THE UNIVERSITY *of* EDINBURGH
The Royal (Dick) School
of Veterinary Studies

EAEVE Accreditation

Self-Evaluation Report **2025**

www.vet.ed.ac.uk

Contents

The Royal (Dick) School of Veterinary Studies' Self-Evaluation Report for EAEVE Accreditation (2025)

Introduction

Brief history of the VEE and previous ESEVT visitations

The Royal (Dick) School of Veterinary Studies (R(D)SVS) was founded in 1823, and enjoys an international reputation for excellence in teaching, research and clinical services. It consistently achieves top 10 in the QS World University Rankings by Subject (5th in 2025), and top two in the UK by the Guardian League Table (1st in 2025). In the most recent Research Excellence Framework assessment (REF 2021), the VEE was ranked first in the UK for Veterinary Sciences on research power, in a joint submission with SRUC. Its success can be attributed to the high quality of its staff and students, and its position in one of the world's highest ranked universities. The University of Edinburgh was founded in 1582 and is one of Scotland's ancient universities and the 6th oldest in the English-speaking world. The VEE sits within the College of Medicine and Veterinary Medicine (CMVM). The Head of School (HoS) and Dean of Veterinary Medicine, Prof Lisa Boden, took office in September 2023.

The last ESEVT visitation to the VEE was in 2016 using the 2016 ESEVT SOP. The outcome of this visitation was approval as a full member of EAEVE.

Main features of the VEE

The VEE is situated on the Easter Bush Campus, where it provides undergraduate and postgraduate education and hosts clinical and research facilities, including the world-renowned Roslin Institute. The VEE also maintains a 300-breeding-ewe flock and is near the University's dairy farm, Langhill Farm, which has 240 milking cows.

The Campus is a major European hub for innovation in One Health, with expertise across clinical veterinary, biomedical, aquaculture and agricultural animal sciences. A variety of aligned commercial entities and educational/research institutions are located on, or close to, the Campus.

A full range of clinical services is provided on campus, across the four main domains of companion animals, food-producing animals, equids and veterinary pathology. This includes on-campus first-opinion companion animal and on-campus ambulatory equine and food animal practices that provide services to the local community, in addition to companion animal and equine referral veterinary teaching hospitals.

The Bachelor of Veterinary Medicine and Surgery (BVM&S) is the only undergraduate qualification offered by the VEE. There are two entry points: the five-year programme for school leavers and applicants with a degree in an unrelated field who have Biology and Chemistry from High School, and the four-year graduate entry programme (GEP) for applicants with a qualifying science degree. The VEE has a large on-campus and online postgraduate taught community studying a broad range of subjects, including residents working towards recognition as a Specialist of one the colleges of the European Board of Veterinary Specialisation (EBVS).

Main developments since the last visitation

After concluding and delivering its previous strategic plan, at the time of writing the VEE is finalising and launching a new, co-designed, strategic plan for 2025-2030. This work sits alongside a wider restructuring of the College. These developments have not materially impacted the size and shape of the VEE, which remains a single entity within the new structure. The new strategy positions the VEE as a One Health supercluster, underpinned by five transdisciplinary clusters that span all aspects of Campus activity to support the VEE's challenge-based mission.

Infrastructure development at the Campus has continued since the last visitation, with completion of the purpose-built Equine Diagnostics, Surgical and Critical Care Unit (EDSCCU, €4.4m), the Roslin Innovation Centre and Campus Hub (Charnock Bradley Building, €36.2m) and the Large Animal Research and Imaging Facility (LARIF, €30.1m). A new First-Opinion Practice (€12.6m, in final design phase) will be located a short walk from the Campus.

Following the BVM&S programme's last curriculum review in 2019 and successful re-accreditation by the Royal College of Veterinary Surgeons (RCVS) and American Veterinary Medicine Association (AVMA) in 2022, the curriculum has undergone several iterative improvements to embed increased clinical skills and reasoning development earlier in the programme, and to introduce competency tracking for students. In 2024, the VEE signed a memorandum of understanding with the Scottish Society for the Prevention of Cruelty to Animals (SSPCA) to enhance teaching activity in shelter medicine and contextualised care.

Major problems encountered by the VEE

Recruitment and retention of colleagues, particularly experienced veterinary clinicians, remains challenging and has been addressed through market force supplements.

UK Higher Education is currently experiencing a period of significant financial challenge, with widespread concern around the viability of institutions across the sector. The VEE has a strong track record of prudent financial management; however, the University of Edinburgh is currently undergoing a structure review, and the impact on the VEE is unknown at the time of writing.

Version and date of the ESEVT SOP which is valid for the Full Visitation

ESEVT SOP 2023, dated 8 June 2023.

Exchange Rate

The following exchange rates are used throughout the SER:

	2023/24	**2022/23**	**2021/22**
£ to €	1.153	1.130	1.190
€ to £	0.867	0.885	0.840
Date	01/01/2024	01/01/2023	01/01/2022

Area 1.
Objectives, Organisation and Quality Assurance Policy

Area 1. Objectives, Organisation and Quality Assurance Policy

Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.

The VEE's mission is to provide sector-leading education, research and clinical services for societal impact in our local communities and internationally, through trusted and equitable partnerships. Incorporating the Roslin Institute and Data-Driven Innovation (DDI) Agritech Hub, the VEE brings together expertise in different domains across animal health and welfare, animal bioscience, agriculture, aquaculture, global food systems, and conservation, biodiversity and ecosystem health. The VEE's One Health approach acknowledges the importance of different disciplinary, organisational and community cultures on ways of working, integrated knowledge production and dissemination, methods of enquiry and discovery of solutions. This critical reflection is essential to address existing and emerging threats to sustainable development.

Using outstanding educational, research and clinical facilities, the VEE:

- Ensures a stimulating educational environment to equip students for the profession and life-long learning, underpinned by a curriculum that is aligned to Day 1 Competencies, the University of Edinburgh's Student Vision and the School's challenge-based strategy
- Undertakes veterinary clinical and biomedical research to improve animal health and welfare
- Provides veterinary services of the highest quality, and in doing so provides clinical opportunities for students in a wide variety of domestic species
- Protects society through safe food production and control of emerging and zoonotic diseases

The core curriculum is designed and mapped against the day one competencies as specified by EAEVE, the RCVS and AVMA. This is supported by a curriculum review every seven years and the analysis of feedback from a range of stakeholders, including accreditation reports, external examiners, local practitioners, faculty, students and graduates. Alumni complete a survey 18 months after graduation, which assesses how well the curriculum prepared graduates for their first job. The results of this survey are reviewed by the BVM&S Learning and Teaching Team and used to inform future curriculum development. All students must complete clinical rotations that represent all commonly recognised branches of the veterinary profession, with tracking only permitted in the last eight weeks of selected rotations (EPT; delivered both on- and off-site).

Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.

VEE details (The VEE is part of the University of Edinburgh)

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Head of School

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Organisational Structure and Decision-Making Process of the VEE

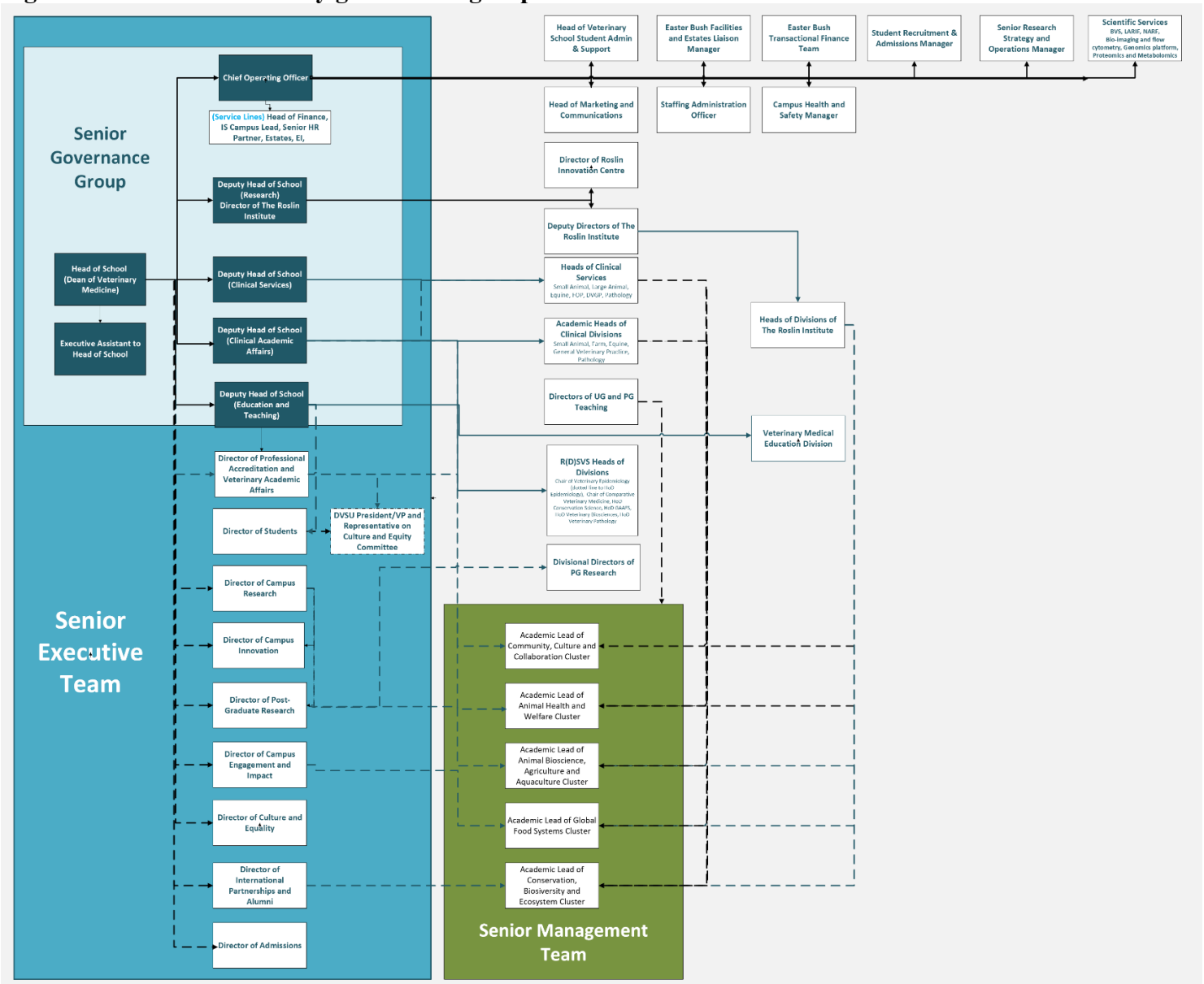
This flow chart indicates the position of the VEE within the University. Academically, the University of Edinburgh is comprised of three Colleges:

- The College of Science and Engineering (CSE)
- The College of Arts, Humanities and Social Sciences (CAHSS)
- The College of Medicine and Veterinary Medicine (CMVM)

The Head of School (HoS) is accountable for all VEE activities and reports directly to Head of College (HoC). The previous HoS, Prof David Argyle, is now HoC, reports directly to the Provost (Prof Kim Graham) and is a member of the University Senior Leadership Team and University Executive. The management groups of CMVM are the College Executive Group (CEG; chaired by HoC), which includes all Heads of Schools, and the College Operations Group (COG; chaired by the College Registrar), which serves as an advisory group for CEG and includes all School Chief Operating Officers and key professional services leads.

The University is a highly devolved organisation. Its main academic and budgetary units are its schools. The University provides the legal, financial and organisational framework in which schools operate. The veterinary programme is owned and operated entirely by the VEE, supported by professional services staff both within the VEE and the wider University. A list of all VEE committees and their structure can be found in **Appendix 1.2a-i**. The HoS is fully responsible for the VEE's strategic direction, quality management, safety, operational and financial performance **(see figure 1.2).** The HoS chairs the Senior Governance Group (SGG), a strategic group (Deputy Heads of School and Chief Operating Officer; each with budgetary responsibility) which assists HoS with priority setting. **See Appendix 1.2a for full membership of the SGG group**. The School Executive Team (SET) is the strategic decision-making body for the VEE. Membership comprises SGG and Directors/Senior Professional Services leads with responsibility for enabling strategies and performance plans. Additionally, Dick Vet Student Union (DVSU) leads sit on SET to enable student voice at the heart of the decision-making process. **See Appendix 1.2b for full membership of the SET group**.

Figure 1.2: Structure and key governance groups of the VEE



The Senior Management Team (SMT) is a tactical group consisting of Heads of Divisions and Cluster Leads that meet quarterly to discuss opportunities and monitors efforts in the execution of the VEE strategy at departmental level. It feeds into the SET via Cluster Sponsors **(Appendix 1c).** Leadership and management of professional services teams is through the COO **(see Appendix 1.2d)**. **Appendix 1.2i contains a full list of management committee membership.**

Additionally, staff and students can influence the VEE's decision-making processes through:

- Open School Meetings (quarterly) and regular departmental meetings
- Annual performance and development review discussions
- Anonymous feedback portals (physical and online)
- Regular surveys (Staff survey, National Student Survey (NSS), Rotation feedback)
- Committees, including staff-student liaison committees and student representation on SET and other key decision-making committees **(see Appendix 1.2a-i)**

List of departments/units/clinics, including description of composition and management

The VEE is structured to include nine Academic Divisions, the Roslin Institute, and professional and scientific services staff working across a range of departments under the COO to support its academic mission. All Heads of Division report to the HoS or Deputy HoS, with clinical Heads of Divisions having a dotted line where appropriate to the Director of Clinical Services.

Academic Divisions (* Clinical Divisions)

- Veterinary Pathology* (12 Academic Pathologists and 3 Laboratories)
- Production Animal, Food Security and Public Health* (17 Academics plus Farm Estate Staff)
- Equine Sciences*(20 Academics across Referral Hospital and Ambulatory Practice)
- Companion Animal Sciences* (83 Academic Staff across Referral Hospital and Practice)
- Veterinary Biomedical Sciences (9 Academic Staff and Teaching Labs/Anatomy)
- General Practice (Academic) (1 Academic, New Division)
- Veterinary Medical Education (14 Academic Staff and the Digital Education Unit)
- Animal Welfare and Conservation Medicine (10 Staff, Academics and Researchers)
- Global Agriculture and Food Systems (42 Staff, Academics and Researchers)

Most research is based in the Roslin Institute and Division of Global Agriculture and Food Systems. The Director of the Roslin Institute is the Deputy Head of School (Research and Innovation).

Roslin Institute Research Divisions (Approximately, 70 Research Group Leaders)

- Bacteriology
- Epidemiology
- Functional Genetics
- Genome Biology
- Immunology
- Quantitative Biology
- Translational Bioscience
- Virology

Research-active clinicians are 'Clinical Associates' of the Roslin Institute, with access to resources. Faculty are aligned with one of the eight research divisions based on interests, though management remains with their original division.

List of the councils/boards/committees, including description of their composition/function/ responsibilities and implication for staff, students and stakeholders

The VEE has a committee procedure, which describes the appointment process and duration of committee membership. Both undergraduate and postgraduate student representation is a key consideration when forming or changing a committee. In addition to SET and SGG, the VEE has committees focused on specific areas of activity. These act to advise the SET on policy and process, represent staff from across all areas, and feature student representation where appropriate. **See Appendix 1.2e-i.**

Description of the formal collaborations with other VEEs

The VEE is a member of the Veterinary Schools Council, which is the representative body for eleven UK veterinary schools. The Council also represents two non-UK associate members in Ireland and the Netherlands, constituting Region 1 of EAEVE. The HoS sits on the Council, whilst other representatives of the VEE sit on relevant subcommittees. Through its membership, the Council engages in representative and policy work to ensure that the voice of its member schools is recognised for its experience, innovation and commitment to education, animal health and welfare. Several staff members sit on RCVS specialist qualification committees, contribute to the RCVS statutory membership examination and serve as accreditation panel members and chairs. Staff hold offices in several European Colleges.

Name and degrees of the person(s) responsible for the veterinary curriculum and for the professional, ethical, and academic affairs of the VTH

- **Head of School and Dean of Veterinary Medicine:** Professor Lisa Boden, LLM, PhD, FHEA, MANZCVSc, DipECVPH, FRCVS
- **Deputy Head of School (Clinical Academic Affairs):** Professor Dylan Clements, BSc BVSc PhD DSAS(Orth) DipECVS SFHEA FRCVS
- **Deputy Head of School (Education and Teaching):** Professor Susan Rhind, BVMS, PhD, FRCPath, PFHEA, MRCVS
- **Director of Professional Accreditation and Veterinary Academic Affairs:** Professor Alexander Corbishley, MA, VetMB, PhD, MRSB, FHEA, MRCVS
- **Deputy Head of School (Clinical Services):** oversees clinical activity across all four clinical divisions (denoted by a * on the previous page). Shared between two staff members:
  - Deputy Head of School (Clinical Services) Dr Sue Murphy, BVM&S MSc (ClinOnc) DECVIM-CA (Oncology), MRCVS
  - Deputy Head of School (Clinical Services) Professor Laura Blackwood, BVMS (Hons) PhD MVM CertVR DipECVIM-CA [Oncol] (add RadOncol) SFHEA MRCVS

Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

Summary of the VEE's strategic plan with an updated SWOT analysis

Strengths	**Weaknesses**
• People (staff and students) • One campus with strong identity and culture • Excellent National Student Survey scores • 1st in the UK Research Excellence Framework 2021 (REF) for Veterinary Science research power • Top 10 national and international rankings • Extensive and local clinical hospitals, ambulatory practices, dairy and sheep farms • Excellent research environment incorporating the Roslin Institute • Strong student exposure to research via compulsory Student Research Component	• Lack of clear succession plan for certain positions within the VEE • Limited capacity of central teams to engage with VEE on certain key issues (student placements, alumni) • Large team sizes (span of control - 10)
Opportunities	**Threats**
• Increase interactions and collaborations with alumni (including PGR alumni) • Increase and diversify lifelong learning opportunities • Increase international partnerships • Improve workload model engagement and utilisation to ensure transparent equitable processes in line with strategic framework • One Health approach to greater connectivity with academics across the University and stakeholders in private, public and third sectors • One Health Policy Unit to galvanise the VEE's science-policy-industry activities to improve effectiveness and impact	• Challenging financial landscape for UK Higher Education Institutions • Staff and student uncertainty and anxiety due to current financial landscape and organisational change • Competition from private referral hospitals for clinical cases and staff • Changes in government policy, particularly VISA restrictions • Significant investment required to future proof Langhill Farm • Growing recruitment competition for students from new vet schools (and those gaining accreditation) • Reduced funding for veterinary clinical research

Summary of the VEE's Operating Plan with timeframe and indicators of achievement of its objectives

A summary of the 2020-2025 Strategic Plan can be accessed online (a full version is available on request). The VEE is finalising and launching a new, co-designed strategic plan 2025-2030 (see infographic in **Appendix 1.3**). An update will be provided during the visitation. This

new strategy positions the VEE as a One Health supercluster, underpinned by five transdisciplinary clusters (Animal Biosciences, Agriculture and Aquaculture; Animal Health and Welfare; Culture, Collaboration and Community Health; Biodiversity, Conservation and Ecosystem Health; Global Food Systems) that span all aspects of campus activity to support the VEE's challenge-based mission. The cluster action plans will form the basis of the operational plan that will take the VEE to 2030 and beyond. Plans will be tracked formally via a dashboard and progress reports sent to SET on a regular basis.

Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.

The VEE aligns with the University of Edinburgh's Quality Assurance Framework and the University Programme and Course Approval and Management policy can be found in **Appendix 1.4.** The oversight of curriculum development is detailed **in Standard 3.4.**

All aspects of quality assurance of the VEE's educational programmes are carried out by the VEE's Quality Assurance and Enhancement Committee (VMQAEC), which meets four times per year. Membership of this committee includes faculty, students and external college representation. Membership of the VMQAEC is limited to four years. VMQAEC has a rigorous set of processes and procedures supported by a series of Quality Assurance documents for completion annually. Documentation relating to individual courses is reviewed by a member of VMQAC who is not directly associated with the course to provide a degree of externality. VMQAEC coordinates the following portfolio of documents:

• Staff-student liaison committee meeting minutes
• Mid-course feedback and end of course evaluation
• Post course review and examination board minutes
• External examiners reports (see below)
• Reflective summary by the course organiser
• Independent review by the QA committee

The VEE values student feedback and employs several means to ensure that the opinions and experiences of students (the student voice) are effectively communicated, acted upon where appropriate and feedback is given to the students, as necessary. These include:

Individual Course Evaluation:
- Each course uses a similar post course evaluation questionnaire, which contains a set number of 'core' questions to allow both year on year and cross course comparisons. Courses also have flexibility to add specific questions to help teams further develop their courses.
- Mid-Course Feedback (MCF) is a requirement for all courses and is something the VEE values due to the rich and timely conversations it promotes whilst courses are still running.

Staff-Student Liaison Committee (SSLC) meetings:

- These meetings run at programme level and are attended by staff (including the HoS) and students from multiple years. To avoid overloading the agenda, Y1/Y2/GEP 1 typically meet as one group, whilst Y3 (GEP 2)/Y4 (GEP 3)/Final Year meet as another.
- SSLCs provide a further key mechanism for collecting feedback whilst courses are running.
- They are a forum for immediate, face-to-face responses to student comments and for two-way communication to identify trends and common issues across multiple courses.
- Students work with faculty during SSLCs to co-design actions in response to student feedback.
-

Evaluation follow-up

Examples of innovation and good practice, together with review areas of concern identified by VMQAEC, are passed to the respective Learning and Teaching Committee (LTC) for action and are monitored at the end of the academic year. VMQAEC submits an annual report to the Senatus Quality Assurance and Enhancement Committee (SQAC). Comments and recommendation from SQAC are referred to the VMQAEC.

External examiners

As part of the University's Quality Assurance framework, each course must have at least one external examiner who must be an academic with significant experience in assessment. Some clinical courses include a local practitioner as a second external examiner. External examiners must attend at least one Board of Examiners meeting during each academic year to enable them to provide feedback and comment on process and procedure. The VEE holds an annual meeting of the VEE Director of QA, BVM&S Programme Director, Year Directors and Head of Veterinary Teaching Organisation administration to take an overview of all external examiners' reports across the curriculum and identify common issues and themes for action.

Internal Periodic Review (IPR)

The University IPR process (previously Teaching Programme Review) runs on a cycle of not more than six years. **See Standard 1.7.**

Academic integrity

Academic quality and standards are governed by the University's Registry Services policies and regulations. Concerns relating to academic integrity are investigated by the VEE and College Academic Misconduct Officers.

Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population. The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.

The VEE informs its stakeholders and the public of its activities primarily through its website and social media channels (Facebook, Instagram and LinkedIn). Staff and postgraduate research students also have access to a SharePoint intranet, where more sensitive information such as internal committee meetings, health and safety and biosecurity documents are located. Students have a dedicated virtual learning environment (VLE) and SharePoint site for information such as timetables and programme/placement policies, including health and safety information. The VEE shares its vision on the website homepage with links to study

opportunities, information about education, research, clinical facilities, news stories and how visitors can get involved. Employment prospects are also clearly visible on the website. There is a page dedicated to accreditation including EAEVE and a link to our last self-evaluation report and our student demographics.

The VEE's Professor of General Veterinary Practice regularly meets with employers and practitioners, whilst the VEE maintains strong connections with local and national associations, including the British Veterinary Association and Highlands and Islands Veterinary Services Scheme. Feedback from animal keepers and practitioners from students on extramural studies (EMS) placements is reviewed after every student placement and used to identify themes with respect to student performance in the workplace. Where appropriate, local practitioners participate as external examiners, with their feedback captured via external examiner reports (see above). The results of the National Student Survey (NSS; completed during Final Year), RCVS VetGDP graduate survey (completed immediately after starting work) and two graduate surveys administered by the VEE (18 months and five years) are also used to capture the views of graduates and inform curriculum development.

Description of how to access the VEE's ESEVT status and the last ESEVT Self-Evaluation Report and Visitation Reports on the VEE's website

The VEE's accreditation status is displayed on the website homepage, with further details, including the VEE's current ESEVT status and self-evaluation report, available here.

Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

The HoS, SET and SMT are responsible for monitoring and revising the VEE strategic plan. This is enabled through a pathway of reporting structures e.g. strategic committee structures and staff and student liaison from informal to more formal routes, **see section 1.2**. The previous strategy (2020-2025) was developed and led by SET; the new strategy takes a different approach. The 2025-2030 VEE Strategy foregrounds a One Health approach. It is built on three values, four powerful strategic principles, five thematic clusters (action plans reviewed by SET annually) and ten goals, to delineate a safe operating space for all members of the community. The strategy has been developed through co-construction and consultation with VEE staff and students. It is designed to be read in conjunction with clinical, research, teaching and learning, innovation and people strategies that already exist at campus, institute, centre and division-levels.

Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.

The last ESEVT visitation to the VEE was in November 2015, conducted with the RCVS and AVMA. In May 2016, ECOVE granted approval without major deficiencies, noting only two minor concerns about committee appointments. Changes were made to appoint committee chairs through open calls and align admissions committee roles with term limits. AVMA and RCVS jointly visited the VEE in 2022. A minor deficiency was identified with respect to 'basic surgery skills, experience, case management'. This was addressed through the implementation of simulation based surgical assessments, cadaver surgery, enhanced audit of surgical skills development and increasing the caseload of routine neuter surgeries. The minor deficiency was fully resolved within the 12-month AVMA deadline. Recommendations and suggestions from this visit have been addressed via annual reporting, with positive feedback received from the RCVS with respect to implementation **(Appendix 1.7).**

The University Internal Periodic Review (IPR) took place in April 2022. The IPR forms part of the Scottish Quality Enhancement Framework (SQEF). The VEE was commended for its proactive approach to improvement and excellence, varied and extensive support and resources that enhance the student experience, and intrinsic sense of community and cohesion. Key recommendations focused on a hybrid approach to teaching (note: this review occurred soon after the Covid-19 pandemic), Student Voice Policy and assessment redesign.

Comments on Area 1

The VEE is well-established and embedded within an internationally recognised university. Operational structures ensure that nationally defined quality assurance processes are implemented throughout the organisation. Under the leadership of the HoS and SET, the VEE has delivered against its previous strategic plan, with positive feedback at previous accreditation visits by EAEVE, RCVS and AVMA. Feedback from students, staff, accreditors, graduates and other stakeholders is captured, with mechanisms developed to ensure actions can be co-designed and implementation audited.

Suggestions for improvement in Area 1

The VEE is in the process of finalising its next five-year strategy. This will incorporate a challenge-based approach, to better align the objectives of the VEE with those of the University and the Quadripartite Secretariat for One Health. Without disrupting existing operational management structures, the adoption of the Eurocluster model on campus will provide an organisational structure that better facilitates transdisciplinary working and embeds veterinary education within a European One Health supercluster.

Area 2.
Finances

Area 2. Finances

Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).

Description of the global financial process of the VEE

The planning and budgeting process is designed to incorporate both top-down and bottom-up contributions and to ensure that academic, physical and financial plans are sustainable within the resources available. The planning round commences in the winter with submissions developed from December to April, culminating in consideration of proposed budgets by the University Executive in May and approval by Court in June. The HoS is ultimately responsible for the VEE's planning round submission.

Following the planning round, the VEE's budget is allocated on an annual basis to the HoS, with indicative budgets for the following four years and the plans are rolled forward. Delivering a five-year income and expenditure budget, alongside appropriate capital expenditure (above £10,000/€11,948) including equipment and minor works, allows the VEE and University to fully integrate the planning approach with its existing five-year financial scenario process and its six-year capital investment plan. The Finance Department circulates monthly reports of income and expenditure as against budget to all budget holders. Variances to budgets are reviewed monthly.

Percentage (%) of margin paid as overhead to the official authority overseeing the VEE on revenues from services and research grants

The University of Edinburgh follows a contribution model; as such, the VEE delivers a contribution to the University for central overheads and reinvestment. The contribution over the past three years was: 20% in 2023/24, 22% in 2022/23, 30% in 2021/22 **(Mean: 24%).**

Annual tuition fee for national and international students

Tuition fees for the undergraduate BVM&S programme for Home Scotland and Home Rest of UK students have been frozen at £1,820 (€2,099) and £9,250 (€10,668) respectively for the last three academic years. These are determined, and capped, by the Scottish and UK Governments. Tuition fees for Home Scottish students are paid by the Scottish Government. Home Rest of UK fees are set to increase by £285 to £9,535 (€10,994) in AY2025/26. International student fees in AY2023/24 were €40,594.

Table 2.1.1 Annual expenditures during the last 3 academic years (AYs) (in Euros)

Area of Expenditure	**2023/24**	**2022/23**	**2021/22**	**Mean**
	€	€	€	€
Personnel	46,162,224	41,989,018	40,854,644	43,001,962
Operating Costs	27,601,500	25,249,936	18,952,240	23,934,559
Maintenance Costs	1,006,349	665,878	1,624,511	1,098,913
Equipment*	838,033	233,563	1,251,883	774,493
Total Expenditure	**75,608,107**	**68,138,395**	**62,683,278**	**68,809,927**

*Equipment less than £10,000 (€11,948) only. Equipment >£10,000 is capitalised as fixed asset and are excluded from these figures. The threshold changed on 01/08/2022 (2022/23) from >£50,000 to >£10,000, which is in part the reason for the reduction in equipment expenditure since 2021/22. Depreciation and Loan interest are excluded from the figures above.

Table 2.1.2. Annual revenues during the last 3 academic years (in Euros)

Revenues Source	**2023/24**	**2022/23**	**2021/22**	**Mean**
	€	€	€	€
Public Authorities	12,628,213	12,084,340	13,508,972	12,740,508
Tuition Fees (Home)*	2,223,385	2,113,923	2,235,985	2,191,098
Tuition Fees (Overseas)*	15,751,140	14,963,962	15,930,221	15,548,441
Clinical Services	20,575,127	18,117,681	17,597,445	18,763,417
Diagnostic Services	1,393,087	1,239,685	1,171,177	1,267,983
Other Services**	1,383,059	1,471,718	1,212,734	1,355,837
Research Grants	34,769,082	31,688,391	33,982,564	33,480,012
Continuing Education***	3,351,380	3,080,893	3,510,372	3,314,215
Donations	1,968,909	2,140,802	330,909	1,480,207
Other Sources	0	0	0	0
Total Revenue	**94,043,382**	**86,901,395**	**89,480,378**	**90,141,718**

*BVM&S Tuition Fees Only; **Langhill Farm; ***Postgraduate Taught Tuition Fees Only

Table 2.1.3. Annual balance between expenditures and revenues

Academic Year	**2023/24**	**2022/23**	**2021/22**
	€	€	€
Revenue	94,043,382	86,901,395	89,480,378
Expenditure	75,608,107	68,138,395	62,683,278
Balance	**18,435,275**	**18,763,000**	**26,797,101**

Estimation of the utilities (e.g. water, electricity, gas, fuel) and other expenditures directly paid by the official authority and not included in the expenditure tables

	2023/24	**2022/23**	**2021/22**	**Mean**
	€	€	€	€
Electricity	3,301,978	2,152,072	1,622,520	2,358,857
Gas	513,141	554,068	378,305	481,838
Heat	320,261	373,384	200,546	298,064
Cooling	243,035	174,563	108,687	175,428
Water	34,419	56,373	79,635	56,809
Sewage	35,456	54,655	70,086	53,399
Total	**4,448,289**	**3,365,114**	**2,459,779**	**3,424,394**

Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.

