



FULL VISITATION REPORT

To The Royal (Dick) School of Veterinary Studies, University of Edinburgh, United Kingdom

On 29 September – 03 October 2025

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Introduction

The Royal (Dick) School of Veterinary Studies (hereafter called VEE in this report) was founded in 1823. The VEE sits within the College of Medicine and Veterinary Medicine, one of three colleges of the University of Edinburgh. The University of Edinburgh was founded in 1583 and is one of Scotland's four ancient universities.

The VEE is situated at the Easter Bush Campus, 13 km south of Edinburgh city centre. Here, the VEE also hosts the renowned Roslin Institute, which is a research centre, and the University's dairy farm, Langhill farm.

The VEE is a full member of EAEVE and holds an Approval status granted by ECOVE in 2006 and in 2016. The decision in 2016 was based on the requirements of the 2012 ESEVT SOP.

The VEE has an international reputation for excellence in teaching, research and clinical services, demonstrated by several achievements in international and national rankings. Co-located with a variety of commercial entities and educational and research institutions on the Easter Bush Campus, the VEE and its collaborating campus institutions aims to be a major European Hub for innovation in One Health. This includes the VEE's range of clinical services, ranging from on-campus first opinion practices to advanced referral veterinary teaching hospitals.

The VEE offers only one undergraduate qualification: the Bachelor of Veterinary Medicine and Surgery (BVM&S). However, there are two entry points to this programme:

A. The "traditional" five-year programme for applicants who have biology and chemistry from High School (called the 5-year in this report)

B. The four-year graduate entry programme for applicants with a qualifying science degree (called GEP in this report)

As veterinary students at all UK veterinary schools, the Edinburgh veterinary students must undertake Animal Husbandry and Clinical Extra-Mural Studies (EMS) for a period of 38 weeks in total, to meet the RCVS requirements. For students starting in September 2024 and further on, the EMS is reduced to 30 weeks (10 weeks of animal husbandry and 20 weeks of clinical EMS).

Since the last visitation, new infrastructures have been completed. These are the Equine Diagnostics, Surgical and Critical Care Unit, the Roslin Innovation Centre and Campus Hub and the Large Animal Research and Imaging Facility. The VEE was accredited by RCVS and AVMA in 2022. Since then, the curriculum has been improved to embed increased clinical skills and reasoning development earlier in the programme, and the VEE is currently in the process of establishing a system for competency tracking for students.

The Visitation was completed in accordance with the ESEVT SOP 2023. The SER was provided to the Visitation Team in due time.

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.

1.1.1. Findings

A. 5-year

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". The VEE incorporates the Roslin Institute and Data-Driven Innovation (DDI) Agritech Hub both of which are flagships of research, innovation and the application of modern technology in animal health and welfare, animal bioscience, agriculture, aquaculture, global food systems, conservation, biodiversity and ecosystem health. All these enhance the One Health approach of the VEE.

Equipped with excellent educational, research and clinical facilities the VEE provides a stimulating educational environment, undertakes clinical and biomedical research, provides high-level veterinary services, and protects society through safe food production and control of emerging and zoonotic diseases.

The curriculum is based on Day-One Competences specified by EAEVE, RCVS and AVMA. Important feedback is elicited from stakeholders, including alumni, on the basis of which the curriculum is reviewed every seven years. The curriculum prepares the students for all branches of the profession.

B. GEP

No differences from the 5-year.

1.1.2. Analysis of the findings/Comments

A. 5-year

The mission of the VEE puts the curriculum and the training of veterinary students into a broad perspective. The VEE provides outstanding facilities for its research, teaching and learning as well as societal activities and prepares its students for all branches of the veterinary profession

through a competency-based curriculum.

B. GEP

No differences from the 5-year.

1.1.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

1.1.4. Decision

A. 5-year

The programme is compliant with Standard 1.1.

B. GEP

The programme is compliant with Standard 1.1.

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 teaching 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.

1.2.1. Findings

A. 5-year

The VEE is part of the College of Medicine and Veterinary Medicine, University of Edinburgh. It awards the Bachelor of Veterinary Medicine and Surgery (BVM&S) degree at the end of the two courses offered. The dean, the head of the VTH and all who are responsible for the curriculum hold a veterinary degree.

