WP targets are ambitious and the School is achieving these. It was reported that these targets would be increased further.					
4.3	The school must provide accurate and current information regarding the educational programme easily available for prospective students. The information must include the accreditation status of the degree course (whether by RCVS or other relevant accrediting bodies), selection and progression criteria, the demands of the course and the requirements for eventual registration/licence, including fitness to practise.	I	Undergraduate prospectus	P	Student applicant information examples and letters	P	Welcome presentation slides	P	Yes	Meeting with personal tutors & academic support staff	Meeting with the admissions team		X		>The intent is to have all curriculum documents as public facing documents, once the new website is live. >Assessment / workload is large but this is communicated in advance of starting the course, and support is put in place to help students navigate this whilst maintaining a work/life balance. >No AHEMS financial support is available however there are general bursaries that can be accessed, no CEMS support is available either, though there is an EMS+ Bursary for aspirational placements (advertised on website). >No approximate costs are provided for EMS or IMR costs, though website does state that some financial support is available for EMS. >The distributed network of teaching (both core and track rotations) is communicated at every stage of the process, including admissions information on the website.		The School should provide detailed estimates of all additional costs for students undertaking the programme, including EMS and IMR placements.	We are undertaking an audit of all information provided to students both on websites and through applicant and offer holder information. Detailed information is provided at these stages of the application journey. We have also cross referenced with information made publicly available by other UK vet schools on their websites and are broadly in line. We are committed to being transparent regarding additional costs and will audit frequently.		
4.4	Selection and progression criteria must be clearly defined, defensible, consistent and free from discrimination or bias. The criteria must also include relevant factors other than academic performance. The academic requirements for entering the programme must be sufficient for the student to cope with the demands of the programme upon entry.	I	Admissions Policy and Procedures 2024	P	Various training and information details	P	Scoring rubric	P	Yes	Meeting with the admissions team	Meeting with support services, including those involved with EDI, reasonable adjustments, WP, disability and wellbeing		X		>Applicants are invited to share any needs/requirements at any stage of the admissions process. >They offer a variety of support measures for students applying - e.g. interview assistance. >Staff work with the disability team from the Advice Centre to ensure support is meaningful and appropriate. >Applicants are signposted to support services at the RVC to highlight what the student journey through the programme would be like where additional needs are required. >The Gateway provides an alternative preparation pathway for students to progress to the BVetMed.					
4.5	The school must demonstrate their selection and progression criteria and processes are effective in identifying students with the potential to achieve the RCVS Day One Competences. This must be achieved through regular and effective training for staff involved and the routine collection and analysis of selection and progression data, to enable them to evaluate, reflect and adjust the selection and progression criteria where necessary.	I	QI reporting procedure	O	Recruitment and Admissions Committee papers June 24 to March 25	P	EDI training	P	Yes	Meeting with the admissions team	Meeting with support services, including those involved with EDI, reasonable adjustments, WP, disability and wellbeing	Senior Team meeting	X		>Formalised training is in place for all individuals involved in admissions. >Interview training is provided. >Unconscious bias training is required for all RVC staff and others involved in admissions. >The RVC monitor admissions data live, and have regular reflection points to ensure the process remains appropriate and fair. Staff can react quickly where any part of the process needs changing.					
4.6	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	Reasonable adjustments policy and procedure	P	Disabled Student Commitment – paper to Student Development Committee May 25	P	Assistance Dog Policy	I		Meeting with support services, including those involved with EDI, reasonable adjustments, WP, disability and wellbeing	Meeting with students		X		>Students are requested to self-declare any requirements before commencing their studies, and again before rotations. >For GAB students, previous accommodations provided in the US are transferred here. >Lecture capture allows students to replay lectures as required. >There are wellness checks prior to beginning the course, and staff can signpost students to various support services at the RVC. >Dyslexia/Dyspraxia experts are available to help assess students. >Disability advisors are available to help when it comes to examinations. >Study skills support team is proactive in contacting students. >A system on Teams collates all reasonable adjustments and then the relevant students for each rotation are made known to the staff responsible for putting RA in place. >Key members of staff on rotations will receive RA information for all students that will be on that rotation.					

Domain 4 - Supporting Students														Comments	Recommendations	Suggestions	Commendations	RVC response	
Standard		Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome							
		Type = Input, Process or Outcomes							Type = Input, Process or Outcomes			Standard Met							
		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					
4.7	Students must be actively supported to develop resilience, self-reflection and professional values in line with the RCVS Code of Professional Conduct and must not be subject to behaviour which undermines their professional confidence, performance or self-esteem at any sites where teaching and / or learning takes place.	Extra Mural Studies Placement Concerns and Out of Hours Emergency Process	I	Specific Learning Objectives from PVP teaching in Year 2 that relate to this standard.	P	Annual Quality Improvement Reports and Appendices 2020-21 to 2023-24 (249-259) -vet GDP survey results	O	Yes	Meeting with personal tutors & academic support staff	Meeting with EMS staff	Meeting with staff involved in rotations	X			>Rotation pre-week and debrief week has been designed to prepare students for their clinical rotation and introduce the importance of reflection. >There was evidence provided of students being withdrawn from EMS placements where students were at risk. >The Teaching in the Principles of Veterinary Practice (PVP) strand help students to develop resilience and self-reflection.				