Clinical and field services are delivered in-house and are grouped into the sub department 'Veterinary Services'. These include Langhill Farm, Companion Animal, Production Animal and Equine and Pathology, all of which contribute to the VEE's teaching, primarily on the BVM&S Programme. Financial management follows a bottom-up approach. Budget setting, forecasting and financial management is done in consultation with each Head of Service, who report to the Co-Directors of Clinical Services, where overall budgetary responsibility sits, and with the Farm Estates Manager and COO for Langhill Farm.

Degree of autonomy of the VEE on the financial process

The VEE forms part of the College of Medicine and Veterinary Medicine, and the VEE's main decision-making body is the SET. The SET has representatives from clinical, teaching, research and operational areas and budgets are devolved to key leads, with the HoS being ultimately responsible. Each key lead has an agreed approval authority. If this exceeds their limit, approval moves up the chain to the next level budget holder approver.
Income and expenditure are managed through quarterly forecast reviews. The annual five-year planning cycle takes place throughout February and March, and is the primary budget-setting period. Plans are submitted through the COO and Co-Director of Clinical Services to the HoS each quarter. Plans are discussed and amended where required before submitting to the CMVM Senior Leadership Team, where further iterations of plans may be made. Any changes to plans are discussed and agreed with the VEE before being submitted to the University Court for approval.

The VEE holds a sizeable (£1.948m/€2.3552m 24/25) capital expenditure budget, which is overseen by the COO on behalf of the Head of School. All departments have the opportunity to request future capital investment through the quarterly planning cycle, as well as in year through the COO. Capital expenditure forecasts are submitted in each planning round and budgets are cascaded to Schools within the CMVM. Once set, the COO assesses and pools all requests and prioritises to provide a holistic campus view. Requests for capital investment not included in plans can be submitted to the COO, and if spend exceeds the total VEE budget, these can be submitted to CMVM for additional support. The University estates department holds a minor works budget which can be used for building refurbishment.

Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.

List of the ongoing and planned major investments for developing, improving and/or refurbishing facilities and equipment, and origin of the funding

The following approved major investments await an allocated start date from the University:

Major Investment	Completion Year	Funding	Amount €
First Opinion Practice	2027/28	Internal and External (Donation)	12,684,000 ($1m donation)
Large Animal Research and Imaging Facility 2	2026/27	External (BBSRC)	4,711,200

Equipment investment budget for 2024/25 is £1.948m/€2.3552m and includes the following planned veterinary related expenditure (not an exhaustive list):

Equipment	Completion Year	Funding	Amount €
Replacement of main X-ray for the Hospital for Small Animals	2024/25	Internal	258,750

Farm Equipment for Langhill	2024/25	Internal	291,450
Milking Parlour Control System	2024/25	Internal	239,200
New Pathology Analyser	2024/25	Internal	86,250
Vendor Neutral Archive System (Stage 2)	2024/25	Internal	186,300
E95 Ultrasound Machine	2024/25	Internal	103,500

The following minor refurbishment and investment plans are planned but not yet approved:

Minor Investment	**Completion Year**	**Funding**	**Amount €**
Refurbishment of ARB Building to convert existing space into clinical facilities for behaviour and pain clinics	2025/26	Internal	120,800
Langhill Farm replacement of feed bunkers	2025/26	Internal	30,200
Refurbishment of Middle Wing Building for Aquaculture Research - improved energy supply backup, environmental cooling/lighting system	2025/26	External (Roslin Foundation)	362,400

Table 2.3.1. Annual expenditure forecast for the next 3 academic years (AYs)

	2024/25	**2025/26**	**2026/27**	**Mean**
	€	€	€	€
Personnel	50,630,977	52,441,398	54,508,540	52,526,972
Operating Costs	28,571,817	29,101,631	29,675,356	29,116,268
Maintenance Costs	1,146,692	1,188,010	1,201,915	1,178,873
Equipment	**1,017,916**	**1,060,523**	**1,050,046**	**1,042,828**
Total Expenditure	**81,367,402**	**83,791,562**	**86,435,858**	**83,864,941**

Table 2.3.2. Annual Revenue forecast for the next 3 academic years (AYs)

	2024/25	**2025/26**	**2026/27**	**Mean**
	€	€	€	€
Public Authorities	13,055,256	13,055,256	13,055,256	13,055,256
Tuition Fees (Home)	2,286,127	2,410,346	2,246,508	2,314,327
Tuition Fees (Overseas)	16,561,822	17,352,841	18,049,163	17,321,276
Clinical Services	23,972,612	26,013,161	27,002,094	25,662,622
Diagnostic Services	1,619,996	1,952,320	2,208,449	1,926,922
Other Services	1,329,433	1,369,316	1,410,396	1,369,715
Research Grants	37,355,561	38,289,450	39,246,686	38,297,232
Continuing Education	3,961,177	4,282,563	4,697,190	4,313,643
Donations	79,691	82,109	83,372	81,724
Other Sources	0	0	0	0
Total Revenue	**100,221,675**	**104,807,363**	**107,999,115**	**104,342,718**

Description of how (procedures) and by whom (description of the committee structure) expenditures, investments and revenues are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

The VEE adheres to the University's planning round cycle mentioned in **2.1**. The plans comprise an income and expenditure forecast and a capital investment plan. Each budget

holder is responsible for preparing these plans. Plans are submitted to the Head of School and discussed with College before approval by the University Court.
Strategic plans for the VEE are established at SET with each member representing the voice of their area/division including the student voice via representation by the student union. Once plans are agreed, these are communicated to the wider staff and student population through the HoS town halls, staff-student liaison committee, e-mails and via line managers.

Comments on Area 2

The VEE continues to maintain financial sustainability; however, socioeconomic factors continue to impact the Higher Education (HE) sector and therefore the VEE. HE is experiencing sector-wide financial challenges driven by a decrease in international students, reduced government funding (Scottish Funding Council) and cost increases driven by inflation. Despite this, our international tuition fee income remains strong. Inflationary pressures continue to impact financial sustainability as well as the government announcement of an increase to employer national insurance contribution from 13.8% to 15% in April 2025. The VEE continues to face pressures from the private sector in retention of staff. A market force supplement was introduced in 2023 to help bridge the gap between academic and private sector salaries.

Suggestions for improvement in Area 2

The University announced a programme to reimagine our size and shape in 2024/25, this shall underpin the financial sustainability of the University and shall mitigate the pressures of increasing costs and reduced international fee income within the sector. The VEE is represented in this programme through membership on central workstreams on key areas and the Head of School also sits on the University's Initiatives Portfolio Board.
In addition, the University has also embarked on a multiyear programme to improve finance, HR and research processes that are underpinned by People and Money, the University's enterprise resource planning system, which will deliver enhanced information, support and guidance to improve efficiency.

Area 3.
Curriculum


THE UNIVERSITY of EDINBURGH

Area 3. Curriculum

Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.

This concerns:

- **Basic Sciences**
- **Clinical Sciences in companion animals (including equine and exotic pets)**
- **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)**
- **Veterinary Public Health (including Food Safety and Quality)**
- **Professional Knowledge including soft skills (e.g. communication, team working skills, management skills).**

When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented. If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER. Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

The VEE's BVM&S degree provides students with breadth and depth of knowledge in veterinary science. This allows appreciation of fundamental scientific principles and their integration with, and application to, the whole animal. This holistic education combines with the staged acquisition of specific clinical and generic skills to produce graduates trained to the core competences identified by accrediting bodies. The curriculum is integrated horizontally and vertically, ensuring professional and clinical skills development from year one and integration across the basic sciences in the early years. The VEE's philosophy is to integrate normal and abnormal structure and function on a systems basis and clinical disciplines on a species basis. The programme has two entry points, with 110 students entering the five-year programme and 60 students entering the accelerated four-year Graduate Entry Programme (GEP) each year. The GEP students join the third year of the five-year programme after their first year of study. The overall model for the four- (GEP) and five-year programmes is laid out in **Appendix 3.1a**.

The BVM&S degree must meet all the quality assurance requirements of the national United Kingdom regulator, the RCVS. As such, the BVM&S curriculum must map to all RCVS 'Day One' Competences (2022) and meet the regulatory requirements of the RCVS, the statutory national regulator of veterinary surgeons in the United Kingdom as established by the Veterinary Surgeons Act (as amended) 1966. As an educational institution in Scotland, the BVM&S degree at the University of Edinburgh must also align with the Scottish Credit and Qualifications Framework (SCQF), with courses aligned to SCQF Levels 8 to 11 (equivalent to Master's Level) as students progress through the programme. Curriculum content, design and review is the overall responsibility of the BVM&S LTC, which meets monthly. Any significant changes require approval by the Board of Studies (proposed changes are reviewed by independent colleagues, discussed by the board, then either approved or returned to LTC for further

discussion/amendment). Course level intended learning outcomes (ILO) are mapped to accreditor competences (e.g. RCVS, EAEVE, AVMA) to ensure alignment with requirements and avoid overlaps, redundancies and omissions. Further details relating to curriculum alignment, governance and quality assurance are provided in the sections relating to **Standards 1.4, 3.2, 3.3 and 3.4.**

Table 3.1.1. Curriculum hours in each academic year taken by each student

Academic year	A	B	C	D	E	F	G	H	J
GEP	240	22	18	99	94	0	0	0	473
Year 1	202	20	7	80	88	0	0	0	397
Year 2	170	31	3	63	83	0	0	0	350
Year 3 (GEP 2)	267	29	15	34	33	0	0	70	448
Year 4 (GEP 3)	258	56	4	33	40	0	0	70	461
Year 5 (GEP 4)	0	0	0	0	0	775	252	70	1097

A: lectures; B: seminars; C: supervised self-learning (all courses have significant allocations of unsupervised self-learning); D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: EPT (selected rotations); H: others (Student Research Component (SRC) project); J: total. Table does not include classes tagged as optional in the student timetable. For transparency, the Student Research Project has been assigned to column H (other), as it could equally map to both columns C and D. All time during final year rotations has been assigned to F (clinical animal work), as activities during core clinical rotations are not tracked via the VEE timetabling system.

Table 3.1.2. Curriculum hours taken by each student

Subjects	A	B	C	D	E	F	G	H
Basic subjects								
Medical physics	These subjects form part of the course entry requirements and so are not taught on the BVM&S programme.							
Chemistry (inorganic and organic sections)								
Animal biology, zoology and cell biology								
Feed plants and toxic plants								
Biomedical statistics								
Specific veterinary subjects								
Basic Sciences								
Anatomy, histology and embryology	101 (42)	7 (4)	1 (3)	11 (14)	79 (74)	0	0	199 (137)
Physiology	82 (48)	22 (4)	0 (4)	2 (13)	29 (2)	0	0	134 (70)
Biochemistry	18 (3)	2 (0)	0	1 (0)	0	0	0	21 (3)
General and molecular genetics	12 (5)	1 (0)	0	1 (0)	0	0	0	14 (5)
Pharmacology, pharmacy and pharmacotherapy	2	2 (1)	0	0	0	2	0	5 (4)
Pathology	50	0	0	0 (20)	8	0	0	58 (78)
Toxicology	2	0	0	0	0	0	0	2
Parasitology	13	4	0	7	0	0	0	25

Microbiology	19	3	0	15 (7)	0	0	0	36 (29)
Immunology	13	2 (1)	0	6	0	0	0	21 (20)
Epidemiology	5	2	3	3	0	0	0	12
Information literacy and data management	11 (8)	2 (2)	94 (0)	7 (3)	0	0	210	324 (223)
Professional ethics and communication	33 (24)	18 (13)	2	9 (15)	0	0	0	62 (52)
Animal health economics and practice management	7	14 (12)	0	0 (3)	0	0	0	21 (22)
Animal ethology	7	2	1 (0)	0	0	0	0	9 (8)
Animal welfare	11 (9)	0	0	2 (0)	0	0	0	13 (9)
Animal nutrition	13	0	0	0	0	0	0	13
Clinical Sciences in companion animals (including equine and exotic pets)								
Obstetrics, reproduction and reproductive disorders	8	0	0	0	0	0	0	8
Diagnostic pathology	4 (2)	2 (0)	0	0	7 (0)	15	0	28 (17)
Medicine	146	16	3	4	2	359	0	530
Surgery	44	0	6	6	9	132	0	198
Anaesthesiology and analgesia	33	6	0	2	0	71	0	112
Clinical practical training in common companion animals	20 (14)	13 (7)	2	4 (2)	28 (21)	26 (31)	0	92 (77)
Infectious diseases	7	0	0	0	0	0	0	7
Preventive medicine	2	2	0	0	0	28	0	33
Diagnostic imaging	15 (13)	5 (4)	3	0	3 (0)	35	0	62 (56)
Therapy in common companion animals	1	2 (0)	0	0	1 (0)	0	0	4 (1)
Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)								
Obstetrics, reproduction and reproductive disorders	12	4 (1)	0	0	0	4	0	20 (17)
Diagnostic pathology	5 (4)	0	0	0	0	19	0	24 (23)
Medicine	31 (30)	5	0	0	0	32	0	67
Surgery	5	0	0	0	1 (0)	0	0	6 (5)
Anaesthesiology and analgesia	3	1	0	0	1 (0)	0	0	5 (4)
Clinical practical training in common food-producing animals	1	3 (1)	0	0	0	14	0	17 (16)
Infectious diseases	10	1	0	0	0	0	0	11
Preventive medicine	8	0	0	0	0	0	0	8
Diagnostic imaging	2	2	0	0	0	2	0	6

Therapy in common food-producing animals	2	1	0	0	0	0	0	3
Animal Production, including breeding, husbandry and economics	33	1	4	0	18	0	0	56
Herd health management	13	6	0	0	2	29	0	50
Veterinary Public Health (including Food Safety and Quality)								
Veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification	20	2	3	3	1	10	0	37
Control of food, feed and animal by-products	12	0	0	0	7	6	0	26
Zoonoses and their prevention	5	2	0	1	0	3	0	10
Food hygiene and environmental health	13	0	0	0	0	12	0	25
Basic food technology	5	0	0	0	0	2	0	7

A: lectures; B: seminars; C: supervised self-learning (all courses have significant allocations of unsupervised self-learning); D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (SRC project); H: total. Figures in brackets denote curriculum hours for the GEP (four-year programme) where these are different to the five-year programme. Hours do not include classes tagged as optional in the student timetable or curriculum hours for the eight weeks of EPT (selected rotations). As each individual student chooses the subject of their EPT, the hours will map differently for each student. The SRC is a 20-credit Level 11 (Master's equivalent) course where students propose, design, undertake and write up a research project (or literature review) of their choosing. It is considered an important capstone element of the BVM&S Programme. The majority of 'therapy' teaching is delivered via the clinical medicine classes. For ease of interpretation, all 210 hours of the SRC course have been mapped to column G. All time during final year rotations has been assigned to F (clinical animal work), as activities during core clinical rotations are not tracked via the VEE timetabling system. Numbers rounded to nearest hour.

Table 3.1.3. Practical rotations under teaching staff supervision (excluding EPT)

Types	**List of practical rotations (Disciplines/Species)**	**Duration (weeks)**	**Year of programme**
Intra-mural clinics (VTH)	Companion animal internal medicine	1	5 (GEP 4)
	Companion animal cardiology	1	5 (GEP 4)
	Companion animal dermatology	1	5 (GEP 4)
	Companion animal oncology	1	5 (GEP 4)
	Companion animal orthopaedics	1	5 (GEP 4)
	Companion animal soft tissue surgery	1	5 (GEP 4)
	Companion animal emergency and critical care	1	5 (GEP 4)
	Companion animal diagnostic imaging	1	5 (GEP 4)
	Companion animal general practice	1	5 (GEP 4)
	Companion animal anaesthesia	1	5 (GEP 4)

	Companion animal exotics	1	5 (GEP 4)
	Companion animal neurology	1	5 (GEP 4)
	Companion animal ophthalmology	1	5 (GEP 4)
	Large animal anaesthesia	1	5 (GEP 4)
	Equine medicine	1	5 (GEP 4)
	Equine surgery	1	5 (GEP 4)
	Equine out of hours	1	5 (GEP 4)
	Pathology	1	5 (GEP 4)
Inglis clinic	Companion animal general practice	1	5 (GEP 4)
Scottish Society for the Prevention of Cruelty to Animals (SSPCA)	Shelter medicine	1	5 (GEP 4)
Ambulatory clinics	Equine practice	1	5 (GEP 4)
	Farm animal practice/hospital	1	5 (GEP 4)
Herd Health Management	Herd and Flock Health	1	5 (GEP 4)
VPH (including FSQ)	Veterinary Public Health and Diagnostic Investigation (VPHDI)	1	5 (GEP 4)
Electives	All electives are classed as EPT and so are not included here.		

Table 3.1.4. Curriculum hours taken as electives for each student

Not applicable – other than selected rotations **(see section relating to Standard 3.5 – EPT)** and the Student Research Component topic, there are no elective choices.

Table 3.1.5. Optional courses proposed to students (not compulsory)

Not applicable – all courses are compulsory.

Description of the core clinical teaching prior to the start of the clinical rotations

Clinical training prior to the start of clinical rotation is structured as a spiral curriculum spanning the first four years (three years for GEP students) of the programme. This spiral curriculum culminates in an intensive six-week Final Year Preparation phase at the end of Year 4 (GEP 3) prior to the start of rotations.

Years 1-2 (GEP 1) focus on the foundational veterinary biomedical sciences, with the Animal Body (AB) courses incorporating the classic ‘ologies’ and the Animal Life and Food Safety Courses (ALFS) providing a foundation in public health, agriculture and animal husbandry. These are taught as a systems-based curriculum, alongside core academic skills. This is continued in the first semester of Year 3 (GEP 2) where students study Veterinary Pathology and a Clinical Foundation Course (incorporates pharmacology). From the second semester of Year 3 (GEP 2), students move to a species-based curriculum, starting with the Integrated Clinical Course (ICC): Cat and Dog and then progressing to the ICC: Farm Animal, ICC: Equine and ICC: Exotics courses in Year 4 (GEP 3). Veterinary Public Health is taught alongside the ICC: Farm Animal course, with both courses designed to closely complement one another to ensure that students can integrate their knowledge across the farm to fork paradigm.

Each year of the programme prior to the start of clinical rotations has a Professional and Clinical Skills (P&CS) course that provides the anchor for the spiral curriculum across years.

Each P&CS course includes a requirement for students to maintain a reflective portfolio of their professional and clinical development. The VEE is introducing competency tracking software (currently MyProgress) as part of this portfolio to facilitate students to better understand how their skills are developing against essential day one competences. At the time of the visitation, this will have been introduced for students in Years 1-3 (GEP 1-2).

The P&CS courses are constituted predominantly of seminar and practical teaching across animal handling, basic clinical and surgical skills and non-technical skills, particularly communication skills. This teaching is designed to integrate with clinical aspects of the other courses on the programme, specifically ALFS course in Years 1 and 2 (GEP 1), where students learn and are assessed in animal husbandry and handling for the most common species (dogs, cats, exotics, horses, cattle, sheep, pigs and poultry). As the students progress into Year 3 and 4 (GEP 2 and 3), the P&CS teaching complements classes in the clinically focussed courses in subjects such as clinical examination of the common species and development of more advanced clinical and surgical skills.

This teaching is supported by significant investment in on campus facilities, including a 300-breeding-ewe flock, 240-cow milking dairy herd, piglet rearing facility, Exotic Animal Teaching Facility (EATF), clinical skills laboratories (small and large animal) and immersive simulation facilities. These facilities ensure that students have access to a wide range of live animals and models for the development of practical skills prior to clinical rotations. The programme also maintains a volunteer staff dog programme to ensure that students have opportunities to work with normal healthy dogs prior to their clinical rotations. Communication skills training is supported by actors in Years 1 and 2 (GEP 1), and a client volunteer programme in Years 3 and 4 (GEP 2 and 3). Consequently, all students have direct experience of implementing the Calgary-Cambridge model of communication, including in challenging scenarios, prior to rotations.

Clinical reasoning is integrated across the programme, with clinical case presentations and clinical reasoning classes embedded within the integrated clinical courses. To support students to better apply their foundational scientific knowledge to clinical scenarios, the Synoptic Problems and CasES (SPaCES) curriculum was introduced into Year 1 of the five-year programme in September 2023. This spiral curriculum that sits within the P&CS courses allows students to follow a series of cases that they use to develop their clinical reasoning skills as they progress through the programme. At the time of the visitation, the SPaCES curriculum will have been introduced to Years 1-3 (GEP 2) of the programme. GEP students in their first year of studies already had a comparable series of classes to support clinical reasoning in the Animal Body Systems and Cases course and so they are introduced to the SPaCES curriculum in the second year of their studies. The roll-out of the SPaCES curriculum will be complete in 2026.

In Year 4 (GEP 3), use is made of the dissection room, post-mortem facility and teaching laboratories to ensure that clinical skills relating to meat hygiene, post mortem examination and surgery are developed prior to core rotations. This includes inspection of material collected from local abattoirs and a full poultry post-mortem examination. Rabbit cadavers are also utilised to gain further experience in basic surgical skills and tissue handling.

Description of the core clinical rotations and emergency services

Core clinical rotations start in June each year. Students spend one week on each of 24 rotations as detailed in **Table 3.1.3**. With the exception of the Inglis general practice rotation, the other 23 rotation weeks are administered from the Easter Bush Campus, with 18 weeks in the VTH and two weeks on ambulatory clinics. The shelter medicine, Veterinary Public Health (VPH) and Herd and Flock Health rotation weeks include site visits to a local shelter, abattoirs and farms respectively. In total, 15 core clinical rotations have a small animal focus and nine have a large animal focus (four weeks equine, four weeks integrated farm/VPH/pathology and one-week large animal anaesthesia). All students must complete one week of out-of-hours experience. Students sit their final examinations at the end of their core rotations in February each year. For students wishing to focus on mixed and/or large animal practice, they have the option of choosing four two-week selected rotations (EPT) with a large animal bias (see below), hence allowing them to graduate with comparable experience in small and large animal practice.

Students remain in the same group of up to seven students for all core rotations. Every rotation week is overseen by at least one senior clinician (lecturer grade or above) who is responsible for ensuring that students are actively involved in the caseload of that service and are appropriately supported by all members of the clinical team (e.g. interns, residents, nurses etc). Students are fully involved in the cases seen by each service and develop responsibility for case management and the keeping of accurate clinical records. Following appropriate General Data Protection Regulation training, students have full access to the client management system (CMS) and all relevant herd and flock health records. This includes direct access to the official milk recording data (via the CIS website) of the Langhill dairy herd. Students become proficient in report writing, including discharge letters, letters to referring veterinary surgeons, abattoir/post-mortem reports and herd/flock health reports.

Description of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin

During the VPH, Evidence Based Veterinary Medicine and Diagnostic Investigation core rotation week, all students (maximum seven in a group) visit a local slaughterhouse (red or white meat) with one of the VPH clinicians. This visit includes a full appraisal of the slaughterhouse, extensive engagement with the in-house virtual slaughterhouse, and report writing. The day after the abattoir visit, the students have a one-hour session with staff to discuss the aspects seen during the visit and to put these observations into context. By the end of the week, the students produce a structured audit report covering welfare, hygiene, Hazard Analysis and Critical Control Points and animal by-products, similar to the audit reports completed by official veterinarians who work for the Food Regulatory body in the UK.

The students also undertake a self-directed milk microbiology investigation, where they visit the University dairy farm and identify animals with subclinical mastitis. This investigation builds on their milking routine and microbiology practical classes earlier in the programme. Infected quarters are identified and the antimicrobial resistance profile of bacterial isolates from these milk samples is determined and reported, alongside appropriate advice to the food business. This integrates with activities during the Herd and Flock Health core rotation week, where all students (maximum seven in a group) spend a day on a dairy farm, which includes a structured assessment of the milking routine (or robots) and plant. This involves an appraisal of the plant design, state of repair/function and implications for food safety and hygiene. Selected rotations (EPT) are offered for students with an interest in Food Safety and Quality (FSQ). The precise schedule of food business visits will vary from year to year, but include

additional slaughterhouse visits and visits to a dairy processor (Graham's Dairies), feed mill (Davidson's Feeds), vertically integrated fish farms and the opportunity to complete the Official Veterinarian (OV) training course at Bristol University. Completion of this course qualifies graduates to become Official Veterinarians authorised by the Food Standards Agency to perform official controls in meat premises in accordance with EU2019/627.

Description of the selection procedures of the Electives

After sitting their final written examination in February, students undertake four two-week selected rotations (EPT) prior to graduation in July. These are chosen in October in Final Year, with swaps allowed through to the end of the year should their preferences change as they experience more of the curriculum. As noted above, students with an interest in mixed/large animal practice can balance the number of small versus large animal rotation weeks they have completed prior to graduation. As with core rotations, on-campus selected rotation (EPT) group sizes are strictly controlled to maximise the student experience. There are no restrictions/pre-requisites in which selected rotations (EPT) can be chosen. Students are asked to rank eight selected rotation choices, with most allocated four of their top five preferences. There are a limited number of places available on some of the external selected rotations (EPT), including Edinburgh Zoo, the Official Veterinarian training course at Bristol University, American Fondouk (Morocco), Highlands and Islands Veterinary Service and the Colorado State University exchange. For these selected rotations (EPT), students are chosen based on a demonstrated interest in and aptitude for the discipline.

Procedures used to ascertain achievement of core practical/clinical activity

ILOs are specified for all core and selected (EPT) rotation weeks. To pass the rotation, students must achieve 100% attendance and demonstrate that they meet the expected standard for all the ILOs that relate to that rotation. Students must pass all 32 rotation weeks prior to graduation. Opportunities are provided for students to catch up on missed time or failed rotation weeks prior to graduation. This summative assessment is made by the senior clinician (lecturer grade or above) responsible for the rotation week, which is informed by the student's performance during the week. Students who are not performing to expectations during the week are provided with verbal feedback to this effect earlier in the week and given the opportunity to remediate. All students receive written summative feedback at the end of each rotation week.

Formative verbal feedback is provided continuously during the week and students are encouraged to reflect on this feedback. This is supported by completion of formative mini-Clinical Exercise (MiniCEX) assessments during rotations. The MiniCEX assessments constitute the students' case logs and are submitted via an online form that includes assessor feedback and student reflections (see **Appendix 3.1b** for a spreadsheet containing the case logs of five anonymised students and **Appendix 3.1c** for an example MiniCEX summary). To pass core rotations, students must submit at least 24 MiniCEX assessments, which must be evenly distributed across all rotation weeks to ensure assessment and reflection across a range of cases. At least two MiniCEX assessments must be completed during the Inglis (companion animal general practice) rotation week, one on communication and one on surgery. A minimum of four MiniCEX assessments must be completed during selected rotations (EPT). Completion is tracked throughout the year and students with an insufficient number of assessments are flagged and must meet with one of the Final Year Directors.

At the end of their general practice (Inglis and Dick Vet Small Animal General Practice) and exotics rotation weeks, students must submit the total number of routine elective surgical

procedures that they have completed as primary surgeon. Students who have completed fewer than two surgeries during these three weeks and/or have not completed an abdominal surgery are invited to undertake additional surgery during selected rotations (EPT). From the 2024/25 academic year, all students are required to complete a case number census to capture their case engagement over the preceding week. This census is run four times over the year so that student engagement with VTH caseload can be monitored.
As noted above, prior to Year 5 (GEP 4), students must maintain a reflective portfolio relating to their professional and clinical skills development. Competency tracking software is currently being introduced to the BVM&S programme. At the time of the visitation, it will be in place for all Year 1-3 (GEP 1-2) students. It will be introduced to Year 4 (GEP 3) in the 2026/2017 academic year and will be used by students starting Final Year rotations from June 2027.

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students. The VEE must also describe how it encourages and prepares students for lifelong learning.

As noted in Standard 3.1, the BVM&S programme is designed by the VEE to meet the day one competences as set out by ESEVT and the RCVS 'Day One' Competences (2022). The ILOs of each course of the BVM&S programme constitute the programme specification and are formally recorded in the University of Edinburgh Degree Programme Tables (DPTs). DPTs can only be modified following approval of the VEE Board of Studies. The specific requirements of the programme are set out in the University of Edinburgh undergraduate Degree Regulations and Programmes of Study (DPRS). The DRPS can only be modified following approval by the University of Edinburgh's central Academic Policy and Regulations Committee. Each course is also assessed against the SCQF and assigned an appropriate level against this framework. Again, this is formally recorded in the DPTs. Further details with respect to Quality Assurance, including student representation to ensure involvement of students in the provision and updating of appropriate learning environments, is detailed in the sections relating to **Standards 1.4, 3.3 and 3.4**.

The BVM&S Programme aligns with the University of Edinburgh's Strategy 2030, specifically the seven values that form the core of its approach to teaching, research and innovation. The Programme is also designed to ensure that it fully implements the University of Edinburgh's Learning and Teaching Strategy 2030 **(see Appendix 3.2).**

To support students in their transition from school to self-learning and lifelong learning in the university context, a Transitions curriculum is embedded within Year 1 of the five-year BVM&S programme. This includes a specific focus on study skills and independent learning and is supported by the P&CS portfolio and Professional Mentor system. Every student who started the programme on or after September 2023 is assigned to a Professional Mentor group (approx. 10-12 students) that meet together with their Professional Mentor each semester to

reflect on their academic and professional development. These discussions are supported by student reflections within the competency tracking portfolio. Professional Mentors must have experience of working within a regulated professional context (the vast majority are veterinary surgeons or veterinary nurses) and receive in house training specific to the role.