The University provides the legal, financial and organisational framework in which the VEE operates. The veterinary programme is run by the VEE, supported by professional services. The Head of the School (Dean) is responsible for the VEE's strategic direction, quality management, safety, operational and financial performance. The Head of the School chairs the Senior Governance Group which assists in priority setting during strategic planning. The School Executive Team is the decision-making body. Its members are the Senior Governance Group, Directors/Senior Professional Services leads and the Dick Vet Student Union representatives. The Senior Management Team is a tactical group consisting of the Heads of Divisions and Cluster Leads for the clusters of the new strategy. They meet quarterly to monitor the execution of the VEE's strategy. Students and staff have various opportunities to influence the decision-making

process (Open School Meetings (quarterly), regular departmental meetings, performance and development review discussions, anonymous feedback, surveys, committees, e.g. staff-student liaison committee, student representation in other committees).

There is a complex committee structure with undergraduate and postgraduate student representation covering different areas of activity. However, the need for committees is regularly reviewed, and those that have lost their function are ceased. Committees advise the Senior Executive Team.

There are nine Academic Divisions reporting to the Head of School or his/her deputy, the Roslin Institute and professional and scientific services under the Chief Organising Officer working for all units. There are approximately 70 research groups working in eight divisions at the Roslin Institute.

The VEE is a member of the Veterinary Schools Council, consisting practically of Region 1 VEEs from EAEVE. It also has staff members active in RCVS and European Colleges.

B. GEP

No differences from the 5-year.

1.2.2. Analysis of the findings/Comments

A. 5-year

The VEE issues a bachelor's degree for veterinary students at the end of their studies. It fits in the framework of the University of Edinburgh. The leaders of the VEE all hold a veterinary degree. There is an intricate but reasonable and well-controlled organisational and committee structure ensuring the realisation of the strategic plan and the development of the curriculum.

B. GEP

No differences from the 5-year.

1.2.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

1.2.4. Decision

A. 5-year

The programme is compliant with Standard 1.2.

B. GEP

The programme is compliant with Standard 1.2.

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.

1.3.1. Findings

A. 5-year

The VEE has a comprehensive strategy with the following priorities: advancing and promoting excellence in education; advancing excellence in research and translation; advancing excellence in clinical practice; providing an academic and professional services ecosystem; sustainable infrastructure; and integrated services. There are aims and key performance indicators for each field. An updated SWOT analysis was prepared.

The VEE is just about launching its new strategy for 2025–2030 which was prepared through a participatory process. It has an academic action plan which serves the monitoring of progress using a dashboard. There is an underlying operation plan for performance which will be utilised by key area leads, Division Heads, Cluster leads and members of the Senior Executive Team.

B. GEP

No differences from the 5-year.

1.3.2. Analysis of the findings/Comments

A. 5-year

The VEE is commended for the holistic and animal welfare-oriented strategic approach, and for paying attention to support functions, staff and infrastructure in its strategic plan. The participatory elaboration of the new strategic plan is also commendable. The strategic plan for 2020–2025 is a comprehensive one, reflecting all areas of activity with aims and indicators to be achieved and is available on the VEE's website. An updated SWOT analysis was provided. In the new strategic plan for 2025–2030, the VEE formulates a challenge-based mission and has a broader approach. The VEE is positioned as a One Health supercluster.

B. GEP

No differences from the 5-year.

1.3.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

1.3.4. Decision

A. 5-year

The programme is compliant with Standard 1.3.

B. GEP

The programme is compliant with Standard 1.3.

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.

1.4.1. Findings

A.5-year

The VEE is part of the University of Edinburgh's Quality Assurance Framework which supports the management of academic standards and the student experience across the University's academic provision and student services and aligns with external body requirements, including Scotland's Tertiary Quality Enhancement Framework (TQEF). The VEE also adheres to the University Programme and Course Approval and Management policy.