4.8	Students must receive continuous and effective educational support to enable them to achieve the learning outcomes of the programme and the RCVS Day One Competences, including the provision of regular, constructive and meaningful feedback on their performance and progress in a timely manner.	RVC Student Voice Strategy	I	Tutor-resources Hawkshead 2024-25	P	Feedback Policy and Guidance for Staff and Students	I	Yes	Meetings with students	Meeting with personal tutors & academic support staff	Meeting with EMS staff	X			>The RVC provides a range of study support services. Study support is available to address issues faced by students in terms of revision techniques etc. >There is a comprehensive assessment strategy and this builds in formative assessments for key barrier points in progression. >Mid-way feedback provides opportunity for identifying students that may need additional support. >Tutor groups meet frequently and group sizes are appropriate for engagement. >Rotation preparatory weeks are put in place to ensure students come to rotation with the skills and knowledge required to get the most out of the rotation. Debrief weeks are provided to students with the space to complete case reports and reflect on their time on rotations, this includes a facilitated debrief. >Attendance is monitored and there is a process to pick up on students which are not engaged. >The School acknowledges that attendance monitoring is a challenge. Strategies are being developed to promote engagement and identify students who need more support, including the introduction of the SRA.				
4.9	Effective processes must be in place by which students can convey their needs and wants to the school. The school must demonstrate how student feedback is considered and acted upon.	You said we did PDF	O	Annual Quality Improvement Reports and Appendices 2020-21 to 2023-24 (various pages with student feedback and action plans, signposted in the standard cover sheet)	O	RVC Student Survey Procedure	I	Yes	Meetings with students	Tours (You Said We Did on screens)	Meeting with staff involved with developing the curriculum	X			>RVC has a range of mechanisms in place for the collection of student feedback regarding the programme, including Report and Support, Student Voice, You Said We Did, Student reps on appropriate committees, Student Panels, and direct feedback to staff. >Each programme has reps (60 reps in total across all RVC programmes). >End of course surveys (gateway) are conducted at the end of each year. >Lecturers are seen as approachable and will listen to student concerns. >You Said We Did notifications are displayed on the TV screens around campus. An example was provided of uniforms not being of diverse sizing - RVC consulted with suppliers to increase range available. >Class reps will also communicate outcomes via email. >Each cohort has its own Learn Page which has course announcements. >Two townhalls meetings are held annually. >The School has responded to declining survey completion rates by implementing student panels and reducing frequency.				
4.10	The school must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments, and complaints regarding the compliance of the school with the RCVS standards for accreditation and that Day One Competences are being met. All such feedback from students must be reported to the RCVS as part of the annual report.	RVC Student Survey Procedure	I	RVC Anonymous Feedback	P	Suggestion Box Poster A3	P	Yes	Meeting with personal tutors & academic support staff	Meeting with staff (including module leads)	Meetings with students	X			>Students will usually go to tutors, who can then signpost the next steps. >A list of contacts directing students to different teams is available. >Module year leaders, system strand leaders, EMS team are all approachable for providing feedback on any concerns.				
4.11	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 effective processes in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately in any area of the programme.	Assessment and Awards Regulations 2024-25 BVetMed BVSc Year 3	I	RVC Student Appeals Procedure	I	RVC Student Fitness to Practise Procedure	I	Yes	Meeting with personal tutors & academic support staff	Meetings with students	Meeting with staff involved in rotations	X			>Evidence was provided of a range of progression policies and of their implementation. >Academic regulations were provided. >If a student is absent from rotation, they will be considered on a case by case basis. This would involve a consultation between student and rotation lead/rotation office. >PebblePad review is used to determine progress.				
4.12	The school must ensure that students are competent and sufficiently experienced in animal handling before they begin clinical placements and / or workplace learning, and that they are fully briefed regarding all relevant Health and Safety matters.	Extra Mural Studies Health and Safety 2024-25	I	Animal Husbandry and DOPS	P	Rotations H&S info/briefings	P	Yes	Meeting with EMS staff	Meeting with preclinical staff	Meeting with partner sites	X			>DOPS in the 1st year act as barrier to placements. >Farm animal handling was praised, lambing specifics are provided before the 1st year lambing placements. >Preparation for pig handling was appreciated by students, however, for cats students report less preparation and all practise is done on models, no live cats are provided. Poultry was suggested as hands on. >Animal handling practicals are delivered before AHEMS start for all species (except for cats which are mannequins and video demonstrations). >The preparation and support for students in animal handling training with simulations and a range of digital resources and mannequins is considered effective groundwork for handling live animals. >There are no DOPS exams with pigs, but animal handling with this species is taught with piglets only.	The School should explore opportunities for all students to undertake handling experience with live cats prior to commencing EMS.		We are exploring opportunities for cat handling in early year, in particular though our shelter medicine offering. Planning is underway.	
4.13	Mechanisms for dealing with student misconduct and/or the exclusion of students from the programme, either for academic reasons, misconduct or under fitness to practise procedures, must be explicit.	RVC Student Misconduct Procedure	I	RVC Student Fitness to Practise Procedure	I			Yes	Meeting with admission staff	Meeting with personal tutors & academic support staff	Meeting with EMS staff	X			>Policies are in place with regards to student behaviour and professionalism and examples were provided of these policies being implemented.				
4.14	The school must have in place effective processes for the resolution of student grievances.	Student Complaints and Resolution Procedure	I	RVC Student Misconduct Procedures	I			Yes	Meetings with students	Meeting with EMS staff	Meeting with personal tutors & academic support staff	X			>Evidence provided of policies, with examples provided.				
4.15	School policies for managing appeals against decisions, including admissions, academic and progression decisions, must be transparent and publicly available.	Final Formal Review Procedures	I	Student Resolution and Compliance 2024 Annual Report	P			Yes	Senior Team meeting	Meeting with admission staff	Meeting with personal tutors & academic support staff	X			>The website has clear policies and students are aware of the policies.				