Standard 3.3: Programme learning outcomes must:
- **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework**
- **include a description of Day One Competences**
- **form the basis for explicit statements of the objectives and learning outcomes of individual units of study**
- **be communicated to staff and students**
- **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**

Description of the educational aims and strategy in order to achieve the learning outcomes

The educational aim of the of the BVM&S programme is to equip veterinary graduates with both the day one competences required at graduation and skills necessary to have adaptable and fulfilling careers, years or decades after graduation. The strategy to achieve these educational aims is to design and deliver a curriculum that maps to both accreditor day one competences and the University of Edinburgh's Skills for Success.

Intended learning outcomes (ILOs) are structured in a hierarchical manner, with course level ILOS **(Appendix 3.3)** providing the overarching structure of the programme. Each module nested within a course and each learning activity nested within a module has ILOs that map in turn to the course and module level ILOs respectively. The same is true for each core and elective rotation, where individual rotation ILOs map to the following overarching Final Year ILOs.

Overarching Final Year (core rotation) ILOs:
- Demonstrate technical competency in entry level clinical and practical skills in order to successfully perform common procedures
- Demonstrate proactive case management and actively participate in all aspects of care
- Obtain a pertinent history, interpret findings of clinical examination/assessment and apply preclinical knowledge in order to formulate a prioritised problem and differential list for individual cases or groups
- Formulate an appropriate diagnostic and/or therapeutic plan, tailored to animal and client needs; Adequately interpret test results and integrate within the context of the case
- Communicate effectively and professionally with clients, staff and peers in written and verbal form, using appropriate language

Overarching Final Year (selected rotation EPT) ILOs:
- To explore areas of special interest within the selected rotations and EMS
- To further develop practical surgical and medical clinical skills within a chosen area of interest
- To combine and advance skills in history taking, clinical examination and in formulating a list of problems, differential diagnoses and problem solving within a chosen area of interest
- To develop further the spirit of intellectual curiosity and academic enquiry

In addition to these clinical ILOs that must be fulfilled for all rotation disciplines prior to graduation, students are also required to meet the ILOs of the Student Research Component course, which requires students to submit an SCQF Level 11 (Master's level) dissertation:

- Demonstrate the ability to critically review and evaluate evidence in support of practising evidence based veterinary medicine
- Develop a project hypothesis and an approach to testing the hypothesis that are founded on appropriate experimental and ethical considerations
- Prepare and present a scientific written report including a critical assessment of relevant literature
- Demonstrate an ability to work independently whilst communicating effectively with the supervisory team

Ensuring that the learning outcomes fit with the ESEVT Day One Competences

To ensure that the programme provides a cohesive framework that delivers against accreditor day one competences, all course level and individual core rotation ILOs are mapped to the domains and competences specified by the:

- European Association of Establishments for Veterinary Education **(see Appendix 3.3).**
- Royal College of Veterinary Surgeons
- American Veterinary Medical Association Council of Education

How learning outcomes are decided, communicated, assessed and revised

The BVM&S LTC has oversight of all ILOs. Any changes to ILOs, at any level, must be presented to and approved by the BVM&S LTC. The structure and operation of the BVM&S LTC is detailed in the section relating to **Standard 3.4.** Any changes to course level ILOs are then passed to the VEE Board of Studies (BoS) for review prior to cascading any approved changes to the University of Edinburgh's DPTs. These DPTs are publicly available, as are the minutes of the BVM&S LTC. Students also have access to all ILOs, at all levels, via the virtual learning environment. See section relating to **Standard 3.4** for details on curriculum review.

Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:
determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum
oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes
perform ongoing reviews and periodic in-depth reviews of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned
identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.

Curriculum content, design and review is the responsibility of the BVM&S LTC, which meets monthly. The committee is chaired by the BVM&S Programme Director and is constituted of all course organisers, representation from the DVSU and other key colleagues with oversight of the curriculum and student experience. Any major changes require approval by the Board of Studies (proposed changes are reviewed by a separate colleague(s), discussed by the board then either

approved or returned to LTC for further discussion/amendment). All business of the BVM&S LTC is available publicly. A post-course review is completed at the conclusion of each course, with minor course changes reviewed and approved by the LTC, prior to implementation the following year **(see Appendix 3.4 for a graphical summary of this annual process).**

The SupportEdu committee continually reviews the training needs for all educators at the VEE and maintains overall oversight of the portfolio of training provision. The chair of the SupportEdu committee reports to BVM&S LTC quarterly to ensure alignment of training needs.

A formal curriculum review is conducted by the BVM&S LTC every seven years to assess the ILOs across the programme to ensure that they are relevant and that they appropriately map to the requirements of both the University of Edinburgh and its external accreditors. The last curriculum review was in 2019, which resulted in the implementation of the SPaCES and Transitions curricula. All course level and Final Year rotation ILOs were also revised to ensure they meet current best practice guidelines with respect to ILO formulation following the last joint RCVS and AVMA visitation report in 2022/23. **See section relating to standard 1.4** for further details relating to Quality Assurance and how the BVM&S LTC interacts with the VMQAC.

Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another. EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person. EPT itself cannot replace the Core Clinical Training (CCT)[1] under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.

All students must undertake four two-week selected rotations (EPT) prior to graduation. These take place after students have completed their core rotations and final written examinations. As can be seen in the section relating to **Standard 3.3**, the ILOs of the selected rotations (EPT) are different to those of the core rotations and are focused on developing an area of specific interest prior to graduation. Students have free choice of selected rotations (EPT) and as such, students must demonstrate all Day 1 Competencies during core rotations and prior to starting their selected rotations (EPT). Selected rotations (EPT) complement the curriculum by providing students with a period of elective clinical experience between sitting their final written examinations and graduation. One advantage of this model is that students who have failed individual core rotations and/or final written examinations have time to resit these assessments prior to graduation i.e. provided they pass the resit, they can graduate with their colleagues.

Table 3.5.1. Curriculum days of Elective Practical Training (EPT) for each student

Fields of Practice	**Minimum duration (weeks)**	**Year of programme**
Students have free choice of the following **intra-mural** selected rotations: • Companion animal internal medicine • Companion animal cardiology • Companion animal dermatology • Companion animal oncology • Companion animal orthopaedics • Companion animal soft tissue surgery • Companion animal emergency and critical care • Companion animal diagnostic imaging • Companion animal general practice • Companion animal anaesthesia • Companion animal exotics • Companion animal neurology • Companion animal ophthalmology • Large animal anaesthesia • Mixed small and large animal anaesthesia • Equine medicine/first opinion practice • Equine surgery • Farm animal practice and herd/flock health • Advanced farm animal practice • Pathology • Veterinary Public Health • Animal Behaviour and Welfare • Conservation Medicine • Laboratory Animal Medicine Students also have free choice of the extra-mural selected rotations (EPT) listed in the section below **(Standard 3.6).**	8 weeks (4 x 2 week rotations)	5 (GEP 4)

In accordance with RCVS requirements, all students must also undertake 38 weeks of extramural studies (reducing to 30 weeks for students who started in September 2024). The VEE has been advised by EAEVE that extramural studies should not considered as EPT. For further information relating to extramural studies, please refer to the RCVS EMS Policy, which has been fully implemented at the VEE.

Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme. There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

The majority of selected rotations (EPT) are delivered on campus **(full list in Table 3.5.1)**. Feedback regarding the performance of students during intramural selected rotations (EPT) is collected using the same online feedback tools as core rotations.

The following extramural selected rotations (EPT) are offered to students:

Extramural selected rotation (EPT)	**Supervising teaching staff member**	**Assessment of students**	**Link to R(D)SVS**
Companion animal general practice at Inglis	Carolyn Morton	Online feedback tool	Contract
Commercial Poultry Practice	Claire Fisher and Javier Benito Ortiz	Paper form	Briefing via e-mail
Edinburgh Zoo	Jenna Richardson	Paper form	Briefing via e-mail
Highlands and Islands Veterinary Service (HIVS)	Fraser Murdoch	Paper form	Briefing via e-mail
Pig practice	Claire Fisher and Javier Benito Ortiz	Paper form	Briefing via e-mail
American Fondouk (Morocco)	Padraig Kelly	Paper form	Contract **(See Appendix 3.6)**
Colorado State University exchange	Claire Fisher and Javier Benito Ortiz	Paper form	Contract. Is an AVMA accredited school.
Official Veterinarian Training (Bristol University)	Cristina Soare	Paper form	Briefing via e-mail. Is an EAEVE accredited school.
Student organised rotation	Claire Fisher and Javier Benito Ortiz	Paper form	Briefing via e-mail. Must be RCVS Practice Standards Scheme member.

Extramural providers provide feedback on the selected rotation (EPT) programme via the supervising teaching staff member. Unless urgent action is required, this is reviewed by the Final Year LTC on an annual basis. Students can contact their Student Adviser, their Professional Mentor or the Final Year Directors should they require support when attending extramural EPT.

Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

Assessment is as described in the relevant section relating to **Standard 3.1**. Specifically, students must meet the ILOs of each selected rotation (EPT) and complete a minimum of four MiniCEX assessments during their selected rotations (EPT). For student organised rotations, ILOs are agreed between the student, the placement provider and Final Year LTC.
Students are able to provide feedback to the supervising member of teaching staff either directly or anonymously during their rotation. Anonymous feedback can be provided either through the rotation feedback survey or via What Matters to Ewe. This feedback is reviewed

both in real time by the supervising teaching staff member and by the Final Year LTC. Non-urgent actions in response to student feedback are agreed at the post-course review

Comments on Area 3

The BVM&S curriculum offers an established and successful programme of study that is aligned with both the Day 1 Competencies of multiple accrediting bodies and the graduate attributes of the University of Edinburgh. After establishing foundational knowledge in the veterinary biosciences, students move from a systems-based mode of learning to a species-based mode of learning for the clinical programme. The lecture-free capstone Final Year provides 32 weeks of clinical rotations predominantly delivered on the VEE campus that cover a wide range of companion animal, equine and food-producing animal disciplines. In addition to a dedicated VPH course and Final Year rotation, aspects of VPH are integrated across the curriculum. Students have the opportunity to develop their individual interests in specific domains of practice via a programme of eight weeks of selected rotations (EPT) after completing their core rotations and written final examinations. All students also undertake a Student Research Component project or literature review (SCQF Level 11 master's level course) in a subject of their choice, ensuring that all VEE graduates have experience of primary research. Students particularly appreciate that final written examinations and core rotations are completed by February of Final Year, giving them the opportunity to develop their own areas of interest in the last few months of study and a resit opportunity for all students prior to graduation.

Suggestions for improvement in Area 3

With the 2025-2030 VEE strategy developing a challenge-focused approach to all activities on campus, the next curriculum review (summer 2026) will consider how more challenge-type learning can be incorporated into the curriculum. Like many veterinary curricula, overload is an ongoing problem that will also have to be considered. The programme includes a spiral professional and clinical skills curriculum that runs throughout all years of study. This has always been supported by a portfolio and the programme team are now focusing on how this portfolio can be updated to take advantage of the new competency tracking capabilities that have been introduced into the programme. This should lead to the introduction of programmatic assessment in 4th (GEP 3) and Final Year **(see sections relating to Standard 8).**

Area 4.
Facilities and equipment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Area 4. Facilities and equipment

Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.

Description of the location and organisation of facilities used for the veterinary curriculum

The Easter Bush Campus, eight miles south of Edinburgh city centre accommodates the majority of the VEE's physical facilities and equipment. Langhill Farm, two miles from campus is also used for teaching. Nearby extramural facilities used for core clinical training include local companion animal primary care practices (Inglis Vets) and Edinburgh and Lothians Animal Rescue and Rehoming Centre run by the Scottish Society for the Prevention of Cruelty to Animals (SSPCA). A map of the Campus, along with information on Inglis and the SSPCA, is provided in **Appendix 4.1a – 4.1b.**

The William Dick Building (13,912m^2) offers extensive teaching, support and administrative spaces. The ground floor includes an atrium, reception area, cafeteria, two lecture theatres, two digital teaching suites with computer access, a large seminar room, dissection room, post-mortem facilities with associated diagnostic laboratories, multi-head microscope teaching room, two large teaching laboratories, student common room and a student locker room with shower facilities. There is also a Student Adviser Hub on the ground floor with flexible meeting space. On the first floor, five tutorial/meeting rooms and a quiet study area lead directly off the large library, with five other larger tutorial/meeting rooms on the same floor. All tutorial rooms can be used for private study when not in timetabled use. For practical studies there is a large 'study landscape' with teaching aids, specimens and group study areas with computer access, and a small animals clinical skills laboratory. Two further rooms near the clinical skills laboratory serve as self-directed study space and clinical simulation space, providing a mock consult room environment. The second floor contains staff offices, meeting rooms, and a staff breakout area.

The Hospital for Small Animals (HfSA) (5,327m^2) accommodates a small animal general practice (primary) and full companion animal referral services in a two-story building. Specialist-led admitting referral disciplines (behaviour, cardiology, dermatology, emergency and critical care, internal medicine, neurology, oncology, ophthalmology, orthopaedics and soft tissue surgery) are supported by specialist-led diagnostic imaging and anaesthesia services. The ground floor houses a reception area, 13 consulting rooms, 11 treatment rooms, a seminar room, eight wards - two for exotics, one feline (space for 17 patients) and four canine (space for 90 patients), plus an emergency receiving room and an intensive care unit. There is also a dedicated isolation facility **(see Standard 4.6)** and a small ward for cats undergoing I131 treatment. There is an imaging suite comprising CT, 1.5 T MRI, two X-ray rooms with associated machines, one of which can perform fluoroscopy, and two dedicated ultrasound rooms. Adjacent to imaging is radiotherapy (Varian Trubeam Linear Accelerator). There is a large surgical suite, including four theatres with anaesthesia and recovery spaces and associated sterile services. Further facilities include an endoscopy suite, a laser adapted treatment room, dental imaging, and an in-house laboratory. There is a large central atrium providing congregation, computer and study space. On the first floor, there are two further

consult rooms, physiotherapy and hydrotherapy suite, teaching spaces, desking with computer access for students, storage rooms, a tearoom and resident and student overnight accommodation. There are also staff offices located throughout.

Dick Vet Equine (4,144m^2) comprises the 'Dick Vet Equine Practice' (ambulatory) and 'Dick Vet Equine Hospital' **(DVEH),** providing referral services. The main Hospital has stabling for 24 in-patients (excluding ICU and isolation cases) and six out-patients **(884m^2).** The Critical Care Facility within the Hospital comprises a central work area with access to five stables: one padded mare and foal stable with separate foal unit for intensive neonatal care; one padded stable with overhead winch facility for sling attachment; three additional ICU stables. There is the capacity to isolate cases within the dedicated isolation facility **(see Standard 4.6)**. Remote visual monitoring of cases is achieved through CCTV installations in five ICU boxes, two 'overflow' isolation boxes, one box in the main barn. Real-time footage is permanently displayed in the staffed pharmacy and both real time and archived footage can be viewed remotely from the Easter Bush site. There are three additional large examination rooms with central stocks (for advanced dentistry and orthopaedics), an indoor trot-up and hard lunge area (with two adjacent small procedure rooms), a central staffed pharmacy and a large records room which accommodates small group teaching activities. In addition to the indoor trot up facility, there is an indoor soft lunge area, an external large lunge area and an outdoor menage for diagnostic studies 'under saddle'. All are used for diagnostics and for demonstrations/teaching. There is grazing availability adjacent to the main hospital for both in-patients and the teaching herd.

Adjacent to the main Hospital is **the Equine Diagnostic, Surgical and Critical Care Unit (EDSCCU) (1,664m^2)** which includes two operating theatres (soft tissue and orthopaedic) with upper-level viewing galleries (equipped with microphone and video link to theatre lights), three induction/recovery rooms (with an assisted recovery system), a standing surgery and CT (Pegaso) suite, two examination rooms (ultrasonographic imaging and triage), a small on-site laboratory and a radiography suite. There is also a scintigraphy suite. On-site accommodation is available for both interns and students on out-of-hours rotation.

The Dick Vet Equine Practice (DVEP) comprises six vets with a fleet of six customised vehicles, providing a primary care service to the region and a significant contribution to the DVEH referral caseload. The practice is well-equipped for ambulatory work i.e. DR radiography, mobile endoscopic, gastroscopic, ophthalmoscopic, ultrasonographic and dental equipment.

The Farm Animal Teaching Hospital (FAH) (1,126m^2) accommodates the farm animal teaching facility. It has a range of animal accommodation capable of housing all the main production animal species. The Hospital also contains one seminar room, laboratory, secure pharmacy, changing facilities, and a disinfection and cleaning area. Equipment is available through the Farm Animal Practice and includes IMV imaging Easiscan B-mode ultrasound machines and one Mindray M7 doppler ultrasound machine for diagnostics. Digital radiography is available. The animal housing facilities include two bull pens with bedded area and restraint head yokes that allow standing surgery, eight boxes for cows and/or youngstock, six smaller pens for calves or group housed sheep, and nine individual pens for calves or sheep. There are two surgery areas, one for small ruminants and obstetrics, and another with a handling crush for large animal examination and standing surgery. A mobile milking machine allows in-patients to be milked. There are student changing facilities, tutorial rooms, teaching laboratories, procedure rooms and animal handling facilities. This

facility is dedicated to teaching using donated clinical cases. There are isolation facilities close by, but separate from the Hospital, allowing the treatment of referred cases. These consist of two self-contained boxes with associated handling facilities, which allow cattle, small ruminants, and camelids to be held in isolation. This allows staff to treat these animals as appropriate and return them to their farm of origin. These facilities would also be available in the event of an infectious disease outbreak in the main FAH.

Easter Bush Middle Wing (1,368m^2) accommodates the **Farm Animal Practice (FAP, ambulatory).** Facilities include a reception area, student breakout area, tutorial room, pharmacy and diagnostic laboratory. This wing also provides office accommodation for both farm and equine staff, alongside key support staff. The Farm Animal Practice is equipped with four customised vehicles which are identically stocked to provide routine first opinion veterinary work to our practice clients. The practice has scanners and digital radiography equipment outlined above, equipment for bull/ram testing and two mobile bovine foot trimming crushes. **F Block and I Block (885m^2)** include the Large Animal Clinical Skills Lab, tutorial rooms, Exotic Animal Teaching Facility, Equine Scintigraphy Unit and Farm Animal Isolation pens. **The Sheep Shed (1,083m^2)** is located adjacent to the main Campus within walking distance of the teaching building. The sheep shed is used to demonstrate both husbandry and veterinary care. There are dedicated changing facilities. **The Roslin Institute (13,912m^2)** houses the majority of research activity for the VEE, and also a lecture theatre used for undergraduate teaching.

Langhill Farm is a **310-hectare** livestock farm close to the Campus that provides accommodation for a 240-cow dairy herd and its young stock, including modern milking and animal handling facilities. Camera facilities provide staff and students remote access to monitor activity during birthing season. All farm facilities are used for demonstration and teaching, whilst a dedicated building with special stocks is also available for safe and unhindered access to cattle whilst teaching. There are two tutorial rooms and student changing facilities onsite.

Strategy and programme for maintaining and upgrading the current facilities and equipment and/or acquiring new ones

All Campus departmental equipment is held on the VEE's equipment database. The database uses barcoding to track and trace, allowing identification of locations, estimate values and insurance values of equipment. It records maintenance, calibration and servicing records, allowing identification of equipment for replacement and aiding budgetary decision making. Equipment under €11,500 can be purchased through the VEE's departmental budgets, while any equipment over is purchased from the University's capital expenditure budget **(see Standard 2.1).** Building works/upgrades <€1.1m are managed through the Estate's Minor Works and Small Projects team. In recent years, the VEE has used this annual budget to upgrade Isolation facilities, increase ward and consultation space capacity in the HfSA, and create the Student Adviser Hub. New Building Projects >€1.1m are managed between the VEE and University Estates and form part of the University's Capital Development Plan. The Campus has benefitted from major investment over the last 17 years (€438m+), and is fortunate to have modern, fit-for-purpose facilities which accommodates the student and staff population.

How the VEE ensures that all physical facilities comply with all relevant legislation

The University's Building Survey team perform regular surveys of each building across the University estate over a 5-year cycle. The local Facilities team is responsible for ensuring

buildings, equipment and teaching technical support services are maintained with appropriate records, and is the first point of contact for reports of faults, service and accommodation requests. The team is supported by the University's Estates and Buildings (E&B) department, which carries out all building maintenance on Campus. Central E&B provide a 24hr, 365-day emergency service with specialist trades available to respond to critical failures in equipment and plant, and provide and manage security, cleaning, car parking and porter services on site. All critical services are remotely monitored and alarmed with local response teams in place to react and assist. All critical power has generator back up in the event of failure in supply. All hospital and clinical practices are accredited by the RCVS Practice Standards Scheme and are inspected for legal compliance, including medicines storage regulations, under that scheme. In addition to H&S and biosecurity **(see Standard 4.9)**, VEE activities are compliant with a range of other legislation, including counter-terrorism and animal welfare.

Fire safety arrangements are based on fire risk assessments that are conducted by the University Fire Safety Unit. Automatic fire detection and alarm systems are in place in all buildings. Annual fire drills are performed including measures for animal patients. Air monitoring for sensitising agents, i.e. formaldehyde and animal allergens (dust), takes place in areas where these are likely to be highest to check that control measures are adequate. Ventilation systems are on a planned preventative maintenance schedule to ensure compliance with requirements for air flow/quality.

Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.

Teaching facilities

The VEE has four large lecture halls, three based in the William Dick Teaching Building (77.9m^2, 77.9m^2, 193m^2) and one in the Roslin Institute (137m^2). Student lectures are delivered in all spaces, with up-to-date AV, power sockets and Wi-Fi connection **(see Standard 4.1 for details).**

Number of Lecture Halls	1	2	3	4
Number of places per lecture hall	202	202	254	98

Total number of places in lecture halls: 756

Several group workspaces are available on campus across all buildings. All have AV facilities and Wi-Fi connection. Some of these spaces will also have SMART boards, teaching aids and in-built computers for group work.

Number of rooms that can be used for group work

Room	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Places	20	20	20	20	20	10	10	10	10
Room	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
Places	10	20	20	48	60	40	12	15	40
Room	**19**	**20**	**21**	**22**	**23**	**24**			
Places	14	8	40	30	20	30			

Total number of places in rooms for group work: 547

Number of laboratories and skill labs for practical work by students:

Room	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Places	40	40	60	96	120	20	50	50	10
Room	**10**	**11**							
Places	8	20							

Total number of places in rooms for practical work: 514

There are two large clinical skills units (small and large), both together have a capacity for 138 students. There is a dissection room (120 capacity), currently with 30 tables and four demo tables. There are two large teaching labs with 96 compound microscopes and 50 dissection microscopes. One lab is used for contamination level two classes (microbiology) and one lab is used for examinations, parasitology, immunology, histology and pathology classes. There is also a virtual microscope, allowing access to all teaching slides on- and off-campus for students. There is a farm animal lab within the FAH and a large teaching shed at Langhill Farm for practical work by students. **See Standard 4.1.**

The VEE has a large post-mortem (PM) suite **(120m^2),** capable of accommodating most species. There are separate student and staff entrances via changing facilities. It is fully serviced with hoists, a hydraulic table and smaller trolley tables with lockable wheels (for smaller carcasses) to allow safe handling and examination of carcasses. A smaller derogated Category 3 necropsy area contains a Class 2 microbiological safety cabinet, suitable for higher risk necropsies with known or suspected non-airborne Hazard Group 3 pathogens. Undergraduate students are not involved in higher risk diagnostic necropsies. There is a bio-secure viewing gallery, permitting the demonstration of necropsy material to students without the need to enter the suite. The viewing gallery has screens and microphones that connect to the PM room. There is a separate multi-headed microscope room used for cytology and histopathology small group teaching. In addition, there is a slide scanner and a virtual microscope used for digitised histopathology teaching.

The VEE has a comprehensive range of histology, clinical laboratory and microbiology facilities. These support students by producing material/data for teaching and student projects, while allowing for diagnostic provision to: internal hospitals, referring veterinary practices and research workers from across the University and elsewhere. The Microbiology team actively supports varied research projects including those of veterinary undergraduates and residents.

Clinical Facilities

The VEE owns and operates referral hospitals for small animals and equines, and hospitalisation facilities for production animals. It also runs a first opinion small animal practice and ambulatory first opinion equine and production animal practices, additionally the VEE has its own Pathology services. **See Standards 4.1, 4.3 and 4.4**. Each species area has its own clinical skills area with models and manikins specific for the common clinical tasks in that species.

Other Facilities

Students have access to a variety of study areas both in the teaching building and clinical areas. All tutorial rooms are also available for study when not booked for formal classes

(availability is displayed electronically outside each room). The library has 61 study spaces, six open-access PCs, an adjustable height desk (with assistive technology) a standing height desk and further comfortable seating. The Study Landscape and quiet study space next to the library accommodate up to 30 students each. All students are allocated a personal locker in the main locker room in the William Dick Teaching Building, and there are student lockers and changing rooms available for those on clinical rotations. The Campus has two cafeteria areas (seating 524 in total and open 07:45am – 3:30pm) accessible for all staff and students. Students can also bring their own food to eat in these areas and microwave ovens are provided. Undergraduate vet students also have a dedicated common room with table games and soft seating. There are vending machines in all main buildings including the HfSA that are available 24/7. All buildings have toilets open to staff and students and shower facilities are available in the William Dick Building and throughout clinical areas. First Year students can apply for University accommodation in the city centre; other years tend to live in private rented accommodation in the south of the city. There is on-site student accommodation in the HfSA and Equine areas when working out of hours. There is a modern gym available for use by staff and students in the Charnock Bradley Building, complete with changing rooms, showers and cycle change facilities. A perimeter access road incorporates a 5km 'trim trail' for staff and students. Additionally, a new grass pitch was created in 2021 for sporting events. Between the teaching building and the HfSA there is a large garden, designed to allow quiet walks in pleasant surroundings for relaxation and contemplation. In addition, there is a volunteer-run campus vegetable allotment and apiary.

Brief description of the staff offices and research laboratories

There are staff offices in the William Dick Building (academic, professional services and pathology), further clinical staff offices within the HfSA (including vet services and the client care team), Equine and Farm offices in the Middle Wing building next to the Large Animal Hospital. Research is primarily carried out in the Roslin Institute where all laboratories operate at a minimum of Containment Level (CL) 2 and are shared on a communal basis arranged by research group and containing a variety of standard and bespoke laboratory equipment. The building also houses the University's only CL3 laboratories, a laboratory certified for handling of Specified Animal Pathogen Order level 2 pathogens and space for >100 -80°C freezers to securely archive research samples. The building has a Central Services Unit that provides laboratory housekeeping and houses multiple scientific facilities, including: Proteomics and Metabolomics, Bio-Imaging, Flow Cytometry and a Phenotyping platform, all of which are available to researchers throughout the University.

Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:

- **be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students**
- **be of a high standard, well maintained and fit for the purpose**
- **promote best husbandry, welfare and management practices**
- **ensure relevant biosecurity**
- **take into account environmental sustainability**
- **be designed to enhance learning.**

Healthy animals

The VEE has its own sheep flock and dairy farm (Langhill Farm – **see Standard 4.1**) and local involvement with Scotland's Rural College (SRUC)'s beef and sheep farms, which have over 3,000 beef cattle and sheep. There is an onsite Exotic Animal Teaching Facility, which

houses a range of small mammals, reptiles and birds; and ten teaching horses, which are used for formal classes and routine care. Students also can access healthy horses through the Edinburgh University Exmoor Pony Trekking Section and be involved in their routine care. Volunteer staff dogs (that are tested for temperament) are used for hands-on, non-invasive teaching. The general practice based in the HfSA (and Inglis Vets) and the ambulatory practices (Farm and Equine) provide preventative health care services to healthy animals. A batch of healthy weaned piglets are purchased each year and housed on campus through to finishing for teaching classes.

Research animals

All animals enrolled in research studies are housed in designated areas on either Dryden farm or on Campus under specific conditions determined by the UK Government Home Office A(SP)A Establishment license. Only students undertaking laboratory animal selected rotations (EPT) have access to these animals. These include research facilities for large animals in the Large Animal Research and Imaging Facility (LARIF) which provides nationally-unique infrastructure and technical expertise. The National Avian Research Facility (NARF) provides conventional accommodation for avian species to study embryonic development and lifelong health. There are also research facilities for aquaculture equipped with hatchery and disease challenge facilities. Small rodent behaviour research is carried out in a dedicated Biological Research Facility.

Hospitalised animals

Spaces and facilities for hospitalised animals are detailed in Standards **4.1** and **4.4.**

Equine

The DVEH accepts secondary and tertiary referral cases (~ 2000 cases per annum) from private veterinary practices across Scotland and the North of England. There is a well-equipped Clinical Skills Facility with an array of teaching mannequins and educational tools. Overall, there are five dedicated clinical working spaces (two in EDSCCU and three in the main Hospital building) of sufficient size for group teaching as well as patient examination. There are three dedicated on-site tutorial rooms. The DVEP provides a primary care service to the region and a significant contribution to the DVEH referral caseload. The DVEP has a client base of ~1300, with ~ 2500 registered horses. See **Standard 4.1** for further details.

Small Animals

The HfSA accepts secondary and tertiary referral cases from private practices in northern England, Scotland and beyond. Caseload for the HfSA is more than 25,000 per year. The Dick Vet General Practice (DVGP) has 1,971 registered primary care clients, with approximately 4,850 registered animals. **See Standards 4.1 and 4.4.**

Farm Animal Hospital and Practice

The Farm Animal Practice (FAP) provides farm animal clinical ambulatory services to local farms, and hospital cases from these farms, as well as offering referral facilities for farmed animals across Scotland and the North of England. The FAP has approximately 220 registered clients within a one-hour drive of the campus, including six dairy farms, three commercial pig farms, many mixed beef and sheep farms and a small number of smallholdings on the outskirts of Edinburgh. It has an expanding South American camelid caseload.

Pathology

Easter Bush Pathology accepts biopsies, post-mortem cases, clinical pathology samples (cytology, biochemistry and haematology), and microbiology samples from the VEE's hospitals, external private practices, zoos and research units. A diagnostic post-mortem service is provided for an external laboratory. The annual caseload is approximately 450 post-mortem cases, 2500 biopsies, 3000 cytologies and 2000 microbiology samples.

Details of clinical equipment across all departments can be found in Appendix 4.3a-d.