The quality assurance (QA) of the VEE's educational programmes is carried out by the Quality Assurance and Enhancement Committee (VMQAEC) which meets four times a year. Its members are recruited from among faculty, students and external college representation, and membership is limited to four years. The VMQAEC follows a set of procedures and prepares a series of QA documents annually. Course documentation is reviewed by a member of the Committee not associated with the given course. VMQAEC coordinates the portfolio of QA documents such as staff-student liaison committee meeting minutes; post-course review and Board of examiners minutes; external examiners reports, etc. Student feedback is greatly valued, acted upon, and 'you said, we did'-type of feedback is provided regarding course evaluations. Staff-Student Liaison Committee meetings provide an opportunity for direct communication and cooperative elaboration of solutions. The VMQAEC prepares an annual report to the Senatus Quality Assurance and Enhancement Committee.

External Examiners are assessing each course. These are academic staff but for some clinical courses a local practitioner is also invited as a second external examiner. External examiners attend the Board of Examiners meetings and provide feedback. There is an annual meeting for the Director of QA, the BVM&S Programme Director, Year Directors and the head of Veterinary Teaching Organisation administration in which all external examiners' reports are reviewed and issues requiring action are identified. The University Internal Periodic Review is due on a cycle of less than six years.

Academic integrity is provided for by the University's Registry Services policies and regulations. Concerns related to academic integrity can be reported to and are investigated by the School or College Misconduct Officers. There is also an appeal mechanism in force.

B. GEP

No differences from the 5-year.

1.4.2. Analysis of the findings/Comments

A. 5-year

The VEE has a committee structure which ensures the QA of its training programmes. There are several ways of eliciting staff and student feedback. The results are analysed, actions are taken, and feedback is communicated. Academic integrity is guaranteed by the University's policies

and regulations and safeguarded by Misconduct Officers. Proper mechanisms for reporting, investigating, solving and appeal are in place.

B. GEP

No differences from the 5-year.

1.4.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

1.4.4. Decision

A. 5-year

The programme is compliant with Standard 1.4.

B. GEP

The programme is compliant with Standard 1.4.

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.

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.

1.5.1. Findings

A.5-year

The VEE communicates with the stakeholders mostly via its website and social media (FaceBook, Instagram, LinkedIn). For sharing more sensitive information, staff and postgraduate research students use SharePoint. A Virtual Learning Environment and SharePoint are available for students. The VEE's website offers information on admission, on the study programme, research, clinical facilities, news, student demographics, career perspectives, etc. The [University's website provides information on the course](#) including the results of the National Student Survey which reflects the opinion of recent students.

The Professor of General Veterinary Practice regularly meets employers and practitioners, and the VEE has strong connections with local and national associations. Feedback is received regularly from animal keepers and extramural practice leaders and is reviewed from the point of view of student performance in the workplace. Local practitioners are also involved as external examiners.

Information on all accreditations including the VEE's ESEVT status, with links to the SER and VR, are easily available on the website.

B. GEP

No differences from the 5-year.

1.5.2. Analysis of the findings/Comments

A.5-year

The VEE offers extensive and reliable information on its website, social media and internet (SharePoint, Virtual Learning Environment) on all aspects of student life, research and services. Stakeholders have different opportunities for providing feedback. Personal involvement and participation in local, national and international organisations are also important means of maintaining stakeholder contact. There is up-to-date information on the accreditation status of the VEE on the website.

B. GEP

No differences from the 5-year.

1.5.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

1.5.4. Decision

A. 5-year

The programme is compliant with Standard 1.5.

B. GEP

The programme is compliant with Standard 1.5.

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.

1.6.1. Findings

A.5-year

The results of the National Student Survey in the final year and RCVS VetGDP graduate survey (after starting work) as well as two graduate surveys conducted by the VEE (at 18 months and at five years after graduation) are used in curriculum development.

The follow-up of the 2020–2025 strategic plan took place quarterly and annually by the committees and it was monitored by the Senior Executive Team at its monthly meetings. A great number of qualitative and quantitative indicators for each priority area were used for measuring

the progress towards the realisation of the plans.

Any request for modifications in policy or process or for major investments is submitted to the Senior Executive Team, which makes the decisions. The Dick Vet Student Union representatives may also put forward key matters occurring in the Staff Student Liaison Committee meetings that require a VEE-wide decision.