Domain 5 - Supporting Educators														Comments						RVC response
Standard	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										
5.1	The school must ensure that all educators who are involved with student teaching have successfully completed, or are working towards, a quality assured programme of teacher training, which effectively prepares educators for their roles.	Teaching and Learning in Higher Education – Student Tracker 2023 onwards	O	Breakdown of Advance HE Fellowship status for staff from 2018 – 2024	O	External rotations list and key details	O	Yes	Tours	Meetings with staff	Meeting with interns and residents		X		>eDOPS assessment is only carried out by trained individuals. >Teacher training is a requirement for completing probation periods for new RVC staff. >Specific training is provided for tutors. RVC Learn has a “supporting students toolkit” for non-academic support/personal difficulties. >The Advice Centre produces a range of guidance on specific topics that tutors will face as part of their role. >It was evidenced that not all staff delivering teaching and providing feedback at externally contracted placement sites had completed (or started) quality assured teacher training. >Interns and residents are involved formally with student teaching and assessment and training is provided to prepare them for this role (The Teaching and Learning in Higher Education programme). The standard states that all educators involved in student teaching, therefore all staff working in this capacity should have completed or be working towards a quality assured programme of teacher training. In your response, by way of evidencing this standard, you might like to include your tracking spreadsheet detailing where staff have completed this, including staff at external sites who are providing teaching, demonstration or feedback to students.	The School must ensure that all individuals involved in student teaching complete a quality assured programme of teacher training.			All RVC staff must complete the PGCert as part of their probation for a teaching role at the RVC. This is monitored through the probation process. The RVC will review its processes regarding the tracking of quality assured teacher training status of educators working at external sites and/or for partner organisations.	
5.2	All educators involved in teaching and / or supporting students’ learning within the programme must demonstrate their continued competence and effectiveness.	Numbers of attendees to continuing education courses provided by VEE	O	Inset day attendance and response	O	Item 38 – short explanation of the appraisal system	I	Yes	Meetings with staff	Meeting with staff involved in rotations	Meeting with partner sites		X		>There is an opportunity to undertake CPD provided by the RVC through a range of available courses. >Teacher training is required for probation completion. Line managers are aware of the additional burden of training and will reduce responsibilities rather than providing protected time. >Inset days provide CPD in veterinary education, which is available to all staff, including those at external partner sites. >An audit of LCPD records indicates that some MRCVS and RVN staff members are non-compliant with the RCVS CPD requirement. RVC do not monitor staff compliance.	The School must ensure that all MRCVS and RVN staff members (and other relevant registrants)are compliant with the RCVS CPD requirements.			An annual programme of both institutional and programme specific INSET days and webinars are provided for staff. The topics are derived from feedback from students and external examiners as well as external trends. The RVC will investigate the most effective way to ensure that its staff members are up-to-date and compliant with relevant CPD requirements.	
5.3	An appraisal system for all staff must be in place. The school must provide evidence that it has a comprehensive, effective and publicised programme for the professional development of staff. Promotion criteria must be appropriate, clear and explicit.	Non-Academic Induction/Probation	I	RVC Staff Development Overview	I	Academic Probation and Promotion Process (APPP)	I		Meeting with personal tutors & academic support staff	Meeting with partner sites		X		>Yearly appraisal identifies training/development needs (personal and department needs) and also supports staff with managing their workload. >The personal tutoring role is recognised during appraisals. >Staff (both academic and support) report the process for promotion is clear and appropriate. >Appraisals are undertaken at partner sites, however this is not audited as part of RVC’s quality assurance of external partners.						
5.4	The school must support educators by dealing effectively with concerns of difficulties they face as part of their educational responsibilities. Effective processes must be in place to support the physical, emotional and welfare needs of staff.	Commitment to University Mental Health Charter Letter	I	Dignity at Work and Study Policy	I	Staff absence data	O		Meeting with personal tutors & academic support staff	Meeting with support services, including those involved with EDI, reasonable adjustments, WVP, disability and wellbeing	Meeting with EMS staff	X		>EMS coordinators report that small team size allows for support. They have good communication channels with Senior Team members. >Both EMS and AHEMS team support each other. >Academic registry stated similar thoughts on the small team size allowing for good support mechanisms. >Timetabled tutorials ensure space is given within workload to allow these to be meaningful. >The advice centre work with staff as well as students to support individual concerns. >There is a range of services available to support staff needs. >Staff are able to have conversations with course directors, or heads of department for immediate housekeeping issues - quick responses reported. The formal structure is the curriculum committee. >Staff surveys are carried out regularly to gauge staff morale/concerns. >Staff at all levels reported a variety of processes in place to support wellbeing, which are effective and well publicised.						
5.5	Academic positions must offer the security and benefits necessary to maintain stability, morale, continuity, and competence of the educators. Educators and staff must have a balanced workload of teaching research and service depending on their role, and must have reasonable opportunity and resources for participation in scholarly activities.	Workload Allocation Management System	P	Staff turnover reports	I	Employee Engagement Surveys	I	Yes	Meeting with personal tutors & academic support staff	Meeting with EMS staff	Meeting with interns and residents	X		>Academic positions are well defined. >Staff report workload is manageable. It is busy during term time but still offers a work/life balance. >Ability to work from home is appreciated by staff. >Staff have time to engage with research. >The cohort size requires sessions to be taught multiple times - e.g. same session delivered four times to a split cohort. Handling sessions even more - cattle handling delivered 15 times. However, staff do not report this as an issue. >The marking schedule is known in advance so staff can plan workload efficiently - e.g. staff won’t complete research during an examination marking period. >A workload allocation model is in place. >Staff commented positively on the career opportunities offered to grow and develop at the RVC.						
5.6	The school must provide staff with a mechanism, anonymously if they wish, to offer suggestions, comments, and complaints regarding compliance of the school with the RCVS standards for accreditation and that Day One Competences are being met. All such feedback from staff must be reported to the RCVS as part of the annual report.	RCVS Accreditation Standard Feedback.	I					Yes	Meeting with different staff groups			X		>An anonymous reporting mechanism is available.						