Brief description of the premises used for the practical teaching of VPH (including FSQ)

Since 2015, the network of abattoirs in the South of Scotland has reduced from twelve to nine due to closure. The VEE is still able to guarantee that students undertake structured abattoir visits during their VPH core rotation in Final Year. These are full-scale commercial abattoirs slaughtering a variety of species (cattle, sheep, pigs and poultry) often with associated cutting plant operations. There is only one high-throughput commercial poultry abattoir in Scotland, and this has limited the exposure of students to visit white meat slaughter facilities. However, since 2022, the opening of a poultry slaughter facility owned by Aviagen and managed by SRUC close to campus has allowed the VEE to offer students a more balanced exposure to white meat, as well as red meat, slaughter. Each core rotation group (max seven students) visit one commercial abattoir, where they carry out an audit of the Food Safety Management System, under the guidance of a member of staff. Prior to the core rotation, the students will have had exposure to the Virtual Slaughterhouse **(see Standard 6.1 for details)**. All students will also have obtained experience in the harvest of milk at Langhill Farm and have assessed the milk harvesting and plant operation either at Langhill or one of 12 other local dairy farms. The VEE has established a network with the Scottish food industry that provide access to other foodstuff processing establishments in Scotland including an animal feed mill, meat preparation, meat products, ready-to-eat products, wild game, dairy, fish and shellfish products. Students can visit a selection of these during Final Year selected rotations (EPT). **See appendix 4.3e for further information.**

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector. The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

Organisation and management of the VTH and ambulatory clinics and how they are organised in order to maximise the hands-on training of all students

All clinical services are under the direct management of the VEE **(see Figure 1.2a)**. They are arranged on a species basis, with each clinic within a department that is also responsible for the teaching of clinical science in those species throughout the curriculum. This aids

integration of the theory and practical clinical training. Many staff contribute in first and second year within their research and/or clinical specialisation. All departments have UK and European recognised specialists and are recognised training institutions for at least one European college. The clinics maintain a caseload to match the balanced species coverage of the curriculum.

Equine Clinical Teaching
All equine clinical teaching is delivered by clinical staff of the DVEH and DVEP, which provide services 24/7, 365-days-per-year. Students are involved in clinical service deliveries for almost all of the calendar year. The normal opening hours of DVEH and DVEP are Monday to Friday 0900-1730, with emergency cover at nights and weekends. The DVEH caseload is divided into three broad services (Internal Medicine, Soft Tissue Surgery, Orthopaedic Surgery) with additional aligned services (Behavioural Medicine and Sports Medicine). During the Final Year four-week core rotation, each student spends a week in: Internal Medicine, Surgery (soft tissue and orthopaedics), Out-of-Hours and DVEP. Two-week equine selected rotations (EPT) are offered in medicine/DVEP (combined) and surgery (soft tissue and orthopaedics combined).

During Final Year, 'core' and 'selected' rotations, students routinely take clinical histories, perform clinical examinations and develop practical skills, including orthopaedic, colic and dental examinations; injections and catheter placement. They also complete diagnostic and therapeutic procedures including diagnostic nerve blocks; radiograph, ultrasonogram and laboratory data interpretation; nasogastric intubations and transrectal examinations; ophthalmic and oral examinations. On core surgery rotations, each student will complete a full oral examination and routine dental treatment. Students are responsible for routine in-patient checks, medication administration and record keeping, performed under the supervision of a service intern. DVEH on-call services are provided via a hospital rota which includes a nurse, intern, resident, senior medic, senior surgeon, anaesthesia resident and anaesthesia senior. DVEP on-call services are provided via a rota which includes five DVEP clinicians. Students participate in the out-of-hours work as a core rotation. All students are involved in the fortnightly farriery clinic.

The DVEH and DVEP clinical staff are also responsible for equine-based teaching to students prior to Final Year in both tutorial and practical formats. Practical classes utilise teaching mannequins, the teaching horse herd, hospitalised cases and cadaver material.

Small Animal Clinical Training
The vast majority of small animal clinical teaching is delivered by the clinical staff at the HfSA and the DVGP, which provide services 24/7, 365 days per year. Students are involved in clinical service deliveries (core and selected rotations) for almost all of the calendar year. The opening hours of the Practice are 9:00-18:00 Monday-Friday and 9:00-12:30 Saturday. Core Final Year small animal rotations include one week each of 13 clinical services **(see Table 3.5.1)**. During these rotations, students take histories, perform clinical examinations, both general and discipline-specific (for example, orthopaedic, ophthalmological, dermatological and neurological), develop investigation and treatment plans, perform and interpret diagnostic tests and develop clinical reasoning and practical skills to meet day one competencies. They are involved in client communications, medical record keeping and patient care, including patient discharge. During the exotics rotation, students participate in a rabbit neutering clinic. Teaching is case-led and experiential, with a small number of tutorials designed to consolidate knowledge.

Selected rotations (EPT) of two weeks duration are offered in all services (soft tissue surgery and orthopaedics offer a joint selection). The Hospital is staffed out of hours by Emergency and Critical Care (ECC) clinical staff, interns, nurses and animal care assistants, with residents and seniors from on call across a broad range of disciplines.

Farm Animal Clinical Teaching
Farm animal clinical teaching is integrated across the curriculum with VPH and FSQ. This includes delivery of the Integrated Clinical Course: Farm Animal alongside the VPH course in Y4 (GEP 3), with colleagues teaching across both courses. Extensive use is made of the post-mortem facilities, farms and Farm Animal Hospital (FAH) prior to the start of Final Year. This includes examination of abattoir post-mortem specimens, a whole chicken cadaver post-mortem and an assessment in the clinical examination of cattle and sheep. The latter uses clinical cases from the FAH, with students required to identify relevant pathology to pass the assessment.

In Final Year core rotations, students undertake a four-week Food Animal, Pathology and Diagnostic Investigation (FAPDI) rotation block, where they complete one week within the ambulatory FAP and FAH, one week in pathology (see below), one week of Herd/Flock Health and one week of Veterinary Public Health and Diagnostic Investigation (VPHDI). Integration across this clinical experience includes joint pathology rounds, where cases from the FAH that have been taken forward to post mortem are discussed across rotation groups and joint clinical rounds in the FAH that include Y4 (GEP 3) students. In the VPHDI week, students undertake clinical microbiology during milk harvest and present and discuss findings with students on the Herd/Flock Health week. See **Standard 4.7** for further details with respect to population level approaches to disease investigation and diagnosis.

All clinical teaching during rotations (CCT and EPT) is carried out by members of the Farm Animal clinical academic team and Farm Animal residents. The VEE utilises a further 11 dairy farms belonging to neighbouring veterinary practices as part of the Herd/Flock Health Final Year rotations, in addition to FAP dairy farms. The FAP operates 24/7 365 days per year with standard opening hours of 09:00-17:00 Monday-Friday with emergency cover at nights and weekends (students are not involved out-of-hours). Students routinely take clinical and management histories, perform clinical examinations, develop differential diagnosis lists, formulate management plans and administer treatment following discussion with clinicians during both ambulatory calls and in the FAH. When working in the FAH, students are responsible for maintaining hospital case records. The VEE farm is also used for specific aspects of clinical training, including rectal palpation, disbudding and blood sampling of calves and foot trimming.

Anaesthesia Clinical Teaching
Anaesthesia for all species is provided by a team of postgraduate trained anaesthetists. All students rotate thorough a week of small animal and a week of large animal anaesthesia (horses, donkeys and other farm/large animal cases may be seen) with direct decision making, focus on practical tasks and monitoring of anaesthesia, management of recovery from anaesthesia and postoperative analgesia and pain assessment. During these core rotations the VEE focuses on skills required for the first year in general practice. Selected rotations (EPT) in anaesthesia offer students the opportunity to gain additional skills and the VEE offers options for small animal, large animal and mixed practice anaesthesia. During selected rotations the focus is on more advanced local anaesthetic techniques, equipment-

based monitoring, mechanical ventilation, management of complications and direct decision-making for more complex cases.

Pathology Clinical Teaching
Veterinary necropsy experience is provided through core (all students) and selected (EPT) pathology rotations during the Final Year of the course, and this takes place at the VEE's Containment Level 2 post-mortem facility. Staff responsible for teaching the students are European or American Boarded veterinary pathologists or residents working towards those qualifications. Companion animal, equine, zoo/wildlife and exotic species necropsies involve real diagnostic cases from the VEE's hospital and external referral cases. If required, companion animal cases are supplemented by material stored for teaching purposes. Farm animal necropsies are undertaken as part of the FAPDI rotation (see above) whereby casualties or animals that have undergone euthanasia are brought to the VEE's necropsy facility for examination. The results of these examinations are shared with the farm clinical rotation during weekly scheduled rounds. Clinical pathology teaching is delivered throughout the curriculum by specialist clinical pathologists, and integrated into the clinical lecture course and Final Year rotation teaching.

Statement that the VEE meets the national Veterinary Practice Standards

The DVEH and HfSA hold Royal College of Veterinary Surgeons (RCVS) Accredited Hospital status and the Small Animal, Equine and Farm Animal Practices have all been awarded RCVS Accredited Practice status after inspections in 2024.

Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.

The VEE owns and runs each of its hospitals and primary care practices, and the Easter Bush Pathology unit. As detailed in **Standard 4.3** and **Appendix 4.3a-c**, these host state of the art diagnostic imaging equipment (including radiographic and ultrasonographic equipment), in house clinical pathology laboratories, anaesthesia and surgical facilities, dedicated staffed on-site pharmacies and necropsy facilities.

Students utilise these through the core and selected (EPT) rotations in Final Year, building on the discipline specific knowledge they have acquired at earlier stages of the degree program. Students lead consultations and case management in all species when on core and selected (EPT) rotations, supported by the clinical teaching staff. This is augmented by the use of simulation training, for example in surgical assessment and surgical skills training **(see Standard 1.7**) and in equine endoscopy and wound healing **(see Standard 5.1**). The VEE has two clinical skills laboratories **(see Standard 6.3**) which are utilised to develop procedural skills before Final Year, and enhance them during Final Year. Students also have continuous access to a Self-Directed Learning Space (SDLS), where they can practice procedural skills at any time. Communication skills are developed as parts of the P&CS programme **(see Standard 3.1**) which runs across all years of the programme and includes both actors and client volunteers.

Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.

Animals are isolated on suspicion before rapid diagnosis of infectious disease using the onsite microbiological culture facilities or other off-site tests as appropriate **(see Standard 4.1**). The DVEH has a purpose-built (70m^2) isolation facility on a separate location from the main hospital. This facility comprises 2 x 20m^2 isolation stables, each accessed through separate changing rooms and work zones. The design of both stables permits the administration of intravenous fluid therapy to high maintenance isolated cases and one stable has modifications to allow separation of foals from mares or intensive care patients from co-isolated companions.

The HfSA has a recently (Dec 2024) upgraded isolation ward totalling 98m^2, consisting of a vestibule for storage, two changing areas to change into PPE, a canine treatment room, three isolation pods (each with a fold-down table, sink and ventilation system) with separate outdoor walled run area and a feline treatment room with two smaller kennels (that can be used for cats, very small dogs, or exotic animals/small mammals). There is a separate Farm Animal Hospital isolation facility (80m^2), housed well away from the main Farm Animal Hospital including CCTV, which can accommodate cattle, sheep and South American Camelids. Foot dips and waterproof clothing allowing disinfection between patients.

Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.

Standard 4.3 describes the Farm Animal Practice (FAP) ambulatory clinic. **Standard 4.4** describes the structure of the four-week FAPDI core rotation block and how this integrates with clinical experience in the FAP, Farm Animal Hospital (FAH), pathology service and VPH activities. The vehicles used for the ambulatory practice are detailed in **Standard 4.8.** The maximum rotation size is seven students. All teaching staff are employees of the VEE. Herd health management is integrated across all four weeks of the FAPDI core rotation block, with students undertaking a dedicated week of Herd/Flock Health farm visits, which include health planning for a dairy farm and beef/sheep farm. During the VPHDI week, students present a clinical microbiology investigation undertaken during milk harvest to the Herd/Flock Health week students, whilst students on their pathology and FAP/FAH weeks must use clinical rounds to relate individual animal findings to herd/flock level management.

In addition to core rotations, students have the opportunity to complete the following two-week blocks of selected rotations (EPT): Farm (one-week FAP/FAH, one week Herd/Flock Health), Advanced Farm (two-week customised schedule of farm work), Highlands and Islands (external mixed remote and rural practice), pig practice and poultry practice.

Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU Standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.

The VEE is eight miles south of the city centre. Lothian Buses provide four bus routes from the VEE, serving Edinburgh and beyond. The VEE subsidises the cost of an annual bus pass for students. Students under 22 can travel for free in Scotland. There is a large cycling community and changing facilities on the Campus. Transport is provided to students for practical classes at Langhill Farm and for the Final Year Shelter Medicine rotation. Students are encouraged to car-share and use the train service for Inglis Vet (core and selected (EPT) rotations) and are provided with subsidised travel costs. All Ford Ranger trucks used in the Farm Animal and Equine Practice have five seats, seat covers, vinyl flooring and a protected bulkhead to the rear to separate passengers from any equipment transported. Vehicles are replaced on a 4 - 5-year cycle. Farm trucks have tow hitches to allow them to transport foot trimming crushes onto farms. All trucks are equipped with drawers permanently stocked with equipment and a locked compartment for euthanasia equipment. Temperature loggers are installed for monitoring temperature for drug storage, as per RCVS Practice Standards requirements. The VEE has a Ford minibus to transport students to farms for Herd/Flock Health visits, abattoirs and other external visits. A Renault people carrier is used for visits by VPH staff to abattoirs and food processing plants. A livestock trailer can move cases from farms and within the Campus for treatment to/from the FAH. The VEE has a dedicated low emission Vauxhall Combo Van to transport securely bagged cadavers and abattoir material for anatomy, pathology, VPH, reproduction and lameness teaching.

Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.

The HoS is responsible for Health and Safety (H&S). This is managed via the COO through the H&S team (2.4 FTE staff). The team investigates incidents and reviews the H&S management systems, which includes audits on specific hazards like infection control, lasers and biosecurity. All policies and procedures are online, with a training matrix for staff and postgraduate students. The University and VEE's H&S Policy (**Appendix 4.9a&b**) and procedures are available to all staff on the intranet and website. A training matrix is in place detailing compulsory training for all staff and postgraduate students. Matters are discussed and communicated via the VEE H&S committee (includes two student representatives).

Risk assessments identify and control significant campus hazards. Results guide safe systems of work and local rules, regularly reviewed. These are communicated via department handbooks (e.g., Equine, Farm Animal, Pathology), and available electronically through the University VLE, which is called Learn. All staff and students undergo a health and safety induction. Specific H&S information and supervision are provided based on local hazards and experience of the student. H&S details are on Learn, divided into sections like emergency

procedures. Students must understand each section, demonstrated by a test, to progress annually in practical classes. The Teaching Office monitors engagement.

H&S communications are sent to students and staff throughout the year, including fire drill results and procedural changes. Information comes from sources like the SET, H&S Team, Infection Control Committee, year directors, the Veterinary Teaching Organisation, and student advisers.

The VEE has Radiation Protection Supervisors to ensure compliance with radiation safety. In their third year, students learn about radiation safety, with recorded attendance. During clinical rotations, final-year students work under direct supervision when dealing with ionising radiation, following strict procedures to minimise exposure. Students use portable electronic dosimeters under lead aprons when assisting with X-rays, with doses recorded on a sheet. At Inglis, students are not present during X-rays and there are no X-ray facilities at the SSPCA. The VEE's H&S Manager reviews practices annually at Inglis and SPPCA.

Students are under direct and continuous supervision when handling schedule II and III controlled drugs. The controlled drugs register is signed by the vet or nurse supervising the student, who accompanies the student to the animal and witnesses administration of the dose.

The VEE has an overarching Infection Control Policy, with specific policies for areas e.g. Equine, HfSA, etc. These are part of the annual mandatory training. The Infection Control Committee reports to the Health and Safety Committee, meets quarterly, and follows up on actions until completion. The committee audits compliance and discusses topics like zoonotic infections, reviews risk assessments, and develops new policies.

Waste is managed according to Standard Operating Procedures for each area. Staff receive training on waste management, and students are supervised in waste disposal. Waste is segregated, packaged, and disposed of legally, coordinated with the University's Waste and Recycling Department. Separate arrangements exist for disposing of sharps, chemicals, drugs, and medical waste. Infectious waste is inactivated by disinfection or autoclave before contractor collection. Autoclaves meet service requirements and undergo annual validation.

Comments on Area 4

The VEE is fortunate to enjoy a modern, custom-built, peri-urban campus that is well connected to the city of Edinburgh and the surrounding countryside. The students benefit from the significant scale of the campus and the ability to co-locate research, teaching, clinical and recreational facilities, which facilitates the VEE to offer a wide range of clinical services to the local community and referring veterinary surgeons.

Suggestions for improvement in Area 4

Following student feedback, the VEE has put additional signage on all tutorial rooms to indicate that students can use them for study when available, whilst pods for private discussions are being installed in the student common room. The VEE is also in discussion with the Catering Services regarding refurbishment of the View cafeteria to provide a more flexible space for students and staff. This will be a significant project requiring investment over the next five years and ties into the new VEE strategy in terms of making the Campus a good food destination.

Area 5.
Animal resources and teaching material of animal origin

Area 5. Animal resources and teaching material of animal origin

Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

Description of the global strategy of the VEE about the use of animals and material of animal origin for the acquisition by each student of Day One Competences (see Annex 2)

Access for students to normal and clinically diseased animals is achieved through a wide range of resources (**see Standard 4.3**).

1. Normal animals in a non-clinical setting: Y1-4 (GEP 1-3)
The VEE uses its dairy farm (240 cows) and sheep flock (300 breeding ewes) extensively for teaching and access to the SRUC's beef and sheep farms informally for student teaching classes. Pig handling classes are undertaken at Roslin Institute research facilities at Dryden Farm. The VEE has an onsite Exotic Animal Teaching Facility, which houses a range of small mammals, reptiles and birds available for teaching. The VEE has 10 teaching horses that are used for formal classes (students also assist with stable management and routine care, of particular benefit to students with limited horse care experience). Students can also access and be involved in the care of healthy horses through the Edinburgh University Exmoor Pony Trekking Society. Staff dogs (of appropriate temperament) are used for-hands-on, non-invasive teaching.

2. Normal animals in a clinical setting: Final Year
The DVGP and Farm and Equine ambulatory practices provide preventative health care for normal animals. The VEE also utilises several local dairy farms beyond the ambulatory practices for Herd Health teaching classes. Students also access normal animals through the Inglis Veterinary Centre and Shelter Medicine core rotations.

3. Clinically diseased animals: Y3-5 (GEP 2-4; see also Standard 4.4)
Access to diseased animals is provided by our clinical services, which are run on sound business models, to maintain reputation and caseload and allow constant throughput of teaching material.

4. Post mortem cases for pathology teaching
The Pathology department operates as a post-mortem diagnostic service business for all internal hospitals and external practices, laboratories, and zoos. This generates a regular caseload throughout the year, which is used for teaching purposes. Internal submissions for teaching are further encouraged by the availability of a gross only post-mortem evaluation that is free of charge to the client, and the VEE receives animal body donations which are also used for teaching.

Companion animal general practice and referral cases. The VEE has an expanding clinical caseload at all levels of care for companion animals, including dog, cat, rabbit, small mammals, reptiles and birds. The HfSA admits referral cases for all the major specialisms. Final Year students perform simple elective surgery (including neutering procedures) on cats,

dogs and rabbits whilst in the HfSA, and on dogs and cats during the Inglis Practice rotation. Students complete an average of three surgeries during these rotations. Students completing fewer than two (or no abdominal) surgeries are invited back for additional surgery experience during EPT.

Farm (FAP) and Equine Ambulatory Services. These operate as separate units. The VEE sees good general practice equine case numbers (see tables below). The FAP has a growing caseload, operates herd health schemes (Scottish Government initiative) and services three pig farms with quarterly herd-health visits. The FAP has recently taken on additional farm clients from a neighbouring practice who have moved out of large animal work. The Final Year Herd/ Flock Health rotation week visits 13 local dairy farms (some serviced by external practices) so that students are exposed to a wide range of modern commercial dairy units. The Farm Animal Hospital provides opportunities for students to examine diseased animals from Y3 (GEP2) of the programme, with students leading on case management/treatment in Final Year.

Equine Referral and Hospitalised Equine Cases
The VEE has an equine referral caseload of around 2,000 horses per year, including emergencies. The Equine Hospital admits cases covering all disciplines, including interventional cardiology and ophthalmology. Activities are fully integrated into the BVM&S programme with complete student involvement (Final Year). Hospitalised equine cases are used for Y3-4 (GEP 2-3) practical classes, centred on normal clinical examination with clinician and peer-to-peer instruction (Y3 GEP2) and diseased animals' clinical syndromes (Y4 GEP 3). In 2018, the VEE introduced immersive simulation training in several areas, including endoscopy and wound healing.

Clinical Support Services - The hospitals have a full range of support services, including diagnostic imaging, anaesthesia and pathology incorporated into clinical activities and with students fully involved in their delivery.

Off-Campus Selected Rotation Placements - The majority of selected rotations (EPT) are on campus, using the clinical caseload as described. A number of selected rotations are available externally, including: equid medicine and surgery (American Fondouk in Fes, Morocco), Highlands and Islands Veterinary Services (a key priority for the Scottish Government and important aspect of remote rural community stakeholder engagement), Inglis Vets (general practice), poultry and pig rotations (**see Standard 3.6**).

Monitoring Caseload - Case numbers for each clinical service are reviewed on a monthly basis to ensure ongoing access to teaching material. In each rotation, there is assessment of caseload and allocation of cases (either in morning rounds or before). In the unlikely event of a quiet period, plans are implemented by the disciplines to ensure optimisation of learning outcomes. This varies from online teaching resources using simulated consultations, virtual cases, interpretation of radiographic images, consideration of surgical approach and justified completion of postoperative analgesia plans, use of the clinical skills lab for such things as suture practice (supervised) and mini tutorials, or practicals in hospitals such as the cystocentesis practical in HfSA, where students can undertake simulated ultrasound examinations.

Actions arising from monitoring student experience. The VEE recently implemented an SSPCA neutering scheme to ensure the surgical procedures undertaken by students are

adequate. The VEE actively recruits farm animal cases to maintain adequate numbers for educational needs and has recently taken on an additional production animal and equine general practice caseload from a local practice. The VEE is finalising plans to build a new small animal, rabbit and exotic first opinion practice to be located close to the Campus.

Ensuring that each student receives the relevant Core Clinical Training (CCT) before graduation

Final Year students on clinical rotations within the various veterinary services are intimately involved in patient and client care for both hospitalised patients and those seen on an outpatient basis. Cases range from first opinion to tertiary-referral level, and clients are from a wide range of financial backgrounds. In most units, students will take the clinical history and make an initial clinical examination, structuring, prioritising and recording their findings, and reporting them to the supervising veterinarian. Students are actively encouraged to develop and justify diagnostic and treatment plans for their patients and therefore learn not just clinical skills but communication, client management and decision-making in a wide variety of real situations.

Inpatient management requires the students to monitor patients and administer treatments as directed, including provision of out-of-hours care. Students are expected to take a direct interest in cases allocated to them, which will include reporting patients' progress to clients. Students are required to present their cases to colleagues at clinical rounds, and will normally prepare discharge instructions and, after discussion with clinicians, will amend the document for release to the client. Clinical students are therefore involved with cases and clients from admission to discharge and involved with and exposed to all aspects of clinical decision-making.

The VEE utilises general practice and referral cases to ensure students meet day one competencies, regardless of case type. Examples include - taking history, clinical examination including ocular and neurological examinations, catheter placement, taking bloods, monitoring anaesthesia, positioning and taking radiographs can be performed on both caseload types. There is a clinician teacher role in medicine, oncology and cardiology to ensure clarity over what knowledge is expected at a general practice level. Clinical rotations are carried out within the clinical environment and utilise the large clinical caseload for student development of their skills and knowledge. Cases are shared between students to allow them to take ownership. Group sizes must be fixed (maximum of seven students) for logistical reasons in core rotations, but services ensure at a local level that students are allocated sufficient cases to meet the learning outcomes. The broad distribution of services ensures that a wide range of emergency, urgent, acute, routine and chronic cases are assessed. MiniCEX's **(see Standard 3.1**) that must be completed during clinical rotation are aligned with both learning outcomes and day one competencies.

Each service determines the optimal group size for EPT. This is based on the optimal balance between groups being too small (can become difficult for students to manage cases and learning diminishing) or too large (students do not get ownership of enough cases and it can be difficult to give individual feedback/work on individual student skills). When any group size change is considered, this is discussed with the clinicians working in services.

Procedures to ensure the welfare of animals used for educational and research activities

The welfare of animals used in teaching is supervised by the teaching animal committee, chaired by the COO. **See Appendix 5.1** for the 'Animals in Teaching' policy. Where possible,

students are trained using models, manikins and computer simulations to develop their clinical skills. All animal handling adheres to the principles of low-stress handling, and students are taught that the safety and comfort of the animal and themselves are of primary concern in any interactions with animals. Students are taught the principles of good animal welfare in the curriculum, such as the Five Domains Model of animal welfare, which emphasise the importance of animal mental state. This is reinforced during live animal teaching. The welfare of animals used in research is supervised by the Veterinary Ethical Review Committee (VERC) to ensure that welfare is protected. VERC also ensures that all project proposals are compliant with UK legislation, specifically VERC determines whether the project is being enacted under the Animals (Scientific Procedures) Act (A(SP)A), the Veterinary Surgeons Act or neither. All projects enacted under A(SP)A are reviewed by the Animal Welfare and Ethical Review Body, regulated under the University of Edinburgh's Establishment License and inspected by the UK Home Office. Patient welfare is paramount in clinics and the HfSA endorses Fear Free practice.

How cadavers and material of animal origin for training in anatomy and pathology are obtained, stored and destroyed

Access to external abattoir material is detailed in **Standard 4**, and materials utilised within the abattoir are managed in line with local rules. The VEE pathology facility has a high throughput of cadavers, biopsies, cytology, clinical pathology samples and bacteriology for teaching, diagnostic work from internal and external services, and internal and external research projects. All parts of the facility are in one area within the teaching building. All waste material is segregated, packaged and disposed of according to legal requirements (**see Standard 4.9**).

Table 5.1.1. Cadavers and material of animal origin used in practical anatomical training

Species	23/24	22/23	21/22	Mean
Cattle	164	164	164	164
Small ruminants	108	108	108	108
Pigs	63	63	63	63
Companion animals*	330	332	335	332
Equine	251	251	251	251
Poultry and rabbits**	91	93	95	93
Aquatic animals	24	24	24	24
Exotic pets***	69	69	69	69
Others (specify)****	366	366	366	366

** Dissection of the dog performed by 1st years on each programme, 2 students/dog in GEP & 2-3/dog in Y1. Including 65 dog Bone Boxes used.*
*** Included all avian material. 1st Year and D100 does a rabbit dissection, 2 students/rabbit*
**** Includes Zoo animals*
***** The VEE holds a range of fixed specimens/organs from 58 different species, including 899 listed specimens in tanks, a further 384 in the bone library, and 197 items on display.*

Table 5.1.2. Healthy live animals used for pre-clinical training (animal handling, physiology, animal production, propaedeutics, …)

Species	23/24	22/23	21/22	Mean
Cattle	380	380	380	380
Small ruminants	300	300	300	300
Pigs	16	0	0	0
Companion animals	18	17	14	16
Equine	10	10	10	10
Poultry and rabbits	36	36	36	36
Exotic pets	41	41	41	41
Others: (pigeons)	4	4	4	4

Table 5.1.3. Number of patients seen intra-murally (in the VTH)

Species	23/24	22/23	21/22	Mean
Cattle	91	30	32	51
Small ruminants	88	71	71	77
Pigs	6	1	1	3
Companion animals	15,525	14,577	12,978	14,360
Equine	1,054	934	1,252	1,080
Poultry and rabbits*	837	696	729	754
Exotic pets	879	712	795	79
Others (swans, geese, deer, marmoset, hedgehog, wolf, badger)	31	29	32	31

**These are client owned pet rabbits and chickens, not production animals.*

Table 5.1.4. Number of patients seen extra-murally (in the ambulatory clinics)

Species	23/24	22/23	21/22	Mean
Cattle	11,889	13,519	11,560	12,323
Small ruminants	3,809	4,685	2,993	3,829
Pigs	523	718	535	592
Companion animals*	3,413	3,357	3,197	3,322
Equine **	3,490	3,317	2,951	3,253
Poultry and rabbits	See others	See others	See others	See others
Exotic pets	See others	See others	See others	See others
Others ***	54	46	43	48

** Inglis Core Rotation Figures*
*** Includes also routine parasitology checks (faecal egg counts) carried out by students*
**** Breakdown of figures only available as non-canine/non-feline and birds*

Table 5.1.5. Percentage (%) ** of first opinion patients used for clinical training (both in VTH and ambulatory clinics, i.e. Tables 5.1.3 & 5.1.4)

Species	23/24	22/23	21/22	Mean
Cattle	100%	100%	100%	100%
Small ruminants	100%	100%	100%	100%
Pigs	100%	100%	100%	100%
Companion animals	61%	61%	59%	60%
Equine	77%	78%	70%	75%
Poultry and rabbits	See others	See others	See others	See others
Exotic pets	See others	See others	See others	See others

Others***	87%	86%	85%	86%

*** *Breakdown of figures only available as non-canine/non-feline and birds*

Table 5.1.6. Cadavers used in necropsy

Species	23/24	22/23	21/22	Mean
Cattle	19	27	26	24
Small ruminants	37	55	62	51
Pigs	22	23	12	19
Companion animals	98	83	82	88
Equine	18	23	19	20
Poultry and rabbits	See others	See others	See others	See others
Exotic pets	See others	See others	See others	See others
Aquatic animals	See others	See others	See others	See others
Others (poultry, birds, exotics, rabbits)	134	135	153	141

* *Note that in 24/25 small ruminant necropsies have increased again to 95, and cats and non-avian exotics have also increased. Cattle numbers have remained static. There is some annual fluctuation in all species.*

Table 5.1.7. Number of visits in herds/flocks/units for training in Animal Production and Herd Health Management

Species	23/24	22/23	21/22	Mean
Cattle*	112	112	112	112
Small ruminants**	28	28	28	28
Pigs	6	6	6	6
Poultry	n/a	n/a	n/a	n/a
Rabbits	n/a	n/a	n/a	n/a
Aquatic animals	n/a	n/a	n/a	n/a
Others (specify)	n/a	n/a	n/a	n/a

* *This comprises 4 visits per week (3 dairy, 1 beef) over core and selected rotations. 112 visits occur in core, the remainder in selected rotations (EPT).*
** *This comprises 1 visit per week over core and selected rotations, 28 visits occur in core, the remainder in selected rotations (EPT).*

Table 5.1.8. Number of visits to slaughterhouses and related premises for training in VPH (including FSQ)

Species	23/24	22/23	21/22 *	Mean
Ruminant	12	11	28	13.3
Pigs	4	5	0	4.5
Poultry	4	32	0	12
Related Premises	2 wild game	1 wild game	0	1
Others (mixed species abattoirs)	6	9	0	5

* *In 21/22, slaughterhouses were closed to visitors due to Covid-19 restrictions. These 'visits' were supervised use of the virtual slaughterhouse in lieu of in person visits (approved by RCVS).*

How (procedures) and by whom (description of the committee structure) the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the VEE are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

For anatomy and animal handling teaching, where the VEE cannot provide sufficient access to normal live animals through our own clinics and farms (e.g. pigs), the head of the appropriate unit identifies solutions, which are ratified through the SET (e.g. purchase of pigs specifically for teaching). Teaching dogs are staff-owned and calls go out to recruit these, subject to assessment **as per Standard 4.3.** The numbers required depend on the needs of the class being taught. Teaching horses are donated, and are also subject to assessment prior to acceptance. For clinical training, the hospitals and practices are staffed to be able to accept sufficient cases for the students to meet their learning outcomes, and to ensure an excellent student experience. As part of this, rotation group sizes do not exceed seven students per group. These requirements are implicit in decision-making, and decisions regarding clinical service development are driven by the need to meet key skills and day one competencies.