As for the 2025–2030 strategic plan, the tracking of its realisation will be followed via a dashboard, and regular progress reports will be sent to SET. (See also standard 1.3)

Operational matters are discussed and agreed at a local level. The Head of School and Head of College conduct regular VEE and College-level meetings where decisions are communicated to staff and students. The Head of School also sends out a weekly reflections e-mail and highlights key updates or any process/policy changes.

B. GEP

No differences from the 5-year.

1.6.2. Analysis of the findings/Comments

A. 5-year

The national, RCVS and alumni surveys contribute significantly to assessing the educational success of the VEE and are generating curricular changes. The VEE monitors its activities regularly using a great number of qualitative and quantitative indicators. The Senior Executive Team, meeting every month, receives all information and makes decisions regarding actions to be taken. Students also have the opportunity to forward issues that occurred at the Staff Student Liaison Committee. Meetings and weekly e-mail notifications are used to communicate any alterations introduced.

B. GEP

No differences from the 5-year.

1.6.3. Suggestions for improvement

A. 5-year

None.

B. GEP

None.

1.6.4. Decision

A. 5-year

The programme is compliant with Standard 1.6.

B. GEP

The programme is compliant with Standard 1.6.

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.

1.7.1. Findings

A. 5-year

The last ESEVT visitation took place in 2015 based on SOP 2012 (Stage 1) jointly with RCVS, AVMA and AVBC. Two minor deficiencies were found and corrected in due time. There was an AVMA–RCVS joint visitation in 2022 with one minor deficiency already rectified. The University Internal Periodic Review (part of the Scottish Quality Enhancement Framework) also took place in 2022.

B. GEP

No differences from the 5-year.

1.7.2. Analysis of the findings/Comments

A.5-year

The VEE has regularly undergone ESEVT visitations and has been approved/accredited by EAEVE. It has accreditation from RCVS, AVMA, ABVC, SAVC as well.

B. GEP

No differences from the 5-year.

1.7.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

1.7.4. Decision

A. 5-year

The programme is compliant with Standard 1.7.

B. GEP

The programme is compliant with Standard 1.7.

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).

2.1.1. Findings

A. 5-year

The planning and budgeting process commences in December with submissions developed by April, for consideration by the University Executive in May and approval by the Court, the governing body, in June. The HoS is responsible for the VEE's submission.

The VEE's budget is allocated on an annual basis to the HoS, with indicative budgets for the following four years, delivering a five-year income and expenditure budget with appropriate capital expenditure to include equipment and minor works. This approach allows the VEE and the University to integrate with its existing five-year financial process and its six-year capital investment plan.

The University of Edinburgh follows a contribution model; the VEE made a contribution to central overheads and reinvestment of an average of 24% over the years 2021-2024. The mean annual surplus is circa €21m (Table 2.1.3 over the last three academic years, 2021-2024) and this annual surplus is the contribution made to the university.

Tuition fees for nationals (Home Scotland) are frozen at €2,099 and €10,688 for the rest of the UK (Home rest of UK). These are determined and capped by the Scottish and UK Governments. Tuition fees are paid by the Scottish Government for Home Scottish students. International student fees in AY2023-24 were €40,594.

The expenditure (separated into personnel, operating costs, maintenance costs, and equipment, Table 2.1.1) means €68,809,927 is balanced by revenues (separated into public authorities, tuition fees, clinical services, diagnostic services, research grants, continuing education and donations, Table 2.1.2) mean €90,141,718.

Estimates of utilities paid by the official authority and not included in the expenditure tables were €2,459,799 in 2021/22 and €4,448,289 in 2023-24.

B. GEP

No differences from the 5-year.

2.1.2. Analysis of the findings/Comments

A. 5-year

Adequate academic and financial plans are supported by available resources at present, despite the challenging financial landscape across the UK. The cost of utilities has almost doubled over the period 2021-2024 in line with consumer costs. However, VEE campus is following a sustainability approach with a solar farm on site, the availability of multiple recycling points, energy-saving appliances and water-saving initiatives. The VEE has ambitious plans to be carbon neutral by 2040.

B. GEP

No differences from GEP.

2.1.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

2.1.4. Decision

A. 5-year

The programme is compliant with Standard 2.1.

B. GEP

The programme is compliant with Standard 2.1.

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.