Domain 6 - Curriculum and Assessment															Comments			Recommendations	Suggestions	Commendations	RVC response
Standard		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										
6.1	Veterinary programmes must be designed and delivered to ensure that students, upon graduation, have achieved the programme learning outcomes (targeted at FHEQ level 7 or equivalent) and the RCVS Day One Competences.	DOPS mark sheet	I	Handbook for assessors marking DOPS	I	BVetMed Programme Specification	I	Yes	Meeting with staff involved in developing the new curriculum	Senior Team meeting	Meeting with alumni	X				>The programme is designed and delivered to ensure that the programme LOs, D1Cs are achieved. >FHEQ 7.					
6.2	The curriculum shall extend over a period equivalent to a minimum of five academic years and must include a sufficient quantity and quality of hands-on clinical education to ensure students are prepared to meet the requirements of the veterinary role upon graduation.	Curriculum Digest and Assessment of the BVetMed	I	Rotations schedule	P	Elective teaching schedule	P	Yes	Meeting with staff involved in developing the new curriculum	Meeting with clinical staff	Meetings with students	X				>3+2 - 3 years didactic and 2 year rotation period with some didactic teaching interspersed throughout the rotations - this allows intercalation, but numbers are declining. >The surgical caseload is constantly under review to increase exposure to surgery for students. >The Synergy rotation is delivered in a classroom setting and students travel a long distance for 5 days. Students report wanting more to be done within Bolton Park Farm. >The enthusiasm, engagement of staff and scale of the Synergy partnership has potential to offer a high clinical caseload and provide ambulatory experience. >With shelter medicine rotation, there is more hands on training. >The majority of tracking is SA, then Equine, then 20% PA. >The School has recognised that, previously, some students were not adequately prepared for work in equine and PA. In response to this, the redesigned farm and equine rotations incorporate a substantial component of structured practical teaching and seminars. Consequently, students time involved with clinical care of patients is reduced.	The School should consider that the timing of certain teaching activities be restructured to optimise placement time, thereby enabling greater case exposure and enhanced hands-on participation in workplace-based clinical training.		We will review the balance of didactic and hands-on activity in each rotation. Where a rotation is considered to have a significant proportion of didactic activity we will look at ways to optimise the delivery of this (in terms of location and duration), maximising the value of hands-on placement activity.		
6.3	Veterinary programmes must be underpinned by pedagogical theory or based on best educational practice, involving input from educators, students, employers and other relevant stakeholders, and subject to regular evaluation and review.	Guidelines for Periodic Review of courses	I	Research and publications spreadsheet for MSc Veterinary Education	O	Report on proposals for the new curriculum 2018	P	Yes	Meeting with staff involved in developing new curriculum	Meetings with students	Meeting with partner site staff	X				>The School has implemented a new curriculum which was designed based on agreed educational principles and with the involvement of stakeholder groups. >The School consulted with graduates, employers academic staff, PSRBs >The new cohort is in the final year of new curriculum. >The School utilise a spiral curriculum, with system-based strands woven together and topics revisited throughout the programme. >There are non-system strands for subject areas that don't fit into the above. >They have aligned undergrad experience with VetGDP through PebblePad. >Changes to BVetMed haven't affected the Gateway programme, this still acts as a preparatory course for the veterinary degree. >The School has designed the curriculum based on best available evidence and utilised insights from their own pedagogical research.					
6.4	The majority of clinical education delivered by the School must focus upon casework in the 'general practice' context, reflecting the reality of veterinary practice in society.	Item 13 – 70% GP context for each species	I	Core clinical rotation learning outcomes in the context of general practice	I	IMR Schedule 2025-2026	P	Yes	Meeting with staff involved in developing new curriculum	Meeting with staff involved in overseeing rotations	Meeting with staff involved with assessment	X				>The School recognised a need for focussing teaching in Primary care and incorporated this in the new curriculum design, for example time spent in referral rotations. The new curriculum includes a general practice context and was introduced in response to student feedback. Whilst the new curriculums includes rotations in the Equine and SA hospital, the LOs for students are focussed on primary skills. >Curriculum developed was at the same time as RCVS introduced new standards, allowing the school to adapt. The School commented that the new standards aligned with the strategic direction already planned - e.g. GP context. >Changes have been made to teaching to bring in the GP context include restructuring rotation period with most of core rotations focussed on spectrum of care. Tracking rotations are more specialist focussed. >The QMHA-SA Emergency rotation has a predominantly primary care case load and has been increased to two weeks. The Internal Medicine rotation which uses referral case load to teach both in the context of primary care practice as well as specialist internal medicine has been reduced to one week. >Beaumont Sainsbury Animal Hospital is a 3 week primary care rotation. >Refocussed equine teaching is to be in a primary care setting. >The School has changed assessment strategy in final year, rotations in 4 block. Primary Care competencies (14 on each block), must achieve competency across all by the end. >Some specialists teaching staff are unhappy at the reduction in teaching responsibility with introduction of more GP context. >There is more teaching in shelters and charity practices now. >Students report that they have more GP rotations than the year just graduated. >Students experience 1st opinion services delivered in a referral setting (exotics). >Didactic teaching 3rd (and part of 4th) year didn't change very much because the GP context had been brought in during the previous curriculum change in 2012. >Introduction of primary care clinical skills rotation. >Several partner sites have been brought onboard to help bring in GP context, e.g. The Horse Trust.					
6.5	The curriculum must describe appropriate learning outcomes which represent and effectively align the required knowledge, skills, and behaviours of a veterinary surgeon with teaching, learning and assessment activities within a cohesive framework.	Examples of LOs and how they relate to D1Cs	O	Core and tracking rotations	I	Overview of programmes	I	Yes	Meeting with staff involved in developing new curriculum	Meetings with students	Demo of Sofia	X				>Staff and students are clear on the learning outcomes and they are visible for strands, rotations and individual teaching activities. >Sofia Curriculum mapping project is underway to map LOs and will be used as an academic governance tool - reporting, annual review. >From 2026, integration with regular business practices will begin (VLE, SITS Student Info System, question bank)					
6.6	Under all teaching situations students must be actively engaged in the case. In the majority of cases, students must be actively involved in the investigation and management of the patient (including practical aspects of diagnosis and treatment, as well as clinical reasoning and decision-making).	Intra Mural Rotation Handbook Part 1 2025-26	I	Example reflections for Intra Mural Rotations	O			Yes	Meeting with staff involved in overseeing rotations	Tours	Meetings with students	X				>Students are evidenced being involved and actively engaged in clinical cases.					