Decisions to recruit and expand (or contract) clinical services are made by the Directors of Clinics, and then approved through HoS **as per Figure 1.2a**. Clinical caseload is monitored monthly and concerns regarding numbers are discussed with service heads. Student feedback is reviewed by the course organisers and Programme Director, triangulated with the clinical caseload and discussed with the Directors of Clinics and HoS, with oversight from SLT and SET. Relevant staff are informed of the processes for access to teaching material as required. The availability of materials is communicated to students via standard communication regarding their taught activities. Clients and referring vets are made aware of our clinical services mainly by soft marketing, such as word of mouth, social media, newsletters and clinical club presentations to vets.

Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.

The vast majority of teaching takes place in facilities owned by the VEE. The VEE has a formal contract in place with Inglis Veterinary Practice in Cowdenbeath, Fife (35 minutes' drive from the Campus). The contract stipulates requirements for providing Final Year students with a structured clinical rotation within a small animal practice, including expected standards of educational value from each case through explanation and open discussion. The contract also sets out activity-based time requirements for student involvement in consultation and caseload experience (consulting and operating activities) and explicitly states that compliance with RCVS, including membership of the Practice Standards Scheme (PSS) and/or any other international standards, is essential for maintenance of the contract. The VEE has an academic lead liaison for Inglis who ensures that quality and feedback-related issues are dealt with appropriately. The local practice senior clinical lead is a member of the VEE's Learning and Teaching Committee. All veterinary surgeons teaching at the site receive training from the VEE in pedagogy and clinical education.
The VEE has recently introduced a Shelter Medicine rotation with the SSPCA at their Balerno shelter. This is overseen by veterinary surgeons from the DVGP, and is a structured rotation including clinical assessment and decision making in the context of shelter medicine. The contract is detailed broadly as above. The shelter's veterinary surgeon is a private practitioner and has received training from the VEE in pedagogy and clinical education.

All4Paws, located at the city centre Dick Vet in the Community Outreach Centre, is a free, voluntary, student-run service that offers veterinary advice for pets of the homeless or vulnerably housed. The service offers a limited range of free veterinary care such as health checks, vaccines, flea/tick and worm treatments, microchips and spay and neuter information. Veterinarians supervise this service. This supports social responsibility aims in working with the local community, while providing students with an excellent learning experience.

Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.

How nursing care skills are implemented and taught to undergraduate students

Final Year students on clinical rotations within the various veterinary services are intimately involved in patient and client care for both hospitalised patients, and those seen on an outpatient basis. Inpatient management requires the students to monitor patients and administer treatments as directed, including provision of nursing care. The students work closely with qualified nurses in DVGP and HfSA, and in the equine practice and hospital, to provide care, and provide nursing care to the animals in the FAH. Junior veterinary staff (interns) also contribute to nursing care and demonstration of skills to students. Specific nursing skills such as bandaging are taught in small group settings on clinical rotations. The importance of good patient care and nursing is recognised as part of assessment of rotation performance. During the shelter medicine rotation, students undertake structured Quality of Life assessments of animals in the shelter, which integrates husbandry, nursing and medical considerations in the subsequent decisions with respect to the care of animals in the shelter.

Group Sizes

Clinical rotation groups do not exceed seven students, supervised by a team of 1-10 clinicians.

Hands-on involvement of students in clinical procedures in the different species

Cases range from general practice to tertiary-referral level and clients are from a wide range of financial backgrounds (see **Standard 4.4**). Students take the clinical history and make an initial clinical examination, structuring, prioritising, and recording their findings and reporting them to the supervising veterinarian. Students lead in this process, unless the context (e.g. aggressive animal) requires a greater level of oversight. Students are actively encouraged to develop and justify diagnostic and treatment plans for their patients and therefore learn communication, client management and decision-making in a wide variety of real situations. In all areas, biosecurity protocols must be followed. In addition to training during Final Year rotations, related skills are also taught prior to Final Year (e.g. use and donning of personal protective equipment). Students are expected to take a direct interest in cases allocated to them, which will include reporting the patients' progress to clients. Students are required to present their cases to colleagues at clinical rounds in all rotations. Students will normally prepare discharge instructions and, after discussion with clinicians, will amend the document for release to the client. Clinical students are therefore involved with cases and clients from admission to discharge, and involved with, and exposed to, all aspects of the clinical decision-making process.

Procedures used to allow all students to spend extended periods in discussion, thinking and reading to deepen their understanding of the clinical case and its management

During rotations, there is some time to read around cases and multiple opportunities to discuss and reflect upon the cases with the clinicians seeing the case and during clinical rounds. With referral hospitals onsite, the VEE has eminent specialist clinicians across the range of disciplines (ten Professors in clinical services and more than 60 clinicians are board certified) that can discuss cases with students directly. All attend clinical rounds and are directly involved in teaching, providing students with access to a wide range of domain expertise.

Standard 5.4: Medical records for patients seen intra- and extramurally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.

The patient record system and its availability to staff and students and how it is used to efficiently support the teaching, learning, research, and service programmes

The VEE has used the 'Provet' practice management system (PMS) for equine and farm animal since 2017, and for small animal since 2018. This is a cloud-based system accessible on tablet and on PC via the University log-in system, protecting the data while making it readily accessible and searchable for research/auditing purposes. For teaching, students have controlled access and their entries (history, clinical examination, plans) are revised and approved by staff. Provet data includes all laboratory and imaging reports. This PMS is currently used by Utrecht, Oslo, Liverpool, Dublin, Uppsala, Milan, Torino, Helsinki and Extremadura vet VEEs. The students are provided with training on Provet, including a lecture during Final Year preparation classes. It is often used to provide data for studies performed as part of the Student Research Component (SRC) course, which runs from the Y3-5 (GEP 2-4) and allows each student to develop their own research project. The output contributes to the Final Year overall mark. Each project is double-marked, and many have resulted in conference posters or presentations and scientific papers. The VEE is implementing a new Vendor Neutral Archive (VNA) system that allows both DICOM medical images and other image modalities to be stored and searched as part of the medical record, facilitating research and teaching.

Comments on Area 5

The VEE's students have benefitted from a continued growth in clinical caseload that has delivered experiences with a wide range of busy clinical services during clinical rotations.

Suggestions for improvement in Area 5

The VEE continues to invest in routine elective surgical caseload to improve surgical opportunities for students. The VEE is building a long-term strategic relationship with the SSPCA to ensure that students learn about the full spectrum of care offered in practice.
To further develop the biosecurity and disease containment resources within the DVEH, extension of the existing isolation facility is planned. This will aim to double the stabling capacity (to four stables), enhance both the human (working) and horse (resident) experience within the facility and incorporate changes to extend the diagnostic capabilities within this contained unit. The VEE also aims to further enhance advanced equine imaging capabilities over the next five years through the acquisition and installation of a gantry mounted CT unit within the existing EDSCCU unit, thus extending standing CT capabilities and facilitating intra-operative imaging of anaesthetised patients within this contained facility.

Area 6.
Learning resources

Area 6. Learning resources

Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.

Learning resources strategy

Our provision of world-class training for veterinary students is underpinned by strategic investment in learning resources informed by discussions in the BVM&S Learning and Teaching Committee (LTC). The Digital Education Unit (DEU) manager is a core member of the LTC, ensuring strategic alignment of requirements with the technological expertise and insight needed to build innovative and sustainable solutions in the context of learning resources. The VEE provides students with a range of digital tools to support their studies. Some of these are developed in-house by the DEU, and others are University-supported. Key examples include the Virtual Slaughterhouse, 3D models of anatomical specimens, Physical simulators for simulation-based teaching, and competency tracking online portfolio development.

The DEU supports staff and students in discussing digital resources and offering expertise and advice. Created in-house, the Virtual Slaughterhouse Simulator (VSS) allows a 'walk through' of a bovine abattoir to understand the production flow, from the gate to the finished product. Key parts of the process are signposted and include information points with extracts from European regulations, detailing the hygiene requirements that a food business operation need to fulfil and the welfare provisions needed. The virtual abattoir embeds 34 scenarios within an interactive digital environment for the students to explore. The VSS was an invaluable resource during the Covid-19 pandemic. This programme is used as a complementary tool to the VPH lectures in Y4 (GEP 3) and the abattoir visit in Final Year. Currently, the students attend a practical class covering the use of the virtual abattoir and subsequently, they need to engage with the programme and extract and solve a minimum of three scenarios. Each student will receive feedback to the scenarios completed and are awarded two marks that will count towards the final mark of the VPH assessment. Students can apply for Student Experience Grants and request assistance projects, a recent example being the Virtual Atlas of Veterinary Anatomy (VAVA) which combines 3D modelling, CT and MRI data along with extensive annotation to help students hone their anatomy knowledge and diagnostic imaging skills.

The VEE librarian and clinical skills leads are also members of the BVM&S LTC. This ensures alignment between the needs of the programme and the strategic development of the VEE's DEU, library and clinical skills (including deep simulation) facilities.

Procedures for access to and use of learning resources are taught to staff and students

The University's Information Services (IS) Digital Skills, Design & Training Team highlights its extensive programme of online and in-person training to staff and students through email

newsletters, posters, and information disseminated by VEE staff. Their training sessions are accessible via the People and Money system (staff) and Blackboard Learn courses (students). In addition, the SupportEdu committee oversees a programme of veterinary-education focused training sessions for staff covering the use of particular learning resources as well as mandatory teaching inductions **discussed in Standard 9**. Relevant technology-related sessions are led by the DEU, and advertised via email newsletters and updates to various committees. New and returning students are provided with induction or refresher training by the Campus IS team, Library team and DEU.

The Lady Smith of Kelvin Veterinary Library (LSoKVL) is the library for the VEE and is part of the University of Edinburgh Library, one of the largest university libraries in the UK. Induction sessions for new students on how to use Learn (VLE) and the Library are delivered by VEE and Library staff. The Library also has online orientation guides for the LSoKVL and other sites, as students can use other libraries, such as the Main Library in the central area. The Academic Support Librarian (ASL) works with academic staff on the design and delivery of embedded information skills, e.g. effectively searching relevant bibliographic databases and evaluating the literature. There are refresher sessions in semester one for Y3-4 (GEP 2-3) students. These also highlight new resources. All students can request ad hoc one-to-one or group sessions with the ASL. Additionally, the Library delivers a suite of generic, 30-minute 'Library Bitesize' sessions. These are recorded and available on the Library's MediaHopper channel. The sessions act as an introduction to a wide range of topics, such as 'How to use the Library', 'Ten top tips for finding academic literature'. The Library delivers sessions to help students' understanding of responsible use of Gen AI, e.g. in literature searching. The Library Subject guides (see https://edinburgh-uk.libguides.com/vet), developed by ASLs, provide information on, and links to, a range of resources and services relevant to a specific subject.

LibSmart (https://library.ed.ac.uk/academic-support-librarians/libsmart), is an online course developed by the Library with the aim of ensuring that every student is digitally capable in using online library resources for their study and research. Modules include Finding Information, Managing Information, Data mindfulness and Literature searching for systematic reviews.

How learning resources (books, periodicals, databases, e-learning, new technologies, ..) provided by the VEE are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

Requests for new learning resources are raised at the BVM&S LTC via monthly meetings and e-business. If agreed upon, the resources are then incorporated into the Learn courses and communicated to staff, students and stakeholders by the relevant course organiser. During the process of course review, a standing agenda item on course resources ensures these are reviewed and updated as necessary. Course teams can make teaching purchase requests through the Library's Resource Lists service. This service provides students with easy access to key reading materials, including eBooks and copyright-compliant digitisations. As well as library-owned and licensed resources, Resource Lists can include any item with a web address, such as podcasts. Students can access the Resource List for their course via the course page on Learn, via MyEd, or from the Library website. The Library has a Course Collections fund, which is used to purchase material recommended for teaching. This is used to license eTextbooks, as well as to purchase print and eBooks. All staff can recommend books, and there is a dedicated student 'Request a book' service for students to make recommendations. Journal and database recommendations are made via the CMVM Library

Committee and the Library's Central Subscriptions Management Group, with reporting back to BVM&S LTC via the VEE Librarian.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.

The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

Staff (FTE) and qualifications

The ASL in LSoKVL based within the VEE, is a full-time professional librarian and has responsibility for collection development, liaising with staff and students of the VEE, and for the development and provision of information skills, etc. The ASL has a CILIP accredited library qualification (BSc), is a Fellow of the Higher Education Academy (FHEA) and is a co-author of EBVM Learning's Acquire section. The LSoKVL Helpdesk is staffed by Helpdesk Assistants (2.42 FTE), who are able to help students with any problems they may have in finding information. Both current staff are educated to degree level.

Opening hours and days

The LSoKVL on Campus is staffed 40 hours per week (09:00-17:00 Monday-Friday), with all students having swipe access 08:00-09:00 and 17:00-22:00 (18:00 during vacations) Monday-Friday, and 08:00-22:00 (18:00 during vacations) Saturday. Y4-5 (GEP 3-4) students, and clinical staff, have 24-hour swipe access. Additionally, Library Chat allows students to chat online with library staff in real-time. This service is available 24/7. In the evenings and weekends this service is delivered by librarians from a different university, in a different time zone.

Annual budget

The University treats this as sensitive information, therefore provided in **Appendix 6.2b.**

Facilities: location in the campus, global space, number of rooms, number of seats Equipment: number of computers, number of electrical connections for portable PC

The LSoKVL has 61 study spaces, six open-access PCs, an adjustable-height desk with accessible PC (with assistive technology), a standing-height desk, and comfy seating. Students can also study in the VEE's small tutorial rooms, off the LSoKVL, when these are free. There is a cloud-enabled printer/copier/scanner. There is a cloud-enabled printer/copier/scanner and 121 power points for laptops across the library.

Software available for bibliographical search

Medline, CAB Abstracts, Scopus, Web of Science are key examples. Further **details** in **section 6.3** and information regarding usage can be found in **Appendix 6.2c.**
In addition, students can use all University of Edinburgh Libraries. The University Main Library in the city centre is open 24 hours. The Noreen and Kenneth Murray Library, on the Kings Buildings Campus, has a range of individual and group study spaces and is linked to the Nucleus Building, with further study spaces. The library has a further seven sites which students can use.

Brief description of the IT facilities and of the e-learning platform (dedicated staff, hardware, software, available support for the development by staff and the use by students of instructional materials)

The Easter Bush Information Services (IS) team (10.2 FTE) is based on campus and provides local IT and Audio-Visual (AV) support (09:00-17:00 Monday-Friday). This team is part of the wider University IS Group that provides user-facing support services for all staff, students and visitors across the University. Staff and visiting staff IT support is provided by the central IS Helpline team (08:00-20:00 Monday-Thursday, 08:00-19:00 Friday, 09:00-17:00 Saturday, 11:00-19:00 Sunday). Student IT support is provided by the central EdHelp team (09:00-19:50 Monday-Thursday, 09:00-18:50 Friday, 12:00-16:50 Saturday, 12:00-18:50 Sunday). A Digital chatbot service (AskEdHelp) is available to students 24/7.

Digitised teaching spaces: there is a rolling replacement programme for AV equipment and Learning and Teaching PCs used to deliver teaching to students across the campus. All AV within teaching rooms (41, across eight buildings) used to deliver in-room, online and hybrid teaching to students have been upgraded. The AV equipment is fully digitised, modern and maintained as part of a University-wide service. Lecture recording is part of the University of Edinburgh's 'mainstreaming of learning adjustments' to support different learners. All primary teaching rooms have digital lecture recording enabled as part of timetabled teaching, with all lectures automatically recorded. Recorded lectures are released to students after faculty review. Teaching spaces have room bookings screens situated directly outside the room entrance. These monitors present room booking information for users. Student timetabled teaching information is provided on these screens, and if the rooms are not in use, students and staff can use the touch screen interface to book the room for their use in real-time.

PCs available for students within teaching spaces: there are approximately 260 desktop PCs in use within the digital teaching spaces across the VEE campus that are available for student use and to support teaching delivery. These PCs are maintained by CMVM working with the campus IS team and VEE. Further, there are 34 Open Access PCs in specific locations across the VEE. Including within dedicated quiet zones, shared study and café spaces. There is also a dedicated PC space, located within the HfSA for Final Year students on clinical rotations

Virtual Learning Environment (VLE): Blackboard Learn Ultra is the main e-learning platform used to access e-learning resources. All courses have a consistent presence on Learn Ultra, managed by Student Administration and Support Services (SASS) and DEU. The managers of the SASS and DEU sit on BVM&S LTC, hence ensuring alignment of the VLE and curriculum. Students access lecture materials (PowerPoints, notes and recordings) via the VLE. Turnitin plagiarism detection software is embedded in the VLE for submitted work. **Please see Appendix 6.2a** for a full list of Library, IS and DEU staff and their qualifications.

Description of the accessibility for staff and students to electronic learning resources both on and off campus (Wi-Fi coverage in the VEE and access to resources through a hosted secured connection, e.g. Virtual Private Network (VPN)

The University provides secure, free-to-use Wi-Fi, which is available for all students, staff and visitors throughout the campus buildings. The same service is also available within the student halls of residence and other student accommodation. A separate visitor Wi-Fi service is provided throughout the campus. Students have access to computers in digital teaching

spaces, and other open lab locations on campus and within central Edinburgh student teaching spaces.

Staff and students can access e-resources on and off campus using MyEd, VLEs, or the library website. The Library uses IP ranges to authorise access on campus. Off campus, Shibboleth authentication allows users to access e-resources. The University also has a Virtual Private Network (VPN) service, ensuring a secure method of accessing the University network remotely. The library's agreement with ExLibris, the supplier of DiscoverEd and the Library Management System covers security and reliability requirements. The University's applications service Azure Virtual Desktop (AVD) allows users to access a range of centrally hosted software (e.g. statistical software) when off campus, ensuring consistency of resource provision independent of location.

Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.

Number of veterinary books and periodicals / Number of veterinary e-books and e-periodicals / Number of other (e)books and (e)periodicals

Staff and students have access to a large range of veterinary, medical and life sciences print and e-resources. The Library also has a range of online and print wellbeing resources, available at the LSoKVL Library and the Main Library. The library has over 2 million print volumes, over 2.4 million e-books, over 330,000 e-journals and over 900 bibliographic databases. The library has an e-preference policy, which means that when an e-book is available, it is purchased in preference to the print copy. The library's e-resources include BSAVA Library, CAB Abstracts, JoVE, Plumb's Veterinary Drugs, Stockley's, VetMed Resource, Vetstream Vetlexicon and Overton. DiscoverEd, the Library's discovery service, allows library users to search its print and online collections and includes some database content. From DiscoverEd, users can access full-text content and request scans of content held only in print (within copyright allowances). They can also search beyond University collections and request items using the inter-library loan service. If there are books which aren't held, students can recommend their purchase using the Recommend a Book (RAB) service. The LSoKVL has c25,000 volumes of books and journals. In addition to veterinary material, it holds a selection of titles in the agricultural, biological and medical sciences. Students can borrow laptops from LSoKVL, and from other Library sites.

Available learning resources to students, including electronic information and e-learning courses – For further details regarding our Virtual Learning Environment Learn Ultra, please see **Standard 6.2.**

Organisation and supervision of the skill labs

The small and large animal clinical skills labs are used for structured classes with live dogs for non-invasive teaching and simulated tasks for immersive simulation and the teaching of invasive procedures. **See Appendix 6.3** for details of available models and simulated tasks. The labs are also used for additional teaching when students need it, such as one-to-one classes and drop-in sessions. The Clinical Skills team schedules teaching beyond normal hours to enable tutor support to students on rotations in the HfSA, so that it does not impact

Final Year teaching. The lab is managed by a Registered Veterinary Nurse and supported by a teaching technician (1.8FTE) who are responsible for all procedures, risk assessments, equipment maintenance, room setup and in-class demonstrations. Adjacent to the small animal lab, there is a self-directed learning space, which is a dedicated clinical skills open-access lab area for students to practise their skills. The room provides students with access to all Objective Structured Clinical Examinations (OSCE) skills and is replenished on a daily basis, including the provision of blood, urine and any other samples needed for practice. It is equipped with a fridge, sink and lab tables/flooring and is in use frequently. Feedback from students shows that the ability to plan to practice at any time (morning, evening, weekends) has been positively received.

Comments on Area 6

The VEE has a long history of leadership in technology enhanced learning. Central to its success in this area is the presence of the locally embedded DEU team. The existence of the University-supported rolling replacement scheme for both individual computers and teaching rooms also ensures a reliable infrastructure on which to embed innovative practice.

Suggestions for improvement in Area 6

The VEE is replacing its Diagnostic Imaging data service with a more modern, vendor-neutral archiving solution. This will increase the accessibility of teaching material for Final Year students on clinical rotations and placements, on and off campus. The Library is introducing RFID equipment across all library sites to make it quicker for students to borrow books.

Area 7.
Student admission, progression and welfare

Area 7. Student admission, progression and welfare

Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students. Formal cooperation with other VEEs must also be clearly advertised.

The VEE offers two routes to the degree of Bachelor of Veterinary Medicine & Surgery (BVM&S). The five-year programme (D100) is the traditional route in the UK; applicants are school leavers and commonly apply with Scottish Advanced Highers, A-levels, or International Baccalaureate qualifications (Entry Requirements). There are three separate fee categories on this programme, with different levels of government funding attached to them. In the Home category, there is a Scottish Fee Rate (SFR), and these places are reserved applicants residing in Scotland (45 places), while the rest of the UK (rUK; England, Wales and Northern Ireland) and Republic of Ireland (RoI) comprises the second part of the Home category (30 places). The International/full fee rate group has a total of 35-40 places.
The four-year programme (D102) is a graduate entry programme (GEP), and the applicants apply with a relevant animal science or biological sciences degree. In the UK, government funding is only available for one undergraduate degree; hence, all graduates are classed in the international/ full fee rate category (60 places). The D102 students join the D100 students to create a single cohort of approx. 170 students during the clinical phase (last three years) of both programmes.

The BVM&S has comprehensive web pages to support potential applicants. The resource is structured to offer summarised information for applicants at higher levels, with further tabs and links offering more in-depth information for anyone wishing to explore the information in more detail. The information is clearly divided for 5-year and GEP applicants, offering specific guidance for each. There is also a dedicated email address (vetug@ed.ac.uk) advertised on the website, in brochures and at recruitment events. The Admissions team aims to answer all queries within 24 hours (excluding weekends), with a personal email addressing the query directly. For each programme, the following information is given on the landing page: Why Choose Edinburgh?; Entry Requirements and How to Apply; Programme Structure; Extra-Mural Studies; Fees and Finances; Student Support; and Easter Bush Campus. The website briefly describes the programme structure, and links through to the DPT for each programme, divided into two separate DTPs; Foundation Phase for Years 1 and 2 (GEP Year 1) and Clinical Phase for Years 3-5 (GEP 2-4) where all courses are listed. The DRPS for each course can be accessed, providing applicants with course descriptions and learning outcomes. In the 'Student experience' tab, applicants can find links to VEE and University Semester dates.

The BVM&S landing page has links to the Admissions Policy and BVM&S Degree Regulations with regards to Exclusion, Progression, and Maximum length of study. The number of available spaces for each fee category on both programmes is listed, together with a link to admissions statistics, information about resitting examinations, deferrals, and the selection process. The pages offer information relating to equal opportunities, candidates with care experience or disabilities, a health questionnaire for all entrants, fitness to practice and feedback, appeals and complaints. More in-depth information can be found under the 'Fitness to Practice' tab.

The 'How to Apply' section offers information pertaining to both the UCAS (centralised application system for all UK Universities) and the VMCAS (the North American application portal for veterinary medicine) application process, including a step-by-step overview with links to areas such as 'Interview Process' and 'Fitness to Practice'. The academic entry requirements for both Home and International students are listed on a dedicated page. Prospective students are encouraged to contact the VEE directly if their qualification isn't listed. The 'Fees and Funding' page offers information on tuition fees and fee status as well as scholarships and financial support. It offers some broad estimates for living costs, with additional links to further information on accommodation, transport and bank accounts. The VEE has a range of BVM&S partnership institutions to whom it offers an accelerated route into the graduate entry programme. Applicants following this route have a dedicated member of the Admissions team looking after their application journey, as well as dedicated web and print resources describing their tailored route onto the programme. Members of the admissions team visit the partnership institutions regularly (annually or biannually). The visits include meetings with staff and students, delivery of research presentations and recruitment talks. Online webinars and meetings with interested candidates are also given if required. The VEE fosters wider collaborations with the institutions through staff exchange, summer schools (pre-Covid but due to be reinstated from 2026 onwards), and research collaborations.

Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.

The campus buildings, teaching spaces and resources, hospitals and clinical rotations in the Final Year of the programmes can accommodate 196 students in total with the current and expected clinical rotation group sizes. The current admission target is approximately 170-175 new students across the two programmes every year **(Table 7.2.1).** Despite a steady increase in overall applications to the programmes, admissions targets have remained unchanged.

Table 7.2.1. Number of new veterinary students admitted by VEE

Type of Students	AY 2023/24	AY 2022/23	AY 2021/22	Mean
D100				
Standard Students – Scottish	38	51	45	45
Standard Students – RUK	34	32	46	37
Full Fee Students	41	43	33	39
D102				
Full Fee Students	50*	62	49	54
Total	163	188	173	175

** There was a higher intake in AY 2022/23 due to an increase in acceptance rates, hence the VEE temporarily reduced the D102 admission target to 50 places for 2023/24 entry, as these students will join the 2023/24 cohort from the D100 programme in the clinical phase.*

Table 7.2.2. Number of veterinary undergraduate students registered at the VEE

Year of programme	AY 2023/24	AY 2022/23	AY 2021/22
First-year (D102)	60	65	49
First-year (D100)	128	137	127

Second-year (D100)	119	113	103
Third-year (D100) + Second-year (D102)	175	145	180
Fourth-year (D100) + Third-year (D102)	152	179	158
Fifth year (D100) + Fourth-year (D102)	170	152	186
Total (D100 + D102)	804	791	803

Table 7.2.3. Number of veterinary students graduating annually

Type of students	2023/24	2022/23	2021/22	Mean
Standard Students	76	62	76	71
Full fee students	93	90	110	98
Total	169	152	186	169

Table 7.2.4. Average duration of veterinary studies

Duration	% of students who graduated in AY (23/24)
+0	97%
+1 Year	2.4%
+2 Years	0.6%
+3 Years	0%

Table 7.2.5. Number of postgraduate students registered at the VEE

Programmes	AY 2023/24	AY 2022/23	AY 2021/22	Mean
Interns	25	27	27	26
Residents	61	57	50	56
PhD Students	207	204	197	203
Others (MScR)	10	8	11	10
Others (Visiting PGR)	9	3	10	7
Others (PhD with integrated study)	23	18	12	18
Others (PGT Programmes)	902	885	755	847

Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

Selection criteria, advertisement and transparency of the procedures

The VEE is committed to admitting the very best students, regardless of their background, who demonstrate the potential to benefit from, and contribute to, the academic experience offered. The number of applications received far outstrips the number of places on the two programmes; for 2024 entry, the VEE received 1,843 applications for 170 places. Selection is a two-step process that assesses academic ability and a range of non-academic attributes. Although applicants in different fee categories do not compete against each other, all applicants are assessed using an identical process. The two-step process includes selection for

interviews based on both academic and non-academic requirements (work experience and other achievements and interests). All academic requirements are published online.
As part of its widening access programme, the VEE publishes both standard and minimum academic entry requirements. Students with diverse backgrounds that meet widening access criteria are assessed to be either Flag or Flag Plus through a central University process. Candidates can check if they are eligible by using the online Admission Checker. Both Flag Plus and Flag assigned students receive additional consideration during the selection process. Candidates assigned Flag Plus are guaranteed an interview if they meet minimum entry requirements and have gained some work experience, while Flag students gain some additional points during the scoring process. The VEE is looking for a well-rounded individual that demonstrates a range of abilities. These include leadership qualities demonstrated through holding roles of responsibility at high school or wider community level, social awareness through volunteering activities, or sporting prowess. Credit is offered to activities that demonstrate enthusiasm, perseverance, and engagement beyond purely academic achievements. Additional points are achieved by demonstrating a breadth in work experience undertaken.

Policy for ill and disabled students

The VEE encourages applicants with a range of ability levels to apply and to declare disabilities as early as possible, so adjustments may be put in place **(outlined in detail** in **Standard 7.4**).