2.2.1. Findings

A. 5-year

Clinical and field services are delivered in-house and are grouped into 'Veterinary Services', which include the Langhill Farm, Companion Animal, Production Animal, Equine and Pathology, all of which contribute to the VEE's teaching. The SET, the VEE's main decision-making body, has representatives from clinical, teaching, research and operational areas, with the HoS being ultimately responsible. Each key lead has an approval authority. Any changes to plans are discussed and agreed with the VEE before being submitted to the University Court for approval.

B. GEP

No differences from the 5-year.

2.2.2. Analysis of the findings/Comments

A. 5-year

The SET and the HoS have sufficient input and decision-making control over clinical, teaching, research and operational areas to meet the requirements of the strategic plan and ESEVT standards.

B. GEP

No differences from the 5-year.

2.2.3. Suggestions for improvement

A. 5-year

None.

B. GEP

None.

2.2.4. Decision

A. 5-year

The programme is compliant with Standard 2.2.

B. GEP

The programme is compliant with Standard 2.2.

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

2.3.1. Findings

A. 5-year

The following approved major investments (€17 m), include a First Opinion Practice to be completed by 2027/8 and an additional Large Animal & Research Facility building to accommodate housing for cattle and sheep on Campus in 2026 (externally funded by the BBSRC). Replacement of the main X-ray for the Small Animal Hospital and dairy equipment for Langhill are in progress 2024-2025, with refurbishment of the ARB space into clinical behaviour & pain facilities due to be completed soon.

Prospected expenditure over the next 3 academic years is €83,864,491 (mean) and revenues for the period €103,342,718 (mean), average surplus €21m.

The VEE adheres to the University's planning round cycle mentioned in 2.1. The plans include an income and expenditure forecast and a capital investment plan. Once agreed, the plans are communicated to staff, students and stakeholders, implemented, assessed and reviewed.

B. GEP

No differences from the 5-year.

2.3.2. Analysis of the findings/Comments

A. 5-year

Major investments, for example, a First-Opinion Practice, are excellent opportunities for students to develop and enhance skills, knowledge and attributes necessary for practitioners. This ongoing investment is necessary to keep equipment and buildings up to the expected standard. The funding will be available, and the process described at 2.1 will allow all stakeholders to be aware of the potential.

B. GEP

No difference from 5-year.

2.3.3. Suggestions for improvement

A. 5-year

None.

B. GEP

None.

2.3.4. Decision

A. 5-year

The programme is compliant with Standard 2.3.

B. GEP

The programme is compliant with Standard 2.3.

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.

3.1.1. General findings

3.1.1.1. Findings

A. 5-year

The Bachelor of Veterinary Medicine and Surgery (BVM&S) degree delivered by the VEE must comply with all quality assurance requirements set by the national UK regulator, the Royal College of Veterinary Surgeons (RCVS). Consequently, the undergraduate curriculum must map to all RCVS Day One Competences and satisfy the regulatory requirements of the RCVS, the statutory body governing veterinary surgeons in the UK under the amended Veterinary Surgeons Act 1966. The UK regulatory environment was fully compliant with EU Directive 2005/36/EC. The VEE's curriculum is aligned with the Scottish Credit and Qualifications Framework (SCQF), with courses mapped to SCQF Level 8 (Years 1–2), Level 9 (Year 3), Level 10 (Year 4), and Level 11 (Year 5). The SCQF credit system is equivalent to the ECTS system, with the following conversion rate: 2 SCQF credits = 1 ECTS.

The duration of the programme depends on the admission route. For the main admission route (110 students), the programme lasts five years. For the Graduate Entry Programme (GEP) route (60 students), the programme lasts four years.

The curriculum is structured as courses ranging from 5 to 30 ECTS (from the 1st to the 4th year)

or 50 ECTS (in the 5th year). Courses are delivered on either a yearly or a semester basis. The first four years comprise the core curriculum. The 5th year is structured as: six 4-week blocks of core rotations, four 2-week blocks of selected rotations (EPT). Core rotation blocks include companion animal medicine, companion animal surgery, general practice, neurology, ophthalmology, large and small animal anaesthesia, equine, food animal, pathology, and diagnostic investigation. Students also spend ~300 hours between Year 2 and Year 5 for the Student Research Component course. For each course, the intended learning outcomes (ILOs) are provided to students on a dedicated webpage, with a total of 125 ILOs across the five years of the curriculum. Each of the 38 Day One Competences listed in the ESEVT SOP Annex 2 is addressed by at least two corresponding ILOs.