6.7	The programme must give students the opportunity to learn and practise alongside other members of the veterinary team in an holistic manner that reflects the reality of veterinary practice in society.	List of RVNS who teach BVetMed	O	BSAH Student shift – students working with nurses	I	Farrier / foot trimmer sessions scheduled	I	Yes	Tours (including off site provisions)	Meeting with PhD students, interns and residents	Meeting with staff involved in overseeing rotations	X				>Rotations provide interactions with the wider veterinary team. >Some lectures are taught alongside veterinary nurse students. >Farriers are involved in teaching on Equine rotations. >The Beaumont Sainsbury rotation includes a day with the reception team. >On the Synergy rotation students spend a day with the foot trimmer.					
6.8	Students must be supported to gain experience which consolidates their learning throughout the programme through the completion of Extra Mural Studies (EMS). This must be delivered in line with RCVS EMS Policy.	Redacted email to EMS placement providers	O	Item 46 – figures included for SPD meetings	O	Item 47 – financial hardship figures	O	Yes	Meetings with AHEMS/EMS Staff	Meetings with students	Discussions during tours	X				>There are clear guidelines for EMS requirements that are inline with RCVS policy. >AHEMS - 10 weeks preclinical, students can do placements up to their clinical year. There are no species requirements, but students are encouraged to gain experience in a broad spectrum of species. Students contact the placement, the placement then signs the placement agreement (which includes H&S, EDI, RA RVC requirements). For UK placements, the RVC require proof of insurance. There is an overseas version of the form (for different insurance requirements). Within 2 weeks of completing placement, feedback has to be filled out and submitted to PebblePad, which is assessed by tutor. >Easter year 3 students are allowed to start CEMS. CEMS is 26 weeks for these students. There are no species requirements and no limit on overseas. The RVC state that the requirement is for GP EMS up until 3rd year, after which students are able to do professional EMS.					

Domain 6 - Curriculum and Assessment															Comments			Recommendations	Suggestions	Commendations	RVC response
Standard		Repository Evidence Type = Input, Process or Outcomes						Further evidence needed on visitation?	Visitation Evidence Type - Input, Process or Outcomes			Recommended Outcome									
		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							
6.9	There must be an appropriate structure and resources in place to ensure the oversight, coordination and quality assurance of EMS. There must also be sufficient administrative support in place to assist the students	Student incidents 2024	O	Screenshot to show monitoring of return of placement feedback	O	AHEMS forum outputs 2024 – 2025	O	Yes	Meetings with AHEMS/EMS Staff	Meetings with students		X			>For students attending AHEMS in 2nd year, briefings are provided by EMS coordinator, prior to attendance. >AHEMS database is seen as comprehensive. >It can be difficult to find higher demand placements (E.g. Lambing) and students report wanting more support in finding such placements, however, they are generally appreciative of support on offer. >Students are aware of channels to follow if they experience any issue whilst out on EMS. (emergency numbers, email contacts, preparatory lectures). >Students report the RVC being very responsive if any issues are experienced on EMS. >If multiple reports of issues, the placement is taken off the student facing database. A separate database held of placements which have previously been removed so that they don't come back onto the student facing database. >Animal welfare issue example was given whereby students identified issue and were supported in raising this to trading standards. >For tracking, the ROVER system is used. For CEMS, once placement has finished (practice feedback must be received), it will be marked as complete. Interim checks are completed where they ensure all students have met the minimum required at that stage so that students struggling can be picked up earlier. Similar process are in place for AHEMS, which includes flags to prevent students moving into CEMS before AHEMS have been completed. >Student BVA membership is required, and the RVC will cover the costs to students. >For AHEMS, new placements are not visited for QA purposes. The RVC request list of duties that students will undertake from the provider, which is reviewed for suitability. For CEMS providers they are given a list of requirements that RVC expect from the placements.						
6.10	The school must have processes in place to ensure that students are supported in the identification of relevant learning outcomes for their EMS placements, and record and reflect on their achievement.	Year 3 letters to placements highlighting ILOs	O	EMS Reflections example	O	PebblePad dashboard report	O	Yes	Meetings with AHEMS/EMS Staff	Meetings with students		X			>Sometimes, preclinical tutors are non-vets, so the creation of prepopulated ILOs is designed to support students in requesting ILOs that align with their experience/needs. Students do have the option to create their own ILOs. >PebblePad has a prescribed list to select from for first four, free choice thereafter. >LOs have to be set before placement can be attended. Students must also be shared with the placement in advance. >Students reflect on their experiences and discuss and receive guidance on these from their tutors.						
6.11	The EMS experience must be individual to the student, and they must be able to tailor their experience based on their own learning needs.	Example of signed off ILOs	O	EMS Reflections example	O	Tutors email re ILOs	I	Yes	Meetings with AHEMS/EMS Staff	Meetings with students		X			>For AHEMS individual ILOs, students are given a drop list, but students can add more if they wish. >Students self-certify that they have discussed ILOs with placements before attending, and placements signs off afterwards to confirm that they were shared beforehand.						
6.12	There must be a system in place which allows for feedback from EMS providers of students' performance during EMS placements to be communicated with relevant academic staff.	Feedback example passed on to tutor by tutor	O	Assessment forms completed by providers	O	EMS handbooks	I	Yes	Meetings with AHEMS/EMS Staff	Meetings with students		X			>There is a mechanism for providers to give feedback on students' performance, however the School doesn't provide formal feedback to the provider, students are expected to have a feedback discussion at the end of the placement.						