Composition and training of the selection committee

The first step of the screening process is undertaken by a dedicated team of admissions staff led by the BVM&S Admissions Manager, with decades of experience in higher education admissions. All team members undergo the University's Challenging Unconscious Bias and Equality and Diversity Essentials training courses. The team screens all applications using scoring guidelines approved by the Admissions Committee on an annual basis.
Approximately 700-800 applicants are interviewed every admissions cycle, using a Multiple Mini Interview (MMI) format. This entails a circuit of seven stations, five of which (Work Experience, Career Exploration, Data Interpretation, Animal Welfare, and Moral/Ethical Dilemma) have an interviewer present, while the remaining two (Practical Task, Numeracy) are unstaffed. Each station lasts 10 minutes, with a two-minute interval in between, and candidates move through the scenario until all seven stations have been completed. The interview process has been designed to identify students with the wide range of abilities and strengths required for successful completion of the programme, as well as to become the veterinarians of the future. It assesses awareness of ethical and animal welfare issues, observational skills, moral judgement, communication skills, data interpretation, and numeracy. It also assesses awareness of the veterinary profession, including its downsides; spatial and practical abilities, including following instructions; and finally, applicants' individual work experience and what they were able to draw from those experiences.
The majority of interviewers are academic staff, with some contribution from stakeholders; external practitioners (including recent alumni). All interviewers undergo both general and station-specific training, and refresher sessions are given annually as stations are updated. Everyone interviewing must complete the University of Edinburgh's online Challenging Unconscious Bias and Equality and Diversity Essentials training. Scores are allocated at each station on specific attributes. An overall score is calculated for each applicant, and this is used to make decisions on offers.

The data from the interviews undergo a quality assurance step, with data for each fee group assessed in the following manner: each applicant has their scores plotted on a graph, and any notes of concern noted by the interviewers are highlighted. Notes of concern can be issues that arose during the interview (i.e. if any errors were made affecting the applicant on a particular station that was not of their doing, or concerning behaviour - for example, lack of professionalism) or concerns raised by a candidate following the interview (for example, issues that they may have felt adversely affected them). The effect on their overall rank of removing one station at the time for each candidate is assessed to evaluate any concerning trends. The interviewer data is also assessed to rank the interviewers on a 'hawk – dove' scale, and hawk and dove interviewers are highlighted on each candidate's graph. The performance of each station is also assessed for the effects of gender, disability and contextual flags for the entire cohort.

Interviewed applicants are placed into four categories as follows: Applicants may be rejected, made a conditional offer (dependent on pending examination results), an unconditional offer, or may be placed on a reserve list. All candidates just below the offer cut-off are individually assessed for a note of concern that may necessitate that a station is disregarded, or whether they have had a disproportionate number of 'hawks' as interviewers. In such cases, they can be moved into the offer range following a full assessment of their data. The Admissions Committee reviews the admission process from applicant scoring, through to and including interviews.

Appeal Process

The VEE is committed to fair, transparent and consistent admissions practices, and believes that providing constructive feedback about an unsuccessful application will help an applicant to achieve a successful outcome in the future. The VEE therefore provides feedback, when requested, to anyone whose application to study has been unsuccessful either during the selection for interview process or post-interview. Following the provision of feedback, applicants have the right to appeal the selection decision, providing that there are sufficient grounds.
(See Admissions Policies and Procedures for more information)

Adapting the number of admitted students to the available educational resources

The VEE has capacity and facilities to take 196 students in Final Year of the course, but recruits below this capacity to ensure that inevitable changes from year to year are easier to mitigate e.g. interruptions, intercalation. Numbers on-course are monitored by the Learning and Teaching Committee (LTC) to ensure anomalies are detected early and if necessary, accounted for. The Director of Admissions updates the LTC every August of the incoming numbers so that the administration and teaching teams can prepare. The target numbers for both programmes are set by the HoS via SET, following input from the Admissions Committee and the LTC to ensure any changes in resources can be taken into account (there have been no changes in the past decade).

Prospective number of new students admitted by the VEE for the next 3 academic years

The admissions targets for the two BVM&S programmes remain unchanged at a combined 170-175 new entrants per year for the next three years.

Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.

The VEE welcomes applications from disabled students or those with health issues, and works closely with the University's Disability and Learning Support Service to offer students appropriate support when on programme. Any applicants with a disability are strongly encouraged to disclose this during the application process. Information for prospective students can be found on the admissions web pages, including useful information about the requirements of the RCVS and Veterinary Surgeons Act 1966, the Day One Competencies and Fitness to Practice. On average, over the last five years, the number of new students who declare a disability via their application is 19.5%. All applications are treated the same at selection for interview, during the interview and at the stage of offering places on the programme.

Interviews
All candidates are asked to contact the VEE with any adjustments/special requirements that they require prior to attending interview.

Offer Holders
All unconditional firm offer holders are sent an Occupational Health Questionnaire that is assessed by the Occupational Health (OH) Team using the HEOPS Guidelines. The OH team might request further information from their doctor to fully assess fitness. The outcome of the assessment is that students' fitness is confirmed, or they are declared unfit to commence the programme. In the cases where health clearance is not given, in some circumstances, the students may be allowed to defer for a year if this is deemed appropriate. Occasionally, no decision can be made by the OH team, these students are then referred to the Student Support Team, Admissions Team and Disability and Learning Support Service. If all are in agreement that they can be supported on-programme (**Standard 7.7**), they are allowed on-programme.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.

Progression criteria and procedures for all students

Any student who fails a course and subsequent resit is required to attend Progression Committee to explore any issues or support they may need. No student may proceed to the next year of study for the BVM&S programme until they have passed all courses of the previous year of the programme, unless a concession is awarded by the HoS. To meet RCVS requirements, progression from Year 2 (GEP 1) to Year 3 (GEP 2) of the BVM&S programme requires students to present satisfactory evidence of having completed at least 10 weeks (Sept 2025 entry students onwards) or 12 weeks of Animal Husbandry extramural studies.

Remediation and support for students who do not perform adequately

All students who fail assessments are advised to meet with their Student Adviser to review their scripts and to identify and discuss any particular circumstances that may have underpinned their failure. In light of the variation in circumstances that might underpin a failed assessment, appropriate support is tailored to the needs of the student. Depending on the circumstances particular to the student, the Student Support Team will either:

- Address directly (e.g. refer internally for Study Skills Support and/or provide direct support)
- Refer to Professional Mentor/Course Organiser for academic support
- Refer or signpost to appropriate University resources (Student Disability Service, Student Wellbeing Service, Student Counselling Service)

Advertisement to students and transparency of these criteria/procedures

All policies are available for students to access either via the University website or via the Student SharePoint site. Information is communicated to students in numerous ways, including:

- The Student Support Team
- Signposting to internet via Handbooks/Learn
- Induction material
- Year Administrators, Course Organisers and Year Directors

Description of the rate and main causes of attrition

Academic Year Outcomes for 2023/24							
			Progression Committee Outcome				
Year of Programme	Cohort at start of year (cohort on entry + repeaters/ returners from previous year)	Number Progressing	Relative Academic	Absolute Academic	W/D Personal	Intercalation (approved for following year)	IoS
5	113	112	1 (0.88%)	0	0	0	0
GEP4	57	57	0	0	0	0	0
4	99	99	0	0	0	1	2
GEP3	53	52	1 (1.8%)	0	0	0	1
3	116	112	3 (2.5%)	1 (0.86%)	0	3	1
GEP2	59	57	2 (3.3%)	0	1	0	1

2	119	115	2 (1.6%)	0	1	0	1
GEP1	60	52	5 (8.3%)	3 (5%)	0	0	1
1	128	112	11 (8.5%)	1 (0.78%)	4	0	3

Academic Year Outcomes for 2022/23							
			Progression Committee Outcome				
Year of Programme	**Cohort at start of year (cohort on entry + repeaters/ returners from previous year)**	**Number Progressing**	**Relative Academic**	**Absolute Academic**	**W/D Personal**	**Intercalation (approved for following year)**	**IoS**
5	96	96	0	0	0	0	0
GEP4	56	56	0	0	0	0	0
4	117	112	5 (4.2%)	0	0	0	2
GEP3	62	58	4 (6.4%)	0	0	0	0
3	97	94	3 (3%)	0	0	2	1
GEP2	48	45	3 (6.25%)	0	0	0	1
2	113	108	3 (2.6%)	0	1	2	2
GEP1	65	57	7 (10.7%)	1 (1.7%)	0	1	2
1	137	118	12 (8.7%)	2 (1.4%)	5	0	7

Academic Year Outcomes for 2021/22						
			Progression Committee Outcome			

Year of Programme	Cohort at start of year (cohort on entry + repeaters/ returners from	Number Progressing	Relative Academic	Absolute Academic	W/D Personal	Intercalation (approved for following year)	IoS
5	118	118	0	0	0	0	0
GEP4	68	68	0	0	0	0	0
4	102	99	3 (2.9%)	0	0	2	2
GEP3	56	56	0	0	0	0	0
3	109	106	3 (2.7%)	0	0	2	2
GEP2	71	67	4 (5.6%)	0	0	0	2
2	103	100	3 (2.9%)	0	1	7	4
GEP1	49	43	4 (8.1%)	0	0	0	4
1	127	107	14 (11%)	1 (0.7%)	5	0	2

Although the total relative attrition appears high, the absolute attrition is generally stable. Over the last two years, there has been a rise in the number of students failing to progress due to academic challenges. During this period, the curriculum has remained largely unchanged; however, the educational disruption caused by Covid-19 may have significantly affected these students, potentially contributing to the observed increase in attrition numbers.

How the admission procedures, criteria, number of admitted students and the services to students are decided, communicated to staff, students and stakeholders, implemented, assessed and revised.

The admissions cycle is overseen by the Admissions Committee (AC). The committee's remit is to oversee and evaluate each recruitment and admissions cycle, which includes to discuss and approve changes to recruitment, admissions, scoring, and interview procedures, and to approve Undergraduate (UG) applicants if leniency is to be applied (when allowed by central University guidelines). This includes discussing and approving changes to admissions criteria. Following each completed interview cycle, the AC receives an update on the outcome, quality assurance process and any changes that might be required are discussed and approved.

In addition to this, the committee formulates the overall UG strategy for recruitment, both nationally and internationally. Nationally they actively work for widening participation in all areas onto the programme according to University targets. The committee oversees new international partnerships feeding onto the BVM&S graduate entry programme by approving curriculum mapping (conducted by short-life working groups) and new international partnerships before sending for further approval by the University.

The committee reports to SET, seeking approval and support for Admissions and Recruitment activities, as well as feeding into the LTC to inform the wider teaching teams of predicted student numbers to allow for advanced planning. The Committee meets twice yearly in person and is available via SharePoint and Teams. Any urgent matter arising is dealt with using electronic business. The members are a mixture of academic members and office holders from key areas in the VEE, College of Medicine and Veterinary Medicine Admissions, as well as from the wider University (Edinburgh Global and Widening Participation Manager). Academic members all serve on a three-year basis, and when a new position is available the opportunity is advertised to the entire VEE. The remit and committee membership (as well as non-confidential minutes from meetings) are shared on a public site (Admissions Committee).

The admissions targets for each admissions cycle are determined by SET, following input from the AC and the LTC to ensure any change in resources can be taken into account. The Chair of the AC reports directly to both committees and presents at Open School Meetings and at the BVM&S Teaching Symposium to keep all staff informed of the last cycle, ongoing widening participation opportunities, and feedback on interviews.

Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.

Mechanisms for the exclusion of students

Students can be excluded through lack of academic progress or through misconduct. Lack of progress is monitored by the Progress Committee **(See Standard 7.5).** Students excluded have the right of Appeal to the University. Academic misconduct is reported to the VEE Academic Misconduct Officer then, if required, escalated to the College Academic Misconduct Officer. Due to the nature of the professional programmes within the College of Medicine and Veterinary Medicine, students are expected to display standards of professional behaviour alongside the behaviours expected of all students of the University. Meeting these standards is a requirement for graduation, and the University will not award a degree where it has reason to believe that an individual is not fit to practise. Most professionalism-related concerns can be resolved by the VEE, however, there are some instances which cannot be resolved by supportive measures (e.g. Support for Study meetings) nor through the Code of Student Conduct. These cases are progressed to the College Fitness to Practise Committee.

Appeal processes

Our Student Appeal Regulations are on the University's website. A student can appeal if they have substantial information directly relevant to the quality of performance in the assessment, which, for good reason, was not available to the examiners at the time their decision was taken. An appeal can also be considered if there is evidence of irregular procedure, improper

conduct, or lack of due diligence in the conduct of an assessment.

Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).

Description of the services available for students (i.e. registration, teaching administration, mentoring and tutoring, career advice, listening and counselling, assistance in case of illness, impairment and disability, clubs and organisations, ...)

Registration: matriculation is the process by which students are formally admitted to the University of Edinburgh. All students must matriculate at the beginning of their studies and thereafter for each new academic session. Matriculation carries with it the agreement to abide by University rules (including payment of tuition fees/related costs) and allows access to University services and facilities. Registration is via completion of an online form and tuition fee payment.

Teaching administration: the Student Administration and Support Services Team (SASS) within the VEE is responsible for managing timetables, teaching materials, and examinations. Every year group is assigned a dedicated Year Administrator, who works closely with the Student Advisers. This includes monitoring attendance, to help identify students who exhibit low engagement levels.

Professional Mentors: each student is assigned a Professional Mentor (PM) in Year 1 (GEP 1). PMs are academic members of staff who provide academic guidance to students. Each PM is allocated approximately 10-15 students. The number of mandatory PM meetings is determined by the year of study and includes a review of the portfolio, reflection on feedback, self-reflection and discussion of future aims and objectives. Additionally, these (and other non-mandatory) meetings provide the student with the opportunity to discuss any matters relating to their academic progress and/or wellbeing which may warrant direct advice or appropriate signposting.

Student Advisers (SA): Under the University Student Support model, the VEE employs a team of onsite Student Advisers who are available to assist students with their pastoral needs. Each year group is allocated a dedicated student adviser whom students contact in the first instance for assistance with pastoral concerns, such as physical or mental health issues, learning adjustment difficulties, or personal crises. The Student Advisers work closely with the Year Directors and Year Administrators to provide students with appropriate and timely support and guidance. Support may include regular meetings between the Student Adviser and the student or may result in referral of the student to other services (both University and non-University) which aim to provide the student with personal wellness and support during times of compromised wellbeing. These services include (but are not limited to) the following: Student Counselling Service, Wellbeing Service, Listening Service, Reporting Hate Crime, Report + Support.

Student Wellbeing Service: The University Student Wellbeing Service provides health and wellbeing support for all University students on a short-term case management basis. It offers preventative services for the general student population and specialised support for medium to high-risk students. These students may have complex needs beyond the scope of standard advice provided by Student Advisers, especially if they exhibit risk-prone behaviours. The VEE has a dedicated Wellbeing Adviser who is available for student meetings on campus or online in addition to participating in the weekly Student Support and Advisory Group meetings. Students can self-refer or be referred by their Student Adviser. The Student Wellbeing Service provides monthly updates to the Student Support Management Group (**see Appendix 7.7 for case numbers**).

Study skills: Through drop-in and individual bookable sessions, dedicated study skills advice is offered involving a review of currently adopted study methods and, where appropriate, the introduction of alternative strategies. Often, small changes to a student's study approach can have a significantly positive impact on their enjoyment and success at university. The service also offers workshops and similar events during which students can try out various study techniques and talk to fellow students about the strategies they found most fruitful. In addition, students can access the University's Institute for Academic Development

Peer Assistance: In relation to peer support, there is a well-embedded and flourishing Peer Assisted Learning scheme. VetPALs is based on successful peer assisted learning models in operation throughout a number of schools within the University and elsewhere. Feedback has shown this initiative to be highly beneficial, as evidenced by the receipt of an Edinburgh University Student Union (EUSA) teaching award. The VEE also runs a successful non-academic peer support scheme with weekly sessions. VetPALS are recruited from students on the five-year and GEP programmes to reflect both generic and programme-specific challenges.

Student Counselling Service: The Student Counselling Service (SCS) offers free support to current University of Edinburgh students through one-to-one therapy, self-help and online resources. Students can self-refer or be referred by their Student Adviser or Wellbeing Adviser. This service is based at the central university campus.

Disability and Learning Support Service: The University Disability and Learning Support Service provides study support to students with a range of disabilities, learning differences, neurodiverse and health conditions. Students can self-refer or be referred by their SA.

Financial aid: The Advice Place offers valuable information on, and assistance with, financial matters, including welfare assistance benefits, tax credits, emergencies, budget planning, funding sources and debt management. The service is based at the central university campus, whilst representatives of The Advice Place visit the VEE campus regularly during the academic year.

Career planning services: The University Careers Service assists with career planning, information on employers, job applications and CVs (résumés), preparing for job interviews and developing employability skills. The Careers Service has a named Careers Advisor for the VEE who visits the Campus throughout the year. The VEE runs careers events and talks, including the annual 'Vet Choice' event which showcases a range of career opportunities to the students. The development of the student CV is an annual requirement within the personal

portfolio and Final Year students are offered individual drop-in sessions to help prepare their CV for job applications by members the Professional and Clinical Skills Team.

Clubs and Organisations: Students benefit from a wide variety of vibrant clubs and societies, and the faculty fully supports the proposal of new initiatives by the student body. In addition to the School clubs and societies, the Edinburgh University Students' Association offers more than 240 societies.

Processes and support for supporting students who are, or become, ill, disabled, or show impaired performance: Students can access help directly by contacting their student adviser. Staff members or other students can make a 'Request for Support' for a student they are concerned about via the BVM&S dashboard. The Request for Student Support system enables the categorical 'tagging' of submissions; these include (but are not limited to) health issues, learning difficulties, professionalism, disabilities and ethnicity/culture, thus enabling auditing and recruitment of appropriate support resource. All Requests for Support are discussed weekly by the Student Support Advisory Group, which is comprised of the Student Advisers, Director of Students, Student Support Manager, Coordinator of Adjustments (CoA) and Wellbeing adviser.

Depending on the circumstances particular to the student, the Student Adviser will either address directly (e.g., refer internally for Study Skills Support and/or provide direct pastoral support) or signpost to appropriate VEE or University resources (Coordinator of adjustments, Student Disability Service, Student Wellbeing Service, Student Counselling Service). To ensure that no student is disadvantaged by illness/disability, reasonable adjustments are implemented by the VEE CoA and/or Student Disability Service. There is also the need to ensure that reasonable adjustments do not impact a student's ability to demonstrate that they meet the fitness to practice requirements or competencies. All adjustments, where applicable, are applied to all teaching activities and assessments throughout the programme. Once reviewed by the VEE CoA, they inform the relevant Year Director and Year Administrator who can access adjustments via the student records system. Any adjustments related to teaching are communicated to relevant teaching staff. The year administrator implements adjustments concerning assessments.

Description of the mechanisms for resolution of student grievances (see Standard 7.8)

Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.

Students are encouraged and supported by the VEE to provide feedback, suggestions and complaints via the BVM&S Student Voice Policy. The BVM&S student body selects Programme Representatives from each year group at the beginning of each academic year. Mechanisms for student feedback directly to the VEE include:

- Staff Student Liaison Committee (SSLC) every Semester (two per year)
- Mid-course feedback for each course
- End-of-course questionnaires for each course
- BVM&S Learning and Teaching Committee (LTC)
- R(D)SVS Learn working group

- R(D)SVS Quality Assurance and Enhancement Committee (VMQAEC)

Additionally, during each academic year, the programme team may consult with representatives on changes to the curriculum, policies and facilities, and will invite membership to working groups or committees. Students are also represented on College SSLC and QAEC committees.

Students can provide feedback via the 'What Matters to Ewe' system by completing handwritten cards or via an online system (anonymity is optional). There are also anonymous suggestion boxes across all Campus buildings, these are open to staff and students for any campus-related matters. Suggestions are collated and triaged by the Campus Culture & Experience Committee.

Students who wish to raise concerns relating to their experience at the University or on extramural studies placements can contact their Student Adviser in the first instance who provides them with completely confidential advice and support. Should the student want to make a formal complaint, they are supported by their Student Adviser throughout the process.

Comments on Area 7

The VEE continues to see a large number of applications to its programmes, necessitating a two-step selection process including an interview stage. The applicants are supported by the admissions team at every stage of their journey, and significant work from the VEE and the wider University goes into widening participation (WP) on the programme. The implementation of the University-wide Student Support model has significantly improved the support available to students. Each year group has an assigned Student Adviser who the student can contact for pastoral care. This is not only of benefit to students but also to academic staff who previously would have been the first point of contact for pastoral issues. The low level of absolute attrition across the years evidences that appropriate support mechanisms are in place for students.

Suggestions for improvement in Area 7

Recruitment and Admissions continue to focus on WP. In the Home student group, the VEE aims to increase the number of students from areas of multiple deprivation (MD) in the UK. The University uses MD information to assign Flag and Flag Plus to candidates in our contextual admissions. Since 2023, the VEE offers travel grants to all applicants who are contextually flagged so that they can travel to interview free of charge. This was introduced as interviews are only held in-person, and travel was identified as a potential barrier. The VEE runs a Diversity Summer School, with 15 fully-funded residential places for anyone interested in studying veterinary medicine. In addition, the VEE will participate in the Sutton Trust summer school in summer 2025, which will provide another ten residential places. The summer schools aim to provide support to applicants from non-traditional backgrounds to help increase diversity on the programme. The VEE recognises an increased number of students struggling financially and undertaking significant hours of paid employment. It is working to better identify and provide support to these students to help them manage the workload of the degree alongside employment. This includes training of Professional Mentors to ensure that they are well placed to support WP students in their mentee groups.

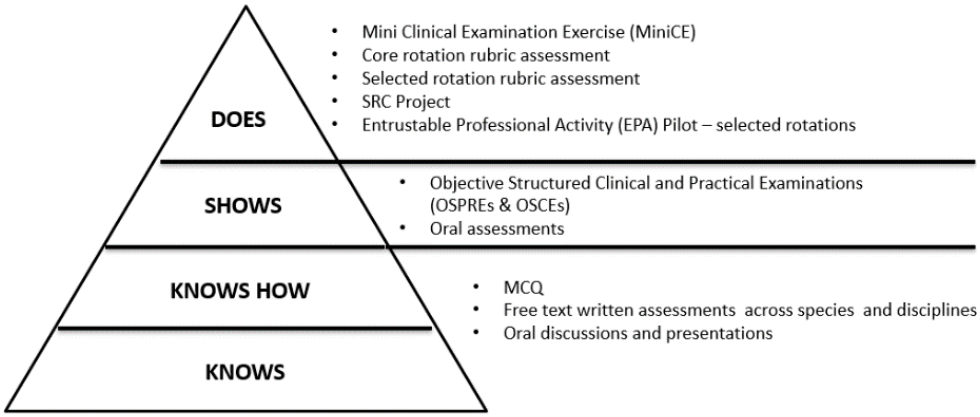
Area 8.
Student assessment

Area 8. Student assessment

Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.

The VEE's philosophy is that assessment is integral to the curriculum and aligned to core competences using a range of assessment modalities, to ensure that students demonstrate outcomes mapped to each level of Miller's Pyramid as they work towards clinical competence. **See Standard 8.3** for further details on lines of responsibility for the assessment strategy.

Figure 8.1



Assessment is carefully aligned to ensure achievement of competences at relevant levels of the programme, with the sequencing of assessments designed to ensure that knowledge, understanding, practical ability and professional reflection are assessed from Year 1 (GEP 1).

Theoretical knowledge is predominantly assessed through the use of closed book in person invigilated written examinations constituted predominantly of multiple-choice questions (MCQs), short answer (SAQs) and interpretation questions. Open book written assessment and oral presentations are used in some courses although concerns in relation to GenAI tools are reducing instances of open book assessments**.**

Pre-clinical practical skills are assessed through the use of Objective Structured Practical Examinations (OSPREs) and Objective Structured Clinical Examinations (OSCEs). These include 'must pass' animal handling and 'Steeplechase' anatomy exams in Year 1/2 (GEP 1) of the programme and the assessment of students' ability to complete and interpret a clinical examination of a range of species (currently cow, sheep, rabbit and chicken, with dog and horse being introduced in 2025/26 and 2026/27 respectively) in Year 3/4 (GEP 2/3).

At present, a wide range of pre-clinical practical skills (including simulated surgical skills) are assessed using OSCEs at the end of Year 4 (GEP 3). These formally constitute part of the Final Year assessment, however from academic year 2025/26 onwards, approximately two thirds of these clinical skills have been brought forward into an OSCE assessment at the end of Year 2 (GEP 1). The VEE is currently in the process of moving the remaining one third of these clinical skills into OSCE assessments in Years 3/4 (GEP 2/3) of the programme.

Clinical practical skills assessment is undertaken during Final Year clinical rotations through both formative mini-clinical evaluation exercises (MiniCEX, referred to locally as mini-CE) and summative end of rotation assessment and feedback (mapped to rotation level intended learning outcomes, which are in turn mapped to day one competencies). Directly Observed Procedures (DOPS) were used until academic year 2021/22, but with the successful introduction of MiniCEX assessments, which ensure students put practical skills into clinical and theoretical context, DOPS are not currently in use. The VEE actively monitors MiniCEX completion, which must include both 'soft' (specifically communication) and 'hard' (specifically surgical) skills.

'Soft Skills' are assessed through the portfolio, where students are required to reflect on team working, dealing with pressure, positive mental attitude, flexibility, time management, self-confidence and dealing with criticism. Attendance is also built into the BVM&S assessment structure, with 100% attendance required for all tutorial, practical and clinical rotation teaching. All authorised absences must be remediated for students to pass a course, whilst unauthorised absence results in a course fail.

In response to recommendations from the 2022 joint RCVS, AVMA and AVBC accreditation visitation, the VEE is introducing competency tracking software into the BVM&S portfolio. After a successful pilot project in 2023/24, the VEE is in the process of embedding competency tracking into the programme, with a view to introduce programme level assessment in Year 4/5 (GEP 3/4) of the programme by academic years 2027/28 and 2028/29 respectively (i.e. current Year 1 students).

Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.

Processes advertising and ensuring transparency of the assessment criteria/procedures
All grades are awarded according to the University common marking scheme; CMS2, which is published on the University of Edinburgh's website, whilst the assessment tasks and requirements to pass are published at programme level in the Undergraduate Degree Programme Regulations and at course level in the Degree Programme Table. More granular information relating to the administration of assessments and marking rubrics are distributed to students via the LearnUltra (VLE).

Processes for awarding grades, including explicit requirements for barrier assessments
Grades are awarded by the Board of Examiners for each course. The structure and remit of the board is defined by the University's regulations, specifically that all assessment outcomes must be ratified by the board and that every board includes at least one External Examiner. External Examiners take full part in the examination board and scrutinise the entire assessment process from paper setting to results. The University External Examiners for Taught Programmes Policy outlines the external examiners' roles and responsibilities in detail. The VEE considers its relationship with External Examiners to be central to its programme, and on a yearly basis responds to them both at a granular course level (via the University online External Examiners Reporting System/EERS) and more holistically by identifying common themes across years/courses.

Each course has a combination of in-course and end-of-course assessments that map to the relevant course outcomes. All courses are in effect 'barriers' and must be passed/completed for progression and graduation. In addition to the requirement to achieve at least 50% as a final mark and 100% attendance at tutorials, practicals and clinical rotations, additional 'barriers' are as follows:

Year	Requirement	Detail
1	Satisfactory submission of portfolio	Pass-fail – no mark awarded
	Pass animal handling exam	Pass-fail – no mark awarded
2 (GEP 1)	Satisfactory submission of portfolio	Pass-fail – no mark awarded
	Pass animal handling exam	Must pass – mark contributes to final Animal Life and Food Safety (ALFS) mark from 2025/26
	Pass OSCEs (from 2025/26)	Pass-fail – no mark awarded
	Completion of 12 weeks animal husbandry extramural studies (10 weeks for students starting after 01/09/2024)	Pass-fail – no mark awarded
3 (GEP 2)	Satisfactory submission of portfolio	Pass-fail – no mark awarded
	Pass OSCEs	Must pass – mark contributes to final Clinical Foundation Course (CFC) mark
4 (GEP 3)	Satisfactory submission of portfolio	Pass-fail – no mark awarded
	Pass OSPREs	Must pass – mark contributes to final Farm and Exotics course mark
5 (GEP 4)	Completion of 26 weeks clinical extramural studies (20 weeks for students starting after 01/09/2024)	Pass-fail – no mark awarded
	Completion of MiniCEX requirements	Pass-fail – no mark awarded
	Satisfactory submission of portfolio	Pass-fail – no mark awarded
	Pass OSCES (until 2027/28)	Must pass – mark contributes 10% to final mark

Should any flags be raised in relation to professional behaviour or other misconduct, cases can be escalated via student support through progression to fitness to practice, which could result in exclusion on non-academic grounds.

Processes for providing to students a feedback post-assessment and guidance for requested improvement

Ratified course results are confidentially released to students via the student records system (EUCLID). Each course is also required to clearly articulate feedback mechanisms to students. Typically, this will include post assessment feedback sessions where data analysis and common errors will be discussed. Additional mechanisms include whole class 'immediate' feedback after MCQs (under exam conditions to maintain question bank security), access to OSCE, OSPRE and animal handling feedback sheets and the opportunity for any student to review their completed exam scripts with their Student Adviser. During clinical rotations, students are provided with detailed summative written feedback at the end

of each rotation week and formative immediate written feedback via the completion of their MiniCEX assessments. Course Organisers, Year Directors and Clinical Service Leads are also available to provide students with support.

Appeal processes against assessment outcomes

Students can appeal assessment outcomes via the University's central appeals process. There are two grounds for appeal:

Ground A: Substantial information directly relevant to the performance in the assessment which for good reason was not available to the examiners when their decision was taken.
Ground B: Evidence of irregular procedure or improper conduct in the conduct of an assessment or in the process of decision-making by the Board of Examiners, another relevant body or Officer.

Students who are dissatisfied with the way in which their appeal has been handled by the University have the right to complain to the office of the Scottish Public Services Ombudsman.

Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.

Oversight of assessment is retained by the BVM&S LTC to ensure that both the curriculum and assessment strategy are aligned. Assessment design must also align with the University of Edinburgh's Assessment and Feedback Principles and Priorities. Students are represented on the BVM&S Learning and Teaching Committee by the Dick Vet Student Union. Minutes and papers from all meetings are publicly available on the University website, with opportunity to discuss with students at Staff Student Liaison Committee meetings.

Assessment results, minutes from Board of Examiner meetings and External Examiner **(see Standard 8.2)** reports are used to determine whether revisions to the assessment strategy are required. These are initially discussed at post-course review meetings, which are in turn reviewed at programme level (alongside graduate outcomes data) to ensure coherence of curriculum and assessment across courses and years. All changes to assessment must be approved by the BVMS& Learning and Teaching Committee, whilst major changes (i.e. those that impact on the Degree Programme Tables) must undergo student consultation and be approved by the R(D)SVS Board of Studies.