Overall responsibility for curriculum content, design, and review rests with the Learning and Teaching Committee (LTC), which meets monthly. Any significant changes require approval by the Board of Studies, which includes the six-year directors.

The curriculum is integrated horizontally and vertically, ensuring professional and clinical skills development from the 1st year and integration across the basic sciences in the early years. The VEE's programme philosophy is to integrate normal and abnormal structure and function on a systems basis and clinical disciplines on a species basis. Clinical training prior to the start of clinical rotation is structured as a spiral curriculum spanning the first four years of the programme.

In the 5-year programme, the number of curriculum hours in face-to-face is 397, 350, 448, 461, and 1097 hours for Years 1, 2, 3, 4, and 5, respectively. The total number of hours, including unsupervised self-learning time, is 1400, 1400, 1200, 1600, 1800 hours, for Years 1, 2, 3, 4, and 5, respectively. The total number of hours of practical non-clinical training is 659 hours. Years 1-2 (and GEP 1) as well as the 1st semester of Year 3 focus on the foundational veterinary biomedical sciences, with the Animal Body courses, the Animal Life and Food Safety Courses (providing a foundation in public health, agriculture and animal husbandry), the Veterinary Pathology course the Clinical Foundation course (including pharmacology). The 2nd semester of Year 3 and Year 4 comprises Integrated Clinical courses in cats and dogs, farm animals (including VPH), equine, and exotics. These courses are complemented each year of the curriculum by Professional and Clinical Skills (P&CS) courses, comprising animal handling, basic clinical and surgical skills and non-technical skills, particularly communication skills.

B. GEP:

The differences between the 5-year and GEP programmes are as follows:

The duration of the programme lasts four years, with GEP students entering directly into Year 3 (GEP 2) following completion of their 1st year of study within the VEE programme (GEP 1). In GEP 1, courses are delivered separately from those in Years 1 and 2, with the exception of Animal Life, Food Safety, and Professional & Clinical Skills, which may be taught jointly to both groups of students where appropriate. From GEP 2 onwards, students enrolled on the five-year programme and those on the GEP follow the same classes together.

In the GEP 1, the number of curriculum hours in face-to-face is 473. It is 2000 hours including unsupervised self-learning time. The total number of hours of practical non-clinical training is 504 hours. The number of curriculum hours for GEP 2, 3, and 4 is the ones of Year 3, 4, and 5. GEP students spend ~200 hours between Year 3 (GEP 2) and Year 5 (GEP 4) for the Student Research Component course.

3.1.1.2. Analysis of the findings/Comments

A. 5-year

The curriculum is designed, resourced and managed to ensure that all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC. The curriculum includes the subjects and allows the acquisition of the Day One Competences. The design of the curriculum is, however, suboptimal regarding the proportion of practical (non-clinical) training, as illustrated by indicator I4, both for the 5-year programme and for the GEP programme.

B. GEP

No differences from 5-year.

3.1.1.3. Suggestions for improvement

A. 5-year

It is recommended to increase either the number of hours devoted to practical (non-clinical) training or the proportion of such training in relation to theoretical teaching.

B. GEP

No differences from 5-year.

3.1.1.4. Decision

A. 5-year

The programme is partially compliant with Standard 3.1.1 because of the suboptimal design of the curriculum regarding the proportion of practical (non-clinical) training.

B. GEP

The programme is partially compliant with Standard 3.1.1 because of the suboptimal design of the curriculum regarding the proportion of practical (non-clinical) training.

3.1.2. Basic Sciences

3.1.2.1. Findings

A. 5-year

Basic subjects are not incorporated into the curriculum itself, as they form part of the course entry requirements. Applicants are expected to have undertaken courses in feed-plant or toxic-plant subjects, and to have achieved excellent results in Chemistry, Biology or Human Biology, and Mathematics. Physics is not a specific requirement for admission to the VEE. However, it is assumed that the overlap between school curricula in Chemistry, Mathematics, and Physics is sufficient to ensure that, irrespective of subject combination, students possess an adequate foundation in the fundamental principles of Physics.