6.13	The school must demonstrate that EMS placements consolidate skills which have previously been taught during the programme.	DOPS analysis	O	EMS Reflections example	O	Timetable Overview – EMS	I	Yes	Meetings with AHEMS/EMS Staff	Meetings with students	Meeting with staff involved in developing new curriculum	X			>Students are expected to have a conversation with providers before an EMS placement where ILOs are shared which support student development following core teaching. >Students must pass DOPS prior to AHEMS. >Students must discuss their skill level and where they are up to in the curriculum with providers.						
6.14	The school must develop and implement a comprehensive and robust assessment strategy, at the programme and modular/unit level, which provides evidence that students meet the requirements for progression across the programme and the Day One Competences upon completion.	e-Direct Observation of Procedural Skills Tracker	O	B VetMed Assessment Schedule	P	Examples of final year written exams	I	Yes	Meeting with staff involved in assessment	Meetings with students	Meeting with preclinical and clinical staff		X		>New curriculum students receive a summative assessment at end of each rotation, based on competencies mapped to DIC framework. Students receive feedback in those areas as well as overall feedback. >All individuals involved with a student will have an input into the assessment/feedback. >It is the same structure regardless of location. >OSCE is under development at the time of the visit. A trial has been tested alongside the current formatives, and is in the process of being reviewed. The next stage is to move to 12 minute stations, with the aim of improving validity; this mirrors a holistic assessment of a consult. Once reliability data is available, the RVC will be rolled out in March 2027. >Also see comments regarding OSCEs in standard 3.14. >Projects are underway regarding A.I use, and how to use it effectively, teaching students how to engage with it in appropriate ways, recognising that students will graduate into an environment where A.I competency will be required. >VIVAs are used in the preclinical stage, as problem solving and communication are key skills of all veterinary surgeons. 4 mini-vivas, 4 different topics, 5-6 minutes, structured to increase in complexity. Staff are trained in how to carry out oral examinations, usually trained during formative assessments alongside experienced examiners, before undertaking summative vivas. >Directly observed clinical competency in an authentic setting may be demonstrated in a limited number of species.	The School must ensure that students can demonstrate clinical competency in an authentic workplace setting with all major species.	The School should explore ways that students can demonstrate clinical competency in an authentic workplace setting with all major species	The recommendation and suggestion against this standard are very closely related and therefore will be addressed together. Currently students are assessed against a series of clinical competences on several occasions over the duration of the rotation period. The assessment and award regulations require that students should be deemed competent in all of these skills on at least one occasion, independent of the species in which they are being assessed, before the end of the period of clinical rotations. This is one component of assessment of competence which is used in conjunction with other rotation assessments including eDOPS and OSCEs. In order to ensure that all students can demonstrate competence "in an authentic workplace setting with all major species" it will be necessary to change the assessment and award regulations to ensure that all students must pass all competences in each species in which they are assessed; broadly this will be small animal, equine and farm animal. This will be a change from the current requirement to demonstrate competence once during the final year independent of species, to the requirement to demonstrate competence "with all major species" while on rotations. In combination with the other assessments students undergo we are confident this will meet requirement of the RCVS.			
6.15	The validity, reliability and educational impact of assessments must be appropriate to their purpose (high/low stakes) and evidenced through relevant evaluation data.	Finals OSCE Results - Guidance Notes for External Examiners	I	OSCE Blueprinting	P			Yes	Meeting with staff involved in assessment	Meetings with students		X			>MCQ's are standard set, mixed model method. Hofstee, modified Cohen and linear progression method used. >The mean mark for exam should be between 60-65%, if this falls below 60% then a standard setting process is triggered. >Cronbach's Alpha is used to look at reliability. >The QA process comes first, standard setting follows. If a questions is removed, based on poorly written/incorrect wording, but a student that answered correctly, then their mark is kept. If a student answered incorrectly the mark is removed. This results in some exams are marked out of 100, some out of 99, some out of 98. >Borderline regression is used for OSCEs. The expectancy is 0.7. The design and analysis of OSCEs is robust. >The RVC track assessments year by year to ensure that one set of assessments appropriately prepares students for the next set of assessments. >Compensation across species is not allowed, students must demonstrate competence across all species. No more than two essays can be below 50% and no essay can be below 40%. >The RVC has moved back to closed book exams and invigilation in order to mitigate against artificial intelligence. >The RVC monitors all assignments with a view to identifying which are at risk of being susceptible of A.I. >Vivas are labour intensive, so statistical analysis carried out to ensure that there is consistency across the assessments, and balance out any doves/hawks. >Evidence was provided supporting content validity of assessment. Construct validity is less well supported by the data presented. >External examiners provided robust review and positive feedback on assessments.						

Domain 6 - Curriculum and Assessment														Comments	Recommendations	Suggestions	Commendations	RVC response	
Standard		Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome							
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6.16	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 their assessment. Requirements to pass including the effect of barrier assessments must be explicit.	Complaint outcome and report examples	O	BVetMed exams Q&A slides	P	Assessment overview VLE pages	I	Yes	Meeting with staff involved in assessment	Meetings with students	Demo of Sofia	X			>The aim is to have all curriculum information/mapping as public facing documents on the new website. >Students report they are aware of what's required to progress through the programme.				
6.17	Assessments must be designed and carried out by individuals with appropriate expertise in the area being assessed, who have been trained in their role as an assessor and understand what is required to make the process robust, including honesty, fairness, consistency, and judgements free from bias.	Staff development events	P	Regulations for Boards of Examiners	I	Learning, teaching, and assessment training flowchart	I	Yes	Meeting with staff involved in assessment	Meetings with students	Meeting with partner site staff	X			>Staff at external rotations involved with eDOPS, must undertake the mandatory training. >A guide is provided for students, showing which rotations they will be able to undertake certain eDOPS. This makes it clear who to ask for assessment and who is undertaking it. >Offsite individuals are invited to assessment away days and teacher training is available and encouraged.				