Link between learning outcomes and assessment design

Intended learning outcomes (ILOs) are specified at course level and recorded in the Degree Programme Tables. Course level ILOs are in turn mapped to day one competencies to ensure that across the programme, the full range of professional knowledge, skills, competences and attributes are covered. Within each course, assessment design must encompass all ILOs to ensure that students must demonstrate all ILOs prior to passing the course and progressing either to the next year of study or graduation. Failure to meet all ILOs for the course results in a course fail and a re-sit assessment. Any student who fails a course and the subsequent re-sit is required to meet with the progression committee to explore any issues or support they may need. Often this triggers a referral to the Disability and Learning Support Service in case of

any undiagnosed specific learning difficulties. Failing students will not progress to the next year of study, hence allowing them to repeat the failing courses. Under normal circumstances, students are permitted one repeat year only throughout the entirety of the programme.

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.

Certify student achievement of learning outcomes

Internal Examiners generate questions for summative exams that are mapped to learning activity ILOs, that are in turn mapped to course level ILOs. Course Organisers and Exam Board Chairs compile papers to ensure that all course level ILOs are appropriately assessed ensuring content validity. Papers are then circulated to Internal and External Examiners for approval and comment to ensure that the standard of assessment is appropriate and mapped to the relevant ILOs. Short answer questions are marked against detailed outline answers, with any updates to the outline answer during marking communicated to the exam board. All failing and borderline scripts and a sample of scripts at higher levels are reviewed by External Examiners. Practical learning outcomes are assessed using marksheets and rubrics aligned to the relevant domains of competence for the given task. The Student Research Project reports are double marked, with examiners blinded to each other's marks and any significant discrepancy referred to a third examiner. When marking has concluded, item analysis is undertaken and anomalous questions reviewed by both Internal and External Examiners. The KR20 of multiple choice question papers and the Cronbach's Alpha of short answer question papers are reviewed. The Hofstee standard setting methodology is used for the final course mark, which sets a tolerance for where the pass mark sits (48-52%).

Strategy to encourage students to take an active part in the learning process

All students who start the five-year BVM&S programme follow a 'transitions' curriculum that is delivered as part of the Professional and Clinical Skills 1 course. This broad ranging curriculum includes an introduction to the concept of a spiral curriculum and how it supports them to work towards day one competencies throughout their studies. Students are provided with a Professional and Clinical Skills Matrix that they can use to start mapping their intramural teaching and extramural experiences to day one competencies. The 'transitions' curriculum also supports students to develop skills such as managing money, public speaking and presentation, conflict resolution and resilience, and study skills. The latter particularly focuses on the differences between study at school and university, with students also introduced to the concept of 'flipped classroom' teaching, and academic writing and integrity. The curriculum is further enhanced through the use of specific case studies, including readiness for work-based learning, veterinary nursing and empathy. GEP students, who have already completed an undergraduate degree, are provided with a lighter touch curriculum that recognises their previous experience in university education.

In Year 1 (GEP 1) all students are introduced to both their reflective portfolio and the Synoptic Problems and Cases (SPaCES) curriculum. The reflective portfolio is a must-pass component across all years of the BVM&S Programme and has a particular focus on students taking an active part in their learning, with students expected to demonstrate how their experiences have led to development in their own academic and professional practice. This is being further supported via the introduction of competency tracking software (currently Year

1, 2 and GEP 1) across the BVM&S Programme that supports students to engage in short-form reflection after key classes throughout each semester and before meeting with their Professional Mentors (PM). The PM meetings provide further support to students to develop their professional identity and ownership of their learning. In the SPaCES curriculum, students revisit a series of cases throughout their time on the BVM&S Programme and are encouraged to apply what they have learned during their studies to these cases as they increase in complexity. This curriculum is designed to both develop clinical reasoning skills and the ownership that students have of their learning.

In Year 3 (GEP 2) all students are introduced to the Student Research Component (SRC) of the course. This 20 credit Level 11 (master's Level) research project is formally a capstone component of the programme. Students have the freedom to select a research project that is of personal interest to them. They are expected to identify a supervisor themselves and to develop their own hypothesis and project design/protocol. These projects are highly valued by students who relish the opportunity to take ownership over a research area of interest, with particularly successful projects often contributing to peer reviewed publications.

Students are expected to engage in their Final Year studies as if they were in the workplace. This includes ensuring that they prepare for cases before attending clinics and that they identify the skills that they need to develop to meet the outcomes of the rotation. This is supported via full access to the VTH practice management software (ProVet) and the use of MiniCEX formative assessments. Whilst some baseline requirements are set for MiniCEX completion, including that MiniCEX's are submitted that demonstrate their surgical and communication skills, students are given significant flexibility to select the skills that they need to focus on developing during the rotation. Students are guided in this process via the summative rotation outcomes to ensure that an appropriate balance is struck between student ownership of their development and meeting day one competencies. Following the final written examinations in February each year, students then complete eight weeks of EPT prior to graduation. They have free choice of EPT placements (subject to availability) and during this time develop more independence. For students with a specific interest in the learning process, there is the opportunity to enrol on the Undergraduate Certificate in Veterinary Medical Education (UCVME) during their BVM&S studies. Students who successfully complete this programme have a formal qualification in veterinary medical education and are eligible to register as an Associate Fellow of the Higher Education Academy (AFHEA).

Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.

Our suite of assessments running across the programme are aligned to day one competences and provide checkpoints with feedback and remediation as appropriate. Our OSCEs in Years 3, 4 and 5 (GEP 2, 3 and 4) are supplemented by our MiniCEX approach during clinical

rotations, which provide opportunities for real time feedback against competences which students record and submit centrally to allow longitudinal tracking and identification of progress and/or the need for intervention. **Please see Standards 8.2 and 8.4** for further information relating to the examination process, moderation and standard setting. All day one competencies are demonstrated before the conclusion of core clinical training, with EPT providing an opportunity for students to enrich their experiences in specific domains of practice of interest.

Assessment methodology to ensure that every graduate has achieved the minimum level of competence, as described in the ESEVT Day One Competences (see Annex 2)

The VEE assessment strategy is detailed in Standard 8.1. Please see **Appendix 8.5** for a comprehensive map that evidences how each of the ESEVT Day One Competences are assessed.

Comments on Area 8

A range of assessment approaches are used across the BVM&S Programme to ensure that students demonstrate and take ownership of their knowledge, professional attributes and clinical skills development. Assessment strategy, design and delivery is aligned with the curriculum, University policies and day one competencies, with oversight provided by the programme Learning and Teaching Committee, VEE Board of Studies and External Examiners.

Suggestions for improvement in Area 8

Continued deployment of competency tracking across the BVM&S Programme and the introduction of programme level assessment in Years 4 and 5 (GEP 3 and 4).

Area 9.
Teaching and support staff

Area 9. Teaching and support staff

Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.
A formal quality-assured programme of teacher training[1] (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.

Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

All new staff must complete core induction training relevant to their roles as outlined in **Table 9.1** below. Teaching staff on the BVM&S programme are required to participate in the VEE Teaching Fellowship Programme at the level most appropriate for their role. Teachers stay updated through engagement with the annual BVM&S symposium, peer observation of teaching scheme, and Veterinary Medical Education Division (VMED) workshops. Annual Professional Development Reviews (PDRs) for all staff include teaching-specific sections and mandatory health and safety training, including responsibility to self and others. The SupportEDU committee oversees the suite of workshops/events and updates resources on a SharePoint site for teachers, including teachers on core off-campus sites. On average, 90% of our academic staff at the VEE are veterinarians. **See table 9.2.2 for further details and Appendix 9.1 for a full current teaching staff list.**

Table 9.1

Academic Staff	
Core	**Annual Update**
Induction workshops A, B and C (for Final Year)	Annual programme director update (in person or view recording)
Teaching Fellow programme/PGCAP/EDTA - mandatory	Participate in peer observation of teaching on 2-year cycle
Non- academic staff who teach including nurses, technicians, grooms	
Core	**Annual Update**
Induction workshop A	Annual programme director update (in person or view recording)
IAD tutors and demonstrators' on-line resource 'Fundamentals of teaching' *	
Teaching Fellow programme/PGCAP/EDTA - optional	Staff
External rotation providers (core curriculum)	
Core	**Annual Update**
Induction workshops A and C	Regular (at least twice/year) Visit/update by placement liaison lead
Interns, Post-graduate students, Tutors and Demonstrators	
Core	**Annual Update**

Induction workshop A Induction workshop C (Interns and anyone involved in Final Year teaching)	Annual programme director update (in person or view recording)
IAD tutors and demonstrators' on-line resource 'Fundamentals of teaching'	
In person Tutors and demonstrators health and safety induction and lab tour	
Residents	
Residents (DVetMed Students) have a mandatory, yearly, module - Veterinary Academic Practice (VAP) which capture resident's teaching and learning experiences. VAP counts 10 credits (100 hours of engagement-yearly).	

Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission.

A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.

Table 9.2.1. Teaching staff involved with the core veterinary programme

For simplicity, indicator 1 only includes academic staff and certified specialists. All residents, interns and PhD students involved in teaching are trained and paid, but as we do not track FTE devoted to teaching, we have reported numbers in table 9.2.1 and have not included in indicator 1.

Type of contract	**23/24**	**22/23**	**21/22**	**Mean**
*Academic staff (FTE)**	73	71	74	73
Interns (FTE)	25	27	27	26
Residents (FTE)	61	57	50	56
PhD students (FTE)	26	25	25	25
*Certified specialists **(FTE)*	82	76	69	76
*Practitioners (FTE)****	3	3	3	3
Others (specify) (FTE)	-	-	-	-
Total (FTE)	**270**	**259**	**248**	**259**

**Academic staff numbers include all academic colleagues employed directly by the VEE who are not European College board certified specialists*
***Board Certified/Diploma Holding academic staff employed by VEE*
****Practitioner numbers only include veterinary surgeons employed at our partner practice (Inglis) and not by the VEE.*

Table 9.2.2. Percentage (%) of veterinarians in teaching staff

Type of contract	**23/24**	**22/23**	**21/22**	**Mean**
Permanent (FTE)	84%	78%	75%	79%

Temporary (FTE)	8%	12%	14%	11%
Total (FTE)	**92%**	**90%**	**89%**	**90%**

Table 9.2.3. Support staff of the veterinary programme

Type of contract	**23/24**	**22/23**	**21/22**	**Mean**
Permanent (FTE)	190.1	184.6	182.6	185.7
Temporary (FTE)	15.7	17.6	15.9	16.4
Total (FTE)	**205.8**	**202.2**	**198.5**	**202.1**

Table 9.2.4. Research staff of the VEE

Type of contract	**23/24**	**22/23**	**21/22**	**Mean**
Permanent (FTE)	138.3	122.4	138.5	133.0
Temporary (FTE)	102.5	112.6	89.47	101.5
Total (FTE)	**240.8**	**235.0**	**227.9**	**234.5**

Table 9.2.5 Prospected number of FTE teaching and support staff of the veterinary programme for the next 3 academic years

Planned Additional Investment in FTE	**Planned increased FTE in 2024-25**	**Planned increased * FTE in 2025-26**	**Planned increased * FTE in 2026-27**
Veterinary Biomedical Sciences	1		
Farm Animal	1		
Equine	2		
Companion Animal Sciences	1		
Professional Services	0.5	1	0.5

**Given the size and shape review mentioned in section 1, there is limited opportunity to recruit additional FTE for a currently unknown period of time.*

Programme for the selection and recruitment of the teaching staff and their training to teach and assess students

Recruitment follows UK law, with roles advertised in appropriate websites/publications for 3-4 weeks followed by an interview process. Given the shifting and often challenging veterinary market forces for certain specialisms, boarded/recognised specialists may be approached directly to apply for an open position. Approaches are made based solely on skills and qualifications required which are published on specialist lists. The VEE pays a Market Force Supplement to remain competitive.

Equality and Diversity and Unconscious Bias training is mandatory for all staff every three years, and all recruitment panel chairs must complete recruitment training before they can chair an interview panel. The VEE has an active Campus Experience and Culture Committee and Equality and Diversity Committee that promote and champion an open and supportive culture for both staff and students. This training is also mandatory for external MMI interviewers and staff at Inglis Veterinary Practice. Additionally, staff at Inglis can optionally pursue a teaching fellowship via the VEE and attend Continuing Professional Development (CPD) courses. **Teacher training requirements is detailed in Table 9.1.**

Programme for the selection, recruitment and training to perform their specific duties of the support staff

The recruitment process is the same for support staff as it is for academics. Roles are

advertised followed by an interview. For fixed term posts, the VEE often appoints internal staff on secondment and our redeployment risk register must be consulted before recruiting externally. For roles requiring specific qualifications, these are clearly stated in the job description at point of advertising and recruitment. Any requirement for further training is communicated at interview and ongoing training and development needs are captured via the annual PDR and regular 1-1 meetings. Examples of training programmes available can be found here.

Rules governing outside work, including consultation and private practice, by staff working at the VEE

The University, through its staff, is a respected source of academic and professional expertise. The University and the VEE recognises and encourages the benefits from engagement with industry, commerce, government bodies and areas of professional service which consultancy can provide. These benefits lie in the enhancement of the academic/professional discipline, through knowledge transfer, practical application and experience. The University's 'Procedures for Consultancy' document outlines mechanisms to protect the interests of both the University and its staff in a manner that reflects appropriate professional standards. In addition, clinical colleagues have a 'binding out' clause added to their contracts.

Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

Work contracts for teaching staff

The Teaching Fellowship Programme provides local mentored support for staff to gain relevant accreditation by Advance HE. In addition, staff can also participate in the centrally managed EDTA and the Postgraduate Certificate in Academic Practice (PGCAP). Interested staff are also encouraged to further their interests in education through further study at MSc and PhD level (funded by Staff Scholarships) and several colleagues are currently engaged in these education focussed research degrees. The VEE's VMED Division aims to enhance the practice, and understanding, of veterinary education for the benefit of our students, our faculty and the profession, including support for staff involved in teaching through the provision of regular and bespoke pedagogical seminars and courses.
Teaching excellence is rewarded through a number of routes:

1. Promotion and Increment/Lump sum awards – **(see 9.4)**
2. Campus Staff Recognition Awards and College Awards – include multiple categories specific to teaching
3. Students Association Annual Awards – University level awards recognising colleagues excelling in teaching and student support

The balance of teaching, research and service commitments for individuals are covered annually through the PDR process which is informed by the workload model. Any excessive workloads highlighted through this process leads to follow up conversations to identify solutions for rebalancing or changing the role. The majority of academic clinical posts have

assigned scholarly (academic) time (the norm being the equivalent of a minimum of 18 weeks off clinics based on FTE).

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.

Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.

Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

Staff professional growth and development

As part of the annual PDR process described below, there is a specific section for completion entitled 'Career aspirations, future plans and personal / professional development needs for forthcoming year.' which forms part of the conversation during the PDR meeting and is formally recorded. Numerous courses are available for all staff and more targeted courses for teaching and research roles. There is also a VEE staff training fund available to support attendance at specific workshops and/or conferences. Including additional attendance support for those with caring responsibilities to via an internally funded carers grant. The University is signed up to the 'Concordat to Support the Career Development of Researchers'. The Concordat states that research staff should have 'opportunities, structured support, encouragement and time to engage in a minimum of 10 days professional development pro-rata per year' for career development activities. There is also a staff scholarship scheme; staff can apply for funding to complete PG study whilst working. All internal VEE positions (e.g. Director of Admissions etc.) are only advertised within the VEE to enable local opportunities and succession planning.

Appraisal and promotion procedures

All staff undergo an annual Performance and Development Review with their line manager, which is a forward-looking review of their activities for the coming year. In particular, these reviews enable workloads to be balanced and activities (including research) to be discussed with a view to application for promotion. The associated narrative form includes a section on reflection on teaching activities during the annual cycle. The workload model includes a default 35 hours per year for CPD aligned to RCVS requirements which can encompass conference attendance (VEE funded) and other activities such as journal reviewing and clinical specialty training. The UoE publishes grade profiles, which include criteria bespoke for academic veterinary clinical staff, which are used for the assessment of promotion. The criteria for staff moving up a grade are clearly described in this documentation.

Academic staff are promoted on the basis of their research, clinical excellence, teaching or (more usually) a combination of these activities. The promotion process is annual for academic staff through a well-defined process at VEE and College level. Processes, timelines and advice are offered to inform candidates and signpost to additional resources. Promotion criteria explicitly states that in more teaching-focused roles, teaching activities can take the place of some research activities. Staff are supported for promotion through their annual PDR

process by their line manager and through guidance provided by the VEE, including an annual promotions workshop. The PDR process and access to training resources is the same for support staff. Support staff can apply for a re-grading of their role based on significant change in remit and accountabilities. This is considered by a VEE and College panel.

Mentoring and support

In addition to the formal line management, the VEE's Career Development Committee exists to provide career support and professional development activities to all staff. The committee covers each main division (Clinical, Education, Research and Support) with a remit that includes:

- To promote and encourage career development opportunities to maximise the career growth and advancement of staff and increase awareness and understanding of internal development processes and career paths (e.g. mentoring scheme)
- In conjunction with other committees on campus, to work to promote a positive workplace culture and effective work-life balance practices that improve wellbeing, increase awareness of family friendly policies that support engagement and retention of staff, and actively promote a culture of equality and inclusivity within the VEE
- To use a variety of staff feedback mechanisms to prioritise actions that enhance career development and the staff experience on campus
- To prepare and submit required documentation for the Athena SWAN Equality Charter scheme and monitor and support the delivery of Athena Swan award Action Plans.

Decision making

There are various opportunities for staff to influence and input into decision making, from team to wider VEE decisions (e.g. recent co-construction of the new VEE strategy). **Further examples are detailed in Standard 1.2.**

Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.

System in place for assessing the teachers by the students

To coordinate feedback, reduce duplication and align with University policy, the BVM&S adopts a three-step feedback process for students.

1. Mid-course feedback - completed for each course before the halfway point of each semester:
a) All students taking the course are surveyed
b) Student responses are collated, with themes identified and shared with the course organiser
c) If deemed necessary, a meeting will take place between the course organiser and student Programme Representatives for the respective year to discuss the student feedback themes and the proposed actions
d) The course organiser presents both the survey themes and key actions to the whole cohort group (in person) and invites comment, with actions refined as necessary in response to any additional feedback
e) The course organiser provides the BVM&S L&TC with the themes and actions, which are also taken forward to the relevant SSLC.

2. Course Enhancement Questionnaires (CEQs) Each semester, the CEQs are distributed to the student body during the last week of teaching, with an agreed deadline for completion. The Programme Director requires course teams to make time available within a class for students to complete the questionnaire. Quantitative results from CEQs with a response rate of 50% or higher are taken forward for discussion at the relevant SSLC. Confidential/sensitive information can be raised in the CEQs. Themes and any actions from the CEQ are presented to students at the respective post-exam feedback session and to staff at the respective post-course review. "You said … we did" summaries are shared with the SASS after the post-course review.

3. Staff Student Liaison Committees (SSLCs) Programme-level SSLCs run each semester. All students are invited to attend the 90-minute meeting, along with the Programme Director, Course Organisers, Year Directors, Student Support/Experience and SASS staff.. The Programme Representatives and DVSU appoint a student to co-chair the meeting with a member of the faculty. The student co-chair is supported in their role by a member of the faculty who is also an Edinburgh Lead Well Advocate. In recognition that widening participating (WP) students often face barriers to engaging in SSLCs, DVSU are encouraged to ensure that a WP champion is present at the SSLC.

The SET meets monthly and discusses staffing issues as a standing agenda item. This ensures that a strategic approach can be taken to replacements, allowing flexibility to not 'replace like with like' and ensure new posts are aligned to the VEE strategy. All new posts require justification and HoS and HoC approval. The promotions process has been described in **section 9.4**. Line managers communicate with individual teams on recruitment matters. In addition, at regular VEE meetings, the HoS welcomes any new colleagues publicly and weekly campus bulletins capture key appointments.

Comments on Area 9

Significant effort has been invested in evolving the Student Voice Policy over the last two years, in particular to ensure a partnership approach aimed at increasing student engagement at all levels from course specific level to the multi-year staff-student liaison committees. Early indications of the success of this approach have been recognised in the recent National Student Survey (NSS) results where satisfaction in the student voice theme has seen an increase of 11% (to 84% satisfaction) from 2024 to 2025.

Suggestions for improvement in Area 9

Ensuring colleagues have protected time in their workloads to achieve the relevant level of teaching qualification can be challenging. The VEE currently has strong buy-in to the fellowship programme as evidenced by the numbers of colleagues volunteering to mentor. Additional modifications to the programme may be needed moving forward to ensure the appropriate level of scaffolding to maintain engagement and ensure timely completion. Although data is captured annually through the PDR forms and associated workload model, VEE level searchability of the data is currently cumbersome and would be facilitated by the existence of a more comprehensive database.

Area 10.

Research programmes, continuing and postgraduate education

Area 10. Research programmes, continuing and postgraduate education

Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).

Research activities of the VEE (including research-based veterinary education)

The VEE is a research-led vet school that delivers a research-led curriculum. All academic staff are expected to contribute to its research programme via the Roslin Institute; the Division of Global Agriculture and Food Systems; interdisciplinary centres and collaborations and/or research divisions. This allows staff to engage in a broad spectrum of interdisciplinary and translational research, which informs and embeds research at the centre of undergraduate and postgraduate teaching.

The VEE's research programmes align to critical challenges in agriculture, food and veterinary sciences and one of the overlapping themes of 'One Biology, One Medicine and One Health' and 'Food and Environmental Security'. The VEE's vision is to solve the world's greatest One Health challenges, aspiring to be the world's first choice as a place of lifelong learning and innovation for the advancement of animal, human and environmental health and well-being. It champions science-based decision-making to build and strengthen the values, knowledge and skills to solve One Health challenges locally and globally.

In the 2021 Research Excellence Framework assessment the VEE's submission, in partnership with SRUC, was ranked number one in the UK based on the quality and breadth of work in Agriculture, Food and Veterinary Sciences research. The impact the VEE's work has on wider society and the research environment was assessed as being world-leading and internationally excellent throughout the submission, with 77% of combined research outputs assessed to be world-leading and internationally excellent. Over the academic year 2024-25 the VEE's annual research income for 24-25 was >£40M with 312 research grants active, and it published 1863 peer-reviewed journal articles from 2022-present (**Appendix 10.1**).

The VEE offers a variety of opportunities for veterinary students to become engaged, and receive training, in research. Formal research programmes available to veterinary students include the mandatory Student Research Component (SRC) which is integrated into the core curriculum, summer studentship programmes, and intercalated degree programme (BSc/MSc). Furthermore, lectures convey facts, but also detail how they were discovered through tutorials that explore the theory behind research methods and their applications, practical classes that instil knowledge of research methods, and access to training in research skills (e.g. technical writing, scientific presentations and statistics). Students participating in research will usually follow one of the six research programmes/themes aligned with the VEE's core research activities.

Theme 1: Sustainable Agriculture - The VEE aims to enhance productivity and efficiency while mitigating environment impacts, both via genomic selection and reducing mortality.

Theme 2: Infectious Diseases - The overall aim is to improve the detection, prevention and treatment of infectious diseases of animals, and those that pass from animals to people.

Research is focused on reducing the burden of animal diseases, reducing zoonoses and preparing for pandemics and combatting antimicrobial resistance (AMR).

Theme 3: Enhancing Health - The VEE leverages its unique expertise, infrastructure and resources to understand animal and human health, ageing and disorders. It achieves this through research which utilises animal models of human disease, enhances the health and welfare of farmed animals, and increases understanding of the building blocks of life.

Theme 4: Global food systems - The VEE aims to investigate the role of global food systems on the health of people, animals and planet, including innovations in practice, governance and behaviour that support a One Health approach; and to develop and promote food system innovations to deliver sustainable diets equitably for current and future generations

Theme 5: Conservation Science - This programme focuses on the transfer and application of science and clinical practice to wildlife conservation, both in Scotland and internationally.

Theme 6: Clinical Veterinary Sciences - Overall, the VEE aims to improve the diagnosis, treatment and prevention of societally important diseases in veterinary species. Clinical and translational veterinary research on important diseases focuses on companion animals and farmed animals. This represents an important route for the translation and application of more fundamental animal bioscience.

Lastly, although not a unified theme, **Pedagogical Research** is a critical component of the VEE's research activities, and it also delivers prominently through published work in this area, which in turn helps to inform teaching.

Table 10.1.1. List of the major funded research programmes in the VEE which were ongoing during the last complete academic year prior the Visitation

Scientific topics	*Grant/year (€)*	*Duration (Yrs)*
Core Capability Grant - Institute Strategic Programme Grant	7,152,121	5
Development of genetic improvement tools to support tropical dairy and poultry small holder livestock systems (CTLGH 2.0)	1,465,106	5
Reappraising the role of whole genome duplication and rediploidization in eukaryotic evolution	1,429,097	4
iBreed: in vitro gametes for enhanced genetic selection of cattle	1,308,389	3
Drivers of salmon robustness	880,215	5
International veterinary vaccinology network (IVVN)	757,484	2
ISARIC CCP activation for acute hepatitis of unknown cause	717,697	2
Investigating the multi-scale dynamics and drivers of antimicrobial resistance in one health systems of China and the UK	636,933	3
Artificial intelligence accelerated genomic improvement in LMIC livestock	634,912	2
Investigations into the use of our experimentally induced ovine pulmonary adenocarcinoma model for one health translational goals	627,675	5

Research funding received in the academic year 24-25 > €600k listed. Grants of <1 year duration are listed as their total value.

Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.

How students are made aware of the importance of evidence-based medicine, scientific research and lifelong learning. How students are initiated into bibliographic search, scientific methods and research techniques, and the writing of scientific papers

All academic staff are expected to contribute to research, and many staff whose primary role in the VEE is to undertake research are actively engaged in, and teach on, the BVM&S programmes. To foreground the importance and impact of its research, the VEE provides specific 'Portrait' lectures that are delivered by key research and opinion leaders in the VEE on their areas of interest to Year 1 BVM&S students.

The core skills of searching and critically appraising the scientific literature are introduced in the professional skills courses and developed in the Animal Life and Food Safety (ALFS) course in Years 1 and 2 (GEP 1), Student Research Component Foundation Skills (SRCf) in Year 2, and the Clinical Foundation Course (CFC) in Year 3 (GEP 2). Study design, research data management and statistical analysis principles are also introduced in the ALFS courses and are expanded upon in the CFC. These principles are then developed and used as applied subjects in the context of a student research component (SRC) project which runs from Year 3 (GEP 2) to Final Year. Further statistical, epidemiological and research skills are explored in the Final Year Preparation phase in Year 4 (GEP 3) and are integrated in the Veterinary Public Health and Diagnostic Investigation rotation in Final Year. As part of this rotation, all students must demonstrate that they can integrate scientific evidence into clinical reasoning using the principles of evidence-based veterinary medicine. This involves students applying their skills in evidence-based medicine through critical appraisal of a clinical question, detailed appraisal of published literature on that question and reflection on its impact on clinical decision making.

The SRCf course runs in Year 2 and helps prepare for the Student Research Component (SRC) project taken from Year 3 (GEP 2) through to Final Year, although the two courses are independent of each other, hence students can pursue research projects covering different topics across the two courses. The SRCf course is designed to match common features of academic collaborative research and is a group project, recognising that much research work in science is collaborative. Within broad parameters, groups have freedom to choose their project focus, and a learning outcome of this course is for students to learn and utilise informatics skills to search, communicate, collect and store data and prepare a presentation (on which they are assessed).

The SRC project begins in Year 3 (GEP 2) and runs through Year 4 (GEP 3) for completion in Final Year. Each student chooses their own project, which requires the application of their understanding of evidence-based veterinary medicine, through either an extended literature review or a research project. All projects are supervised by a member of the academic staff or an external collaborator. The research projects require the student to formulate and test a hypothesis, through data collection and analysis, and to write their findings up in the form of a publication-style report. Both the student's performance in undertaking the project and their final report are assessed. Each project is double marked and many of these have resulted in conference posters or presentations and scientific papers. The SRCf (group) and SRC (individual) projects account for 10 and 20 credits respectively in Year 2 and Final Year.

How students are offered to participate in research programmes

The first four years of the programme (GEP 1-3) are core, and the compulsory opportunities for students to participate in research are through the SRCf (five-year programme only) and SRC courses. In both these courses, the course organisers and supervisors approve the student-driven choice of topics. There are several other opportunities for students to engage in research activity on a non-compulsory basis. These choice-based opportunities are:

- The VEE runs a summer research project programme. Each year, individual staff and researchers offer between 12-18 laboratory-based projects, which are then advertised to the students. Projects run for a minimum of six weeks and projects are funded from a variety of sources including the Academy of Medical Sciences BBSRC, Zoetis, MSD Connect, Medical Research Scotland and philanthropic donations. Such projects are hugely popular with the students and inevitably are over-subscribed. Generally, the VEE can offer disappointed students' opportunities for the following year. Projects provide an excellent way for students to sample research and consistently a number of students participating in these projects continue to take up further research opportunities through the programme.
- Part of a student exchange programme with Colorado State University (CSU) provides the opportunity for 1-2 Edinburgh students to undertake summer research projects with researchers at CSU and, similarly, 1-2 CSU students will conduct summer research projects at the VEE.
- Undergraduate students can take up the opportunity to take an additional year and gain an intercalated degree (either a BSc or MSc) depending on the stage of the programme at which they wish to intercalate and their existing qualifications. There is a large range of opportunities within the University of Edinburgh and at other UK Institutions.

Description of the minimum requirements for the graduation thesis (Master dissertation), its supervision and its assessment

The BVM&S programme does not require a graduation thesis, but the SRC report the students submit is 2,500 words (for a research project) or 5,000 words (for an extended literature review) in the form of a publication-style report.

Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.