6.18	Assessment load must be sufficient to provide both formative and summative feedback to support students' progress, and to evidence achievement, remaining cognisant of workloads for staff and students.	RVC Feedback Policy and Guidance	I	BVetMed Assessment Schedule	I	OSCE assessor list	P	Yes	Meeting with staff involved in assessment	Meetings with students	Meeting with personal tutors & academic support staff	X			>The GAB programme is heavy on assessment but students are made aware before joining and understand. >Different types of assessments are explained to students so it's clear what's coming up. Students report that it is a high assessment load, but it's spread out over the year to make it more manageable. >There is assessment bias towards the end of year examinations. Students accrue 90% of marks in final exams. There is a heavy load in latter half of the year. Students did not report any concerns with this structure. >Marking is done in teams, so the assessment load can be split but it's all advertised in advance so staff are aware of when peaks are coming. >Staff did not report any concerns with assessment load.				
6.19	The school 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 treated without bias.	Item 51 – Explanation of managing conflicts of interest	O	Item 52 – Explanation of when standard setting is used	O	Process for Internal Examiners	I	Yes	Meeting with staff involved in assessment			X			>Internal and external examiner reports were provided and demonstrated analysis and response to insights.				
6.20	There must be a system for students to keep a record of the quality and quantity of their clinical experience and reflect on their development of clinical and non-clinical skills over the duration of the programme. These records must be regularly reviewed by an educator to inform an individualised development plan. Consolidated data must contribute to the quality improvement of the programme.	PebblePad Case Report Dashboard	O	BVetMed Y5 Workplace Workbook (Skills Log)	O	IMR Case Log Data	O	Yes	PebblePad demo	Meetings with students	Meeting with preclinical and clinical staff	X			>Students find PebblePad intuitive and easy to use. >PebblePad is a longitudinal reflective portfolio. >SRA (Student Record of Achievement). Students are encouraged to engage and document their engagement in a series of activities in different strands throughout the year. >Students must complete 80% of SRAs to progress. The detail of the content is not assessed, only that students have completed something. >Consolidated results are evaluated as part of Annual Quality Improvement process. Data showed that higher levels of contemporaneous engagement resulted in better performance in examinations. >The clinical portfolio includes records and reflection on IMR and EMS. 4 summative case reports are required as part of the Clinical problem-solving casebook assessment.				
6.21	The school must demonstrate a commitment to research led teaching throughout the veterinary programme.	Evidence Based Curriculum informed by research	O	Evidence Based Curriculum Informed by Senior Clinical Training Scholar and PhD Publications	O			Yes	Meetings with staff	Meeting with PhD students, interns and residents		X			>Staff are engaged with research. >There are strong research outputs from the School. >Some academic staff have a stronger research time allocation. There is strong support for scholarship and research.				
6.22	All students must be trained in scientific method and research techniques. All students must have opportunities to participate in research programmes.	Feedback for Scholarship and Evidence Based Veterinary Medicine (SEBVM)	O	Example of feedback to final year research project	O	Student publications / presentations at congresses	O	Yes	Meetings with staff	Meeting with PhD students, interns and residents	Meetings with students	X			>Every student has to complete one research project in yr4 and yr5. >A project must be passed. >Students can select their own topics, and staff will work with students to ensure it's viable/achievable. This can be a critically appraised topic/review. >VeCompass allows for searchable data to be accessed from anywhere to support research. >The new curriculum changed to encourage intercalation, and the new curriculum has introduced a strand which develops student research skills and evidence based practice.				
AVBC 10.5	Students demonstrate relevant competency in entry-level activities (such as animal handling, history taking, diagnostics, therapeutics, communication, analgesia, suturing) before providing patient care.								Meetings with students	Meeting with preclinical and clinical staff	Meeting with assessment staff	X			>Students complete a formative OSCE of clinical skills during Year 4, and a summative OSCE at the end of rotations in Year 5. Students complete a self evaluation pre-rotation skills log and action plan on Pebblepad. >Students commence clinical EMS in year 3.		The School is encouraged to ensure students practise and demonstrate relevant competency in clinical skills before contributing to patient care.	Students are taught various skills before entry to clinical rotations, however prior to entry to rotations the assessment of those skills is predominantly "formative". (Animal handling skills are summatively assessed in the first two years of the programme.) Clinical skills are assessed in the formative OSCE examination which students must attend, but do not have to pass, which occurs before entry to rotations. We will review current practices and consider introducing a summative assessment of competence where students are deemed adequately prepared to enter rotations and undertake basic patient care under supervision. The purpose of the rotations is to ensure students have the opportunity to become fully competent prior to graduation. It would therefore be appropriate to have a lower expectation of competence before entry to rotations – however it may be possible to have an intermediate level such as "safe to enter rotations" but not yet fully competent.	

RVC Visit – 9th-14th November 2025

RCVS Visit Team

1. Prof. Susan Dawson **RCVS Chair**
2. Dr Kate Stalin **RCVS**
3. Dr Ellie Wigham **RCVS**
4. Dr Emma Ormandy **RCVS**
5. Dr Alison Prutton **RCVS**
6. Dr George King **RCVS**
7. Ms Amani Kabeer-Ali **RCVS Student Rep**
8. Ms Niamh Hogan **VCI** representative
9. Professor Emerita Rosanne Taylor **AVBC** representative
10. Mr Jordan Nicholls – **RCVS**
11. Ms Hayley Stinchon – **RCVS**
12. Ms Kirsty Williams – **RCVS** Observer

Time	Meeting	Who is attending?/Comments from RCVS
Sunday 9th November		
17:00 – 19:00	Panel Member Pre-Meet	Panel members only
19:00	Evening meal (all evening meals are panel members only)	
Monday 10th November	Camden Campus	
07:50 – 08:20	Panel members travel to Camden Campus (30 min)	School to organise transport
08:20 – 08:30	Panel member pre-meet (10 min)	Panel members only
08:30 – 08:45	Welcome and Introductions (15 min)	Senior Team plus SU President
08.45 - 09.30	Senior team (to also include someone from Finance) (45 min)	Senior Team without SU President
09.30 -11.00	Those involved in developing the new curriculum. (90 min)	Presentation to explain the rationale and recent changes made to the curriculum. To include a demo of SOFIA curriculum mapping software

11:00 -11:05	5 min changeover	
11:05-11:35	Support services based at Camden and Hawkshead (To include staff involved with EDI, disability, WP, reasonable adjustments, wellbeing) (30 min)	
11:35 - 12:05	Private panel lunch (30 min)	Panel members only
12:05 – 12:50	Yr 1 Pre clinical students (45 min) and graduate accelerated students.	Townhall style meeting to include 10% of preclinical students or 15 in each year group, whichever is larger.
12:50-12:55	5 min changeover	
12:55 – 13:40	Yr 2 Pre clinical students (45 min)	
13:40- 16:10	Tour (150 minutes)	Tour: Camden campus/Hobday building - Lecture theatres, library, lab and dissection room, any live animal housing, common room/canteen, support services. Sainsbury's Beaumont hospital.
16:10 - 16:15	Break (5 min)	
16:15- 17.25	Pre clinical staff to include a range of senior and early career academic staff, and related technical staff such as VNs, lab technicians etc. Anyone involved in the teaching of preclinical students. (70 min)	
17:25 – 18:40	Panel travel to Hawkshead hotel	School to organise transport
18:40 - 19:10	Check in	
19:10 – 20:30	Private panel meeting/Confidential sessions	Panel members only
20:30	Evening meal	Panel members only
Tuesday	Hawkshead Campus	
08:00 – 08:20	Panel travel to Bolton Parks farm	School to organise transport
08:20 – 09:20	Farm tour (60 min)	
09:20 – 09:30	Travel to Hawkshead campus (10 min)	
09:30 – 09:40	Comfort break (10 min)	
09:40 – 12:40	Hawkshead campus tour SPLIT GROUP (2x 180 min tours)	Hawkshead campus, Queen Mother Hospital for Animals (QMHA). Ambulatory vehicles.

12:40 – 13:10	Private member lunch (30 min)	Panel members only
13:10- 14:30	Clinical students (80 min) Yrs 4 and 5 with Yr 3 joining in their lunch break.	Townhall style meeting to include 10% of clinical students or 15 in each year group, whichever is larger.
14:30-14:35	5 min changeover	
14:35 – 15:35	EMS/AHEMS staff (60 min)	
15:35 – 15:45	Comfort break (10 min)	
15:45 – 16:05	Private panel meeting (20 min)	Panel members only
16:05 – 17:05	Senior Team mop up (60 min)	
17:05 – 17:25	Panel travel back to hotel (20 min)	School to organise transport
17:30 – 20:00	Private panel meeting/confidential sessions	Panel members only
20:00	Evening meal	Panel members only
Wednesday		
08:00 – 08:20	Panel travel to School	School to organise transport
08:20 – 09:00	Panel Member meeting (40 min)	Panel members only
09:00 – 10:00	Staff involved in assessment (60 min)	
10:00 - 10:10	Comfort break (10 min)	
10:10 – 10:55	Personal tutors/academic support staff (45 min)	
10:55 – 11:55	Pebble pad demo (60 min)	
11:55-12:00	5 min changeover	
12:00 – 12:30	Staff involved in overseeing student rotations (30 min)	
12:30 – 13:00	Private panel lunch (30 min)	Panel members only
13:00 – 13:45	Partner site staff. (45 min)	MS Teams
13:45 – 15:05	Clinical staff – to include a range of senior and early career academic staff, and related technical staff such as VNs, lab technicians etc. Anyone involved in the teaching of	

	clinical students. (To also include farm, equine and small animal hospital staff). (80 min)	
15:05 – 15:15	Comfort break (10 min)	
15:15 – 16:15	Showcase 1 (60 min) Client Record Information System (CRIS), Digital In-Patient Record (DPIR) & VetCompass	
16:15 -16:35	Private panel meeting (20 min)	Panel members only
16:35 – 17:05	ST mop up (if needed) (30 min)	
17:05- 17:25	Panel travel back to hotel (20 min)	School to organise transport
17:30 – 20:00	Confidential Sessions/Private panel meeting	Panel members only
20:00	Evening meal	Panel members only
Thursday		
08:10 – 08:30	Panel travel to large animal handling facility at Boltons park farm	School to organise transport
08:30 – 09:45	Showcase 2 (Large Animal Handling Facility at Bolton Parks Farm)	
09:45 -09:55	Travel back to Hawkshead Campus	
09:55 – 10:00	5-minute break	
10:00 -11:00	Facilities team heads (H&S staff) Camden & Hawkshead. To include reps from the safety committee. (60 min)	
11:00-11:05	5 min changeover	
11:05-12:05	Post grad students, residents and Interns	
12:05 – 12:35	Alumni	MS Teams
12:35 -13:05	Private Panel lunch	Panel members only
13:05-13:35	Meeting with Admissions	
13:35-16:05	Chance to revisit anything/report writing/ Confidential sessions	

16:05 – 17:05	ST mop up (full hour may not be required)	
17:05 – 17:25	Panel Travel back to hotel	School to organise transport
17:35 – 20:00	Panel member meeting	Panel members only
20:00	Evening meeting	Panel members only
Friday		
09:00 – 09:20	Panel Travel to School	School to organise transport
09:20 – 09:30	10-minute break	
09:30 – 09:40	Feedback to Head of School	HoS can choose any staff to attend this meeting
09:40	Panel Members Depart	School to organise transport to train station/hotel/parking etc.