Table 10.3.1. Number of students registered at postgraduate clinical training

Training	23-24	22-23	21-22	Mean
Interns				
Companion animals	21	23	23	22
Equine	4	4	4	4
Production animals	0	0	0	0
Others (specify)	0	0	0	0
Total	**25**	**27**	**27**	**26**
Residents				
EBVS disciplines (specify)				

Animal Welfare and Behavioural Medicine (Behavioural Medicine)	0	0	0	0
Veterinary Anaesthesia and Analgesia (ECVAA)	6	5	4	5
Veterinary Diagnostic Imaging (ECVDI)	5	5	5	5
Veterinary Internal Medicine – Companion Animals (ECVIM-CA); in Internal Medicine, Oncology and Cardiology	12	12	11	11.6
Veterinary Neurology (ECVN)	4	5	3	4
Veterinary Ophthalmologists (ECVO)	4	4	3	3.6
Veterinary Pathologists (ECVP)	2	2	2	2
Veterinary Clinical Pathology (ECVCP)	4	2	2	2.6
Veterinary Surgeons (ECVS), (Equine and Small Animal)	5	6	6	5.6
Equine Internal Medicine (ECEIM)	2	2	2	2
Bovine Health Management (ECBHM)	2	1	1	1.3
Small Ruminant Health Management (ECSRHM)	1	1	1	1
Veterinary Dermatology (ECVD)	1	1	1	1
Veterinary Public Health (ECVPH)	2	2	2	2
Porcine Health Management (ECPHM)	0	0	0	0
Veterinary Emergency and Critical Care (ECVECC)	8	6	4	6
Zoological Medicine (ECVZM), small mammal	2	2	2	2
European Veterinary Dental College (EVDC)	1	1	1	1
Total	**61**	**57**	**50**	**56**
Others (non-EBVS programmes) (specify)				
Equine Behaviour	0	0	0	0
Total	**0**	**0**	**0**	**0**

Note the majority of Residents are registered for the Doctorate in Veterinary Medicine Programme (DVetMed). These students study for four years at 180 credits a year to align with specialist clinical training requirements of their relevant European College.

Table 10.3.2. Number of students registered at postgraduate research training

Degree	**23-24**	**22-23**	**21-22**	**Mean**
PhD	207	204	197	203
Masters by Research (MSc)	10	8	11	10
Total	**217**	**212**	**208**	**212**

Table 10.3.3. Number of students registered at other postgraduate programmes in the VEE but not related to either clinical or research work (including any external/distance learning courses)

Programme	**23-24**	**22-23**	**21-22**	**Mean**
Applied Animal Behaviour and Animal Welfare (AABAW) (Campus)	15	20	29	21
Advanced Clinical Practice (ACP) - Online	31	31	36	33
Applied Conservation Genetics with Wildlife Forensics (ACGWF) – Online	33	26	24	28

Applied Poultry Science (APS) - Online	19	23	14	19
Clinical Animal Behaviour (CAB) - Online	174	178	135	162
Conservation Medicine - Online	95	93	76	88
Equine Science – Online	81	74	76	77
Food Safety - Online	28	18	14	20
Global Food Security and Nutrition (GFSN) - Online	50	55	44	50
International Animal Welfare, Ethics and Law (IAWEL) – Online	126	129	105	120
One Health – Online	86	83	69	79
RCVS Certificate in Advanced Veterinary Practice (CertAVP) – Online	101	97	80	93
Veterinary Anaesthesia and Analgesia (VAA) - Online	61	53	46	53
Veterinary Epidemiology (VetEpi) - Online	2	5	7	5
Total	**902**	**885**	**755**	**847**

Table 10.3.4. Number of attendees to continuing education courses provided by the VEE

Courses:	**23-24**	**22-23**	**21-22**	**Mean**
Small Animal Clinical Club (Online)	418	550	535	501
Equine CPD – Online	0	23	0	8
Equine CPD - In Person	60	62	0	41
Nurses' Clinical Club - Online	196	206	309	237
Total	**674**	**841**	**844**	**787**

Prospected number of students registered at post-graduate programmes for the next 3 academic years

The VEE anticipates that the number of students across all PGT programmes will gradually increase over the next three years, based on recruitment trajectories over the last three years. There is likely to be increases in the MSc Clinical Animal Behaviour due to its popularity and Applied Animal Behaviour and Animal Welfare due to recent appointments. The trajectory of resident numbers is on a continuous incline. The VEE hopes to develop in-person CPD courses as part of a wider strategy to increase the breadth of courses on offer, and to develop a short, Edinburgh-focused small animal conference, which has been requested by stakeholders.

How the postgraduate clinical trainings of the VEE contribute to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided

Interns and residents are directly involved in the education of undergraduate students across three teaching hospitals (small animal, farm and equine). All interns, residents and research students are provided with mandatory training in teaching during their induction and are actively encouraged to undertake further training through a wide range of online and in-person teaching modules, seminars and courses. Several elect to undertake further teaching qualifications alongside their clinical training.

All clinical rotation groups of undergraduates, and the residents and interns operate under the guidance of a senior academic member of staff, who controls the caseload and management. In particular, the senior academic member of staff decides the most suitable individual to perform a procedure based on its level of difficulty and the educational needs of the

undergraduate and postgraduate trainees. Immediate problems are raised through regular, daily discussions when on clinics, notably during clinical rounds. Both undergraduate and postgraduate students are provided with feedback on their performance by the senior member of staff, which can highlight if there are conflicts in relation to case management. The postgraduate student's performance is evaluated by a residents or intern progress committee, which provides a further means to discuss any problems which might arise. The undergraduate students provide feedback on the clinical rotation after each week, which is reviewed by the Final Year Directors and the rotation group leads (the senior academic staff member in charge of the rotation discipline), which provides another mechanism for issues to be discussed.

How the continuing education programmes provided by the VEE are matched to the needs of the profession and the community

CPD programmes are led by the VEE's CPD Manager. The strategy for CPD programmes is to complement offerings at local and national meetings. The VEE has moved towards predominant delivery of online CPD, as many practising veterinarians prefer the flexibility of this format. Non-credit-bearing CPD courses have also been developed to support the continuing education of those who are new to or planning to join the profession. The range of options, flexibility of learning approaches, high-quality materials and student support, is core to delivery. Registrants on CPD programmes are encouraged to provide evaluative feedback on the quality of the educational experience and suggest new topics, and the VEE acts on this feedback.

In total, the VEE offers 14 PGT programmes. This increase in programmes over the last 5 years has been reflected in an increase in PGT student numbers to 902 in 2023-2024 (19.5% since 21/22). Student numbers will remain steady for some programmes as newer online programmes fully mature and grow for other programmes as the VEE increases capacity on the most successful ones. The quality of the programmes has been reflected in excellent year-on-year feedback from PGT students in terms of overall satisfaction in Postgraduate Taught Experience Survey (PTES) scores, with the VEE being the top-ranked school in the University in 2024, with 86.3% overall satisfaction rate.

Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.

Mechanism used by the VEE to ensure that its research activities contribute to research-based education

All courses are run with the quality assurance policy outlined in **Standard 1**. As all academic staff are expected to contribute to research at the VEE, this is foregrounded in those processes. Our courses (including SRCf and SRC) each undergo an annual independent review by the Quality Assurance and Enhancement Committee (VMQAEC) and external examiners (who can access all student research submissions) are appointed to examination boards for each course. Furthermore, students' feedback to staff on all courses through the relevant post-course evaluations, mid-course feedback and Staff-Student Liaison Committee (SSLC) meetings. As such, there are several independent mechanisms to ensure that research activities on courses are relevant and contribute to research-based education, and that feedback is actively procured to enhance the quality of these courses. The SRC projects and summer research project programme provide students with opportunities to develop their research skills and acumen under the guidance of research, teaching and clinical staff. This is

mutually beneficial, as these projects enable staff to broaden their own research.

See Standard 9.4 for further information on how research and teaching activities of staff are monitored via PDR and recognised through promotion.

How research, continuing and postgraduate education programmes organised by the VEE are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

Research at the VEE is overseen at an academic basis by the Easter Bush Science Management Group (EBSMG). This group provides advice on funding, reviews all proposed research projects at the VEE and provides feedback for applicants before grant submissions. The EBSMG is chaired by the Director of the Roslin Institute and this Group reports to the SET and Campus Research and Innovation Group (CRIG). The CRIG is responsible for strategic governance of the VEE's research activities and reports to the SET. The postgraduate research and taught programmes are governed by the Postgraduate Taught Learning and Teaching Committee (PGT-LTC) and the Postgraduate Research Learning and Teaching Committee (PGR-LTC), which both feed into the Board of Studies and the SET. The Postgraduate Student Clinical Training Committee and Postgraduate Student Advisory Committee also feed into the PGT-LTC and the PGR-LTC respectively. The CPD programmes are linked to PGT, but line-managed through Marketing and Communications, which also feeds into SET.

Comments on Area 10

The VEE has an exceptional track record of research delivery, as recognised by its REF2021 result, the level of competitive grant funding it is awarded, and the impact of its activities (for example, an independent review of the economic activities of the Roslin Institute in 2021 revealed that that research carried out at the Roslin Institute contributed almost £20 billion annually to the global economy, largely through productivity improvements in agriculture and aquaculture. It also contributed to the UK, Scottish and regional economies. The VEE part of CMVM and is uniquely positioned to draw on the infrastructure and expertise within CMVM, and in turn, lead research in the One Health landscape.

Suggestions for improvement in Area 10

The translation of research activity into impact has been a great strength of certain area of the VEE, such as the Roslin Institute and Division of Global Agriculture and Food Systems, but less so for clinical research. The VEE has sought to address this through activities such as the Edinburgh Clinical Academic Track programme which seeks to develop sustainable and successful clinical research careers, and the development of a Division of General Practice. Similarly, the VEE has an immense breadth of research activities. The new VEE Strategy seeks to de-silo these across perceived boundaries across the campus and to foreground its strengths using a cluster model. This approach aims to drive improvement in the impact of clinical research going forward.

ESEVT Indicators (5 year Programme)

Name of the VEE:		**Royal (Dick) School of Veterinary Studies**			
Name & mail of the VEE's Head:		**Prof. Lisa Boden**			
Date of the form filling:		**04/11/2025**			
Raw data from the last 3 complete academic years		**2023/24**	**2022/23**	**2021/22**	**Mean**
1	n° of FTE teaching staff involved in veterinary training	155	147.4	143	148.47
2	n° of undergraduate students	804	791	803	799.33
3	n° of FTE veterinarians involved in veterinary training	139.5	132.7	127	133.07
4	n° of students graduating annually	169	152	186	169
5	n° of FTE support staff involved in veterinary training	205.8	202.2	198.5	202.1666667
6	n° of hours of practical (non-clinical) training	659.16	562.33	352.83	524.7733333
7	n° of hours of Core Clinical Training (CCT)	724.5	724.5	724.5	724.5
8	n° of hours of VPH (including FSQ) training	194.75	194.75	187.24	192.2466667
9	n° of hours of extra-mural practical training in VPH (including FSQ)	44	44	44	44
10	n° of companion animal patients seen intra-murally	15525.0	14577.0	12978.0	14360
11	n° of individual ruminant and pig patients seen intra-murally	185.0	102.0	104.0	130.3333333
12	n° of equine patients seen intra-murally	1054.0	934.0	1252.0	1080
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	1747.0	1437.0	1556.0	1580
14	n° of companion animal patients seen extra-murally	3413.0	3357.0	3197.0	3322.333333
15	n° of individual ruminants and pig patients seen extra-murally	16221.0	18922.0	15088.0	16743.66667
16	n° of equine patients seen extra-murally	3490.0	3317.0	2951.0	3252.666667
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	54.0	46.0	43.0	47.66666667
18	n° of visits to ruminant and pig herds	146.0	146.0	146.0	146
19	n° of visits to poultry and farmed rabbit units	0.0	0.0	0.0	0
20	n° of companion animal necropsies	168.0	142.0	141.0	150.3333333
21	n° of ruminant and pig necropsies	133.0	181.0	172.0	162
22	n° of equine necropsies	31.0	40.0	33.0	34.66666667
23	n° of rabbit, rodent, bird and exotic pet necropsies	165.0	180.0	194.0	179.6666667
24	n° of FTE specialised veterinarians involved in veterinary training	82	76.4	69.2	75.86666667
25	n° of PhD graduating annually	34	24	38	32

The boxes within the red frames must be filled in by the VEE (the other values will be automatically calculated).

ESEVT Indicators (GEP)

Name of the VEE:		**Royal (Dick) School of Veterinary Studies**			
Name & mail of the VEE's Head:		**Prof. Lisa Boden**			
Date of the form filling:		**04/11/2025**			
Raw data from the last 3 complete academic years		**2023/24**	**2022/23**	**2021/22**	**Mean**
1	n° of FTE teaching staff involved in veterinary training	155	147.4	143	148.47
2	n° of undergraduate students	804	791	803	799.33
3	n° of FTE veterinarians involved in veterinary training	139.5	132.7	127	133.07
4	n° of students graduating annually	169	152	186	169
5	n° of FTE support staff involved in veterinary training	205.8	202.2	198.5	202.1666667
6	n° of hours of practical (non-clinical) training	504.3333	523.3333	292.3333	439.9999667
7	n° of hours of Core Clinical Training (CCT)	724.5	724.5	724.5	724.5
8	n° of hours of VPH (including FSQ) training	194.75	194.75	187.24	192.2466667
9	n° of hours of extra-mural practical training in VPH (including FSQ)	44	44	44	44
10	n° of companion animal patients seen intra-murally	15525.0	14577.0	12978.0	14360
11	n° of individual ruminant and pig patients seen intra-murally	185.0	102.0	104.0	130.3333333
12	n° of equine patients seen intra-murally	1054.0	934.0	1252.0	1080
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	1747.0	1437.0	1556.0	1580
14	n° of companion animal patients seen extra-murally	3413.0	3357.0	3197.0	3322.333333
15	n° of individual ruminants and pig patients seen extra-murally	16221.0	18922.0	15088.0	16743.66667
16	n° of equine patients seen extra-murally	3490.0	3317.0	2951.0	3252.666667
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	54.0	46.0	43.0	47.66666667
18	n° of visits to ruminant and pig herds	146.0	146.0	146.0	146
19	n° of visits to poultry and farmed rabbit units	0.0	0.0	0.0	0
20	n° of companion animal necropsies	168.0	142.0	141.0	150.3333333
21	n° of ruminant and pig necropsies	133.0	181.0	172.0	162
22	n° of equine necropsies	31.0	40.0	33.0	34.66666667
23	n° of rabbit, rodent, bird and exotic pet necropsies	165.0	180.0	194.0	179.6666667
24	n° of FTE specialised veterinarians involved in veterinary training	82	76.4	69.2	75.86666667
25	n° of PhD graduating annually	34	24	38	32
The boxes within the red frames must be filled in by the VEE (the other values will be automatically calculated).					

Appendix explaining the calculation of the Indicators

All values represent an annual average calculated from the last 3 complete academic years. All values (except I19) concern the training of undergraduate veterinary students.

1	"Total number of full-time equivalent (FTE) teaching staff in veterinary training (e.g. 100 persons employed full-time (100%) + 50 persons employed half-time (50%) + 10 persons employed quarter-time (25%) = 127,5 FTEs). Post-graduate students who are registered for a specialised or doctoral degree (i.e. interns, residents, PhD students or equivalent postgraduate students) are not included in these figures unless they are paid and trained to regularly perform structured practical and/or clinical training (for a minimal of 10% and for a maximum of 50% of their annual workload) and are supervised by permanent teaching staff (e.g. 10 residents employed half-time (50%) for clinical training of undergraduate students + 8 PhD students employed quarter-time (25%) for practical training of undergraduate students = 7 FTEs). Researchers, invited speakers, unpaid lecturers and other persons who only occasionally contribute to the training of undergraduate students are not included in these figures but should be reported for information in the SER."
2	Total number of undergraduate veterinary students. These students must be officially registered in the database of the VEE.
3	Total number of FTE veterinarians (DVM or equivalent degree) in veterinary training.
4	Total number of graduate veterinary students. These students must be officially granted the veterinary degree (i.e. at least five years of full-time theoretical and practical study in agreement with the EU Directives) provided by the VEE being evaluated.

5	Total number of FTE support staff involved in veterinary training. Only support staff who are dedicated to administrative, teaching or research tasks related to students and to care of facilities, equipment or animals in the VEE are taken into account in the Indicators.
6*	Total number of hours of supervised practical (non-clinical) training. It includes inter alia laboratory experiments, microscopic examination of histological and pathological specimens, work on documents and idea-formulation without the handling of animals (e.g. assay work, clinical case studies, handling of herd-health monitoring programmes, risk assessment for VPH, computer-aided exercises), work on healthy animals (e.g. physiology, ante mortem inspection), work on cadavers, carcasses and organs (e.g. dissection, post mortem inspection, Food Safety and Quality).
7*	"Total number of hours of Core Clinical Training (CCT) under the supervision of teaching staff (this does not include EPT). This training strictly focuses on hands-on procedures by students, which include the relevant diagnostic, preventive and therapeutic activities in the different species. It concerns individual patients, herds and production units and healthy animals in a clinical environment. Propaedeutics, diagnostic necropsies, therapeutic and surgical hands-on activities on cadavers, organs and animal dummies are also classified as clinical training but may not replace the hands-on training on live patients. Simply observing the teacher doing clinical tasks is not considered as clinical training.
8*	Total number of hours of theoretical and practical training in Veterinary Public Health (VPH) (including Food Safety and Quality (FSQ)).
9*	Total number of hours of extra-mural practical training in VPH (including FSQ) (e.g. slaughterhouses, meat inspections, VPH institutes).
10**	Total number of companion animal (dogs and cats) patients seen intra-murally (e.g. at the VTH). Each patient must be officially recorded in the electronic patient record system of the VEE and must be individually examined/treated by at least one student under the supervision of at least one member of staff. Patients seen during EPT are not taken into account in the Indicators.
11**	Total number of individual ruminant and pig patients seen intra-murally (e.g. at the VTH). Each patient must be officially recorded in the electronic patient record system of the VEE and must be individually examined/treated by at least one student under the supervision of at least one member of staff. Patients seen during EPT are not taken into account in the Indicators.
12**	Total number of equine patients seen intra-murally (e.g. at the VTH). Each patient must be officially recorded in the electronic patient record system of the VEE and must be individually examined/treated by at least one student under the supervision of at least one member of staff. Patients seen during EPT are not taken into account in the Indicators.
13**	Total number of rabbit, rodent, bird and exotic pet patients seen intra-murally (e.g. at the VTH). Each patient must be officially recorded in the electronic patient record system of the VEE and must be individually examined/treated by at least one student under the supervision of at least one member of staff. Patients seen during EPT are not taken into account in the Indicators.
14**	Total number of companion animal (dogs and cats) patients seen extra-murally (e.g. dispensaries). Each patient must be officially recorded in the electronic patient record system of the VEE and must be individually examined/treated by at least one student under the supervision of at least one member of staff. Patients seen during EPT are not taken into account in the Indicators.
15**	Total number of individual ruminant and pig patients seen extra-murally (e.g. ambulatory clinics). Each patient must be officially recorded and must be individually examined/treated by at least one student under the supervision of at least one member of staff. Patients seen during EPT are not taken into account in the Indicators.
16**	Total number of equine patients seen extra-murally (e.g. training centres). Each patient must be officially recorded and must be individually examined/treated by at least one student under the supervision of at least one member of staff. Patients seen during EPT are not taken into account in the Indicators.
17**	Total number of rabbit, rodent, bird and exotic patients seen extra-murally (e.g. dispensaries). Each patient must be officially recorded and must be individually examined/treated by at least one student under the supervision of at least one member of staff. Patients seen during EPT are not taken into account in the Indicators.
18	Total number of visits to ruminant and pig herds under the close supervision of teaching staff.
19	Total number of visits to poultry and farmed rabbit units under the close supervision of teaching staff.
20	Total number of necropsies carried out on whole carcasses of companion animals (dogs and cats).
21	Total number of necropsies carried out on whole carcasses of ruminants and pigs.
22	Total number of necropsies carried out on whole carcasses of equines.
23	Total number of necropsies carried out on whole carcasses of rabbits, rodents, birds and exotic pets. Necropsies of other animals (e.g. sea mammals, wild animals) must be mentioned in the SER in Table 5.1.6. under 'Others'.
24	Total number of FTE specialised veterinarians in veterinary training. The specialised veterinary status must be officially recognised by the relevant National Accreditation body for national specialisations and/or by the European and/or American Board of Veterinary Specialisation (EBVS/ABVS).
25	Total number of graduate students who are officially granted a third cycle degree (PhD or equivalent doctoral degrees in agreement with the relevant EU directives).
*	The number of hours given in items 6 to 9 must apply to ALL undergraduate veterinary students, independently of electives/ tracking. Specific data for each track (i.e. pre-specialisation) may be given in an annex.
**	Each live animal having received a healthcare procedure (e.g. vaccination, diagnostic imaging, surgery) or treated for one specific clinical episode during a year is counted as one single patient, even if it has been examined/treated by several departments/units/ clinics (including revisions). Only other visits of the same animal with a different condition would be considered as a different patient in the given year.

RDSVS ESEVT Indicators (5 YEAR Programme)

Name of the VEE:	**Royal (Dick) School of Veterinary Studies**				
Date of the form filling:	**04/11/2025**				
Calculated Indicators from raw data		**VEE values**	**Median values[1]**	**Minimal values[2]**	**Balance[3]**
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0.186	0.15	0.13	0.060
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0.787	0.84	0.63	0.157
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1.196	0.88	0.54	0.656
I4	n° of hours of practical (non-clinical) training	524.773	953.50	700.59	-175.817
I5	n° of hours of Core Clinical Training (CCT)	724.500	941.58	704.80	19.700
I6	n° of hours of VPH (including FSQ) training	192.247	293.50	191.80	0.447
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	44.000	75.00	31.80	12.200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	104.629	67.37	44.01	60.619
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	99.846	18.75	9.74	90.106
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	25.637	5.96	2.15	23.487
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually	9.631	3.11	1.16	8.471
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	0.864	1.29	0.54	0.324
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.000	0.11	0.04	-0.045
I14	n° of companion animal necropsies / n° of students graduating annually	0.890	2.11	1.40	-0.510
I15	n° of ruminant and pig necropsies / n° of students graduating annually	0.959	1.36	0.90	0.059
I16	n° of equine necropsies / n° of students graduating annually	0.205	0.18	0.10	0.105
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1.063	2.65	0.88	0.183
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.449	0.27	0.06	0.389
I19	n° of PhD graduating annually / n° of students graduating annually	0.189	0.15	0.07	0.119
1	Median values defined by data from VEEs with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

RDSVS ESEVT Indicators (GEP)

Name of the VEE:		**Royal (Dick) School of Veterinary Studies**			
Date of the form filling:		**04/11/2025**			
Calculated Indicators from raw data		**VEE values**	**Median values[1]**	**Minimal values[2]**	**Balance[3]**
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0.186	0.15	0.13	0.060
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0.787	0.84	0.63	0.157
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1.196	0.88	0.54	0.656
I4	n° of hours of practical (non-clinical) training	440.000	953.50	700.59	-260.590
I5	n° of hours of Core Clinical Training (CCT)	724.500	941.58	704.80	19.700
I6	n° of hours of VPH (including FSQ) training	192.247	293.50	191.80	0.447
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	44.000	75.00	31.80	12.200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	104.629	67.37	44.01	60.619
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	99.846	18.75	9.74	90.106
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	25.637	5.96	2.15	23.487
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually	9.631	3.11	1.16	8.471
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	0.864	1.29	0.54	0.324
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.000	0.11	0.04	-0.045
I14	n° of companion animal necropsies / n° of students graduating annually	0.890	2.11	1.40	-0.510
I15	n° of ruminant and pig necropsies / n° of students graduating annually	0.959	1.36	0.90	0.059
I16	n° of equine necropsies / n° of students graduating annually	0.205	0.18	0.10	0.105
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1.063	2.65	0.88	0.183
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.449	0.27	0.06	0.389
I19	n° of PhD graduating annually / n° of students graduating annually	0.189	0.15	0.07	0.119
1	Median values defined by data from VEEs with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

Comments on Indicators (5 Year Programme and GEP)

Overall, most indicators are in line with ESEVT expectations. Staffing and clinical caseload through the veterinary teaching hospitals and practices are generally very favourable and represent the significant investment in the school and growth of the veterinary clinical services businesses. Following the appointment of a Lecturer in Farm to Fork Integration, who is also a Final Year co-Director, we have been able to map VPH and FSQ teaching across the curriculum more granularly to ensure that minimum values are met. We note that CCT concludes in early February each year and students undertake eight weeks of EPT, which does not contribute to CCT hours and caseload, despite most EPT in the context of our school taking place within the veterinary teaching hospitals and practices.

Rabbit farming is not a significant feature of the UK livestock industry. As such, veterinary students do not have the opportunity to visit rabbit farms when studying in the UK. Due to the perennial challenges with avian influenza across the UK, biosecurity controls on poultry farms preclude routine student visits to commercial flocks. To mitigate against this, we maintain an Exotic Animal Teaching Facility on campus where students must attend compulsory classes in both the preclinical and clinical phases of the programme to gain experience in the husbandry, handling and clinical examination of rabbits and poultry. We also run a dedicated poultry post-mortem class in 4th year to ensure that every student has had the opportunity to perform structured post-mortems on commercial birds that have died or been culled on farm. Students also have 'Common Clinical Techniques' practical classes in 4th year performed on rabbit and chicken cadavers. Live animal work includes clinical examination classes and assessment on both rabbits and chickens. Students with a specific interest in commercial poultry are able to work on poultry farms during animal husbandry extramural studies and undertake clinical visits either as part of their EPT rotations or clinical extramural studies placements. We have a busy exotic animal clinical service, with a significant rabbit caseload to ensure that students are experienced in the clinical care of rabbits prior to graduation. The clinic also treats domestic poultry, further promoting student experience in these species.

Suggestions for improvements (Year 5 Programme)

The number of hours of practical (non-clinical) training was heavily impacted by the COVID-19 pandemic, with a significant reduction in timetabled classes in the 2021/22 academic year due to the ongoing threat of government mandated restrictions. Since then, timetabled classes have been increased in each subsequent year and now broadly speaking represent the pre-COVID-19 timetable. These sit at 659 hours for the last academic year prior to the visitation and we will review the balance of practical (non-clinical) training in our timetable at the 2026 curriculum review.

Owners of companion animals are often reluctant to pursue post-mortem examination following the loss a beloved family member. We are working with our companion animal memorial progarmme and with local animal rescue charities, such as the Scottish Society for the Prevention of Cruely to Animals (SSPCA), an organisation with whom we have recently signed a memorandum of understanding to improve our companion animal post-mortem caseload. For 2024/25, I14 has already increased to 1.1 (183 cases) and we will contiue to work to improve this indicator.

Suggestions for improvements (GEP)

The number of hours of practical (non-clinical) training was heavily impacted by the COVID-19 pandemic, with a significant reduction in timetabled classes in the 2021/22 academic year due to the ongoing threat of government mandated restrictions. Since then, timetabled classes have been increased in each subsequent year and now broadly speaking represent the pre-COVID-19 timetable. This equates to 504 hours for the last complete academic year prior to the visitation. Whilst this is less than the minimal value of 700 hours, this is to be expected for a four year accelerated programme, where significant prior learning is required for all students entering via this route.

Owners of companion animals are often reluctant to pursue post-mortem examination following the loss a beloved family member. We are working with our companion animal

memorial progarmme and with local animal rescue charities, such as the Scottish Society for the Prevention of Cruely to Animals (SSPCA), an organisation with whom we have recently signed a memorandum of understanding to improve our companion animal post-mortem caseload. For 2024/25, I14 has already increased to 1.1 (183 cases) and we will contiue to work to improve this indicator.

Glossary

R(D)SVS	Royal (Dick) School of Veterinary Studies
REF	Research Excellence Framework
CMVM	College of Medicine and Veterinary Medicine
HoS	Head of School
BVM&S	Bachelor of Veterinary Medicine & Surgery
GEP	Graduate Entry Programme
EBVS	European Board of Veterinary Specialisation
EDSCCU	Equine Diagnostics, Surgical and Critical Care Unit
LARIF	Large Animal Research & Imaging Facility
RCVS	Royal College of Veterinary Surgeons
AVMA	American Veterinary Medical Association
SSPCA	Scottish Society for the Prevention of Cruelty to Animals
DDI	Data Driven Innovation
HoC	Head of College
COG	College Operations Group
CEG	College Executive Group
COO	Chief Operating Officer
SGG	Senior Governance Group
SET	Senior Executive Team
DVSU	Dick Vet Student Union
NSS	National Student Survey
VMQAEC	Veterinary Medicine Quality Assurance and Enhancement Committee
SQAC	Senatus Quality Assurance and Enhancement Committee
SSLC	Staff Student Liaison Committee
MCF	Mid-Course Feedback
LTC	Learning & Teaching Committee
IPR	Internal Periodic Review
VLE	Virtual Learning Environment
HE	Higher Education
ILO	Intended Learning Outcomes
SRC	Student Research Component
ALFS	Animal Life and Food Safety
CFC	Clinical Foundation Course
SRCf	Student Research Component Foundation Skills
AB	Animal Body
ICC	Integrated Clinical Course
P&CS	Professional & Clinical Skills
EATF	Exotic Animal Teaching Facility
SPacES	Synoptic Problems and Cases
VPH	Veterinary Public Health
VTH	Veterinary Teaching Hospital
FSQ	Food Safety & Quality

OV	Official Veterinarian
DPTs	Degree Programme Tables
BoS	Board of Studies
DRPS	Degree Regulations & Programmes of Study
HfSA	Hospital for Small Animals
DVEP	Dick Vet Equine Practice
DVEH	Dick Vet Equine Hospital
DVGP	Dick Vet General Practice (Small Animals)
FAH	Farm Animal Hospital
FAP	Farm Animal Practice
EMS	Extramural studies
PM	Post-Mortem
SRUC	Scotland's Rural College
H&S	Health & Safety
VPHDI	Veterinary Public Health and Diagnostic Investigation
PMS	Practice Management System
DEU	Digital Education Unit
VSS	Virtual Slaughterhouse Simulator
IS	Information Services
LSoKVL	Lady Smith of Kelvin Veterinary Library
ASL	Academic Support Librarian
OSCE	Objective Structured Clinical Examinations
OSPRE	Objective Structured Practical Examinations
AC	Admissions Committee
SASS	Student Administration & Support Services
VetPALs	Vet Peer Assisted Learning scheme
SCS	Student Counselling Services
MCQs	Multiple-choice questions
SAQs	Short answer questions
Mini-Cex	Mini-clinical evaluation exercises
VMED	Veterinary Medical Education Division
PGCAP	Postgraduate Certificate in Academic Practice
PDR	Performance & Development Review
CPD	Continuing Professional Development
CEQ	Course Enhancement Questionnaire
WP	Widening Participation
WLM	Workload Model
PGT	Postgraduate Taught
PGR	Postgraduate Research

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