All basic science disciplines required by the ESEVT SOP are delivered within the first three years of the curriculum. As the curriculum is designed according to a spiral model, many basic science subjects are covered in more than one year. Anatomy, histology and embryology, physiology, pathology, epidemiology, information literacy and data management, professional ethics and communication, animal health economics and practice management, and animal ethology are

taught in Years 1–3. Most of the dissections in anatomy lectures are performed on fixed material (as opposed to fresh material). Animal welfare, animal nutrition, and general and molecular genetics are taught in Years 1–2. Biochemistry, parasitology, microbiology, and immunology are taught in Years 1 and 3. Pharmacology, pharmacy, pharmacotherapy, and toxicology are taught in Year 3.

During Years 1-3, students take 12 (since 2024, 10) weeks of Animal Husbandry EMS to fulfil the requirements of RCVS.

B. GEP

The differences between the 5-year and GEP programmes are as follows:

As in the 5-year programme, some basic science subjects are covered both in GEP 1 and GEP 2 (Year 3): Physiology, pathology, parasitology, microbiology, immunology, epidemiology, information literacy and data management, professional ethics and communication, animal health economics and practice management, and animal ethology. Anatomy, histology and embryology, biochemistry, general and molecular genetics, animal welfare, and animal nutrition are taught in GEP 1 only. Pharmacology, pharmacy, pharmacotherapy, and toxicology are taught in GEP 2 (Year 3) only. GEP students start their studies in the VEE beginning of August. They spend six weeks in anatomy, and animal life and food safety, until mid-September.

3.1.2.2. Analysis of the findings/Comments

A. 5-year

All basic subjects and sciences described in the ESEVT SOP are covered in the curriculum.

B. GEP

No differences from the 5-year.

3.1.2.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

3.1.2.4. Decision

A. 5-year

The programme is compliant with Standard 3.1.2.

B. GEP

The programme is compliant with Standard 3.1.2.

3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)

3.1.3.1. Findings

A. 5 year:

Curriculum hours (as given in Tab 3.1.) taken by each student amount to 2753 hours in total. The

specific part for companion animals amounts to 1074 hours (compared to 273 hours in farm animals) including CCT, but not EPT, veterinary public health is 105 hours, according to Tab 3.1.2.

Only eight hours (all lectures) are recorded for companion animal obstetrics and reproduction. 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. 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.

Parallel to the courses of the first years a Professional and Clinical Skills (P&CS) course provides the anchor for the spiral curriculum across years. This course provides training with seminars and practical teaching across animal handling, basic clinical and surgical skills and non-technical skills, particularly communication skills.

Various facilities including healthy animals, skills labs and immersive simulation facilities support the development of practical skills before the clinical rotations.

The core clinical rotations have a major focus on companion animal training (Tab. 3.1.3.): 20 weeks out of 24 weeks. In total, 15 core clinical rotations have a small animal focus, four are equine, one large animal anaesthesiology and only four weeks are integrated in farm/VPH/pathology. All students must complete one week of out-of-hours experience, which is part of the equine rotations. No information is given about practical training in reproduction. Students are working in groups of up to seven persons with at least one senior lecturer responsible for the active involvement of the students in the clinical case work.

Furthermore, students have to choose eight weeks (4 times 2 weeks) of selected rotations with many possibilities for small animal and equine specialisation.

There are no optional courses for the students to select; all courses are compulsory.

Before graduation, all students have to undertake the Clinical EMS in addition to the Animal Husbandry EMS, to complete the RCVS requirement of a total of 38 weeks (30 weeks since September 2024) EMS. In agreement with the ESEVT SOP these extramural studies are not considered as EPT.

B. GEP

The hours for teaching clinical sciences of companion animals for GEP are 1033 hours, less than the 5-year studies (1074 hours).

3.1.3.2. Analysis of the findings/Comments

A. 5-year

The VEE is commended for their spiral curriculum of professional and clinical skills before the core rotations. All clinical skills are taught and trained extensively before entering the final year clinical rotations. Especially, the animal handling courses are acknowledged by the students. Furthermore, the 24-week rotation programme provides sufficient possibilities for profound and broad clinical education. There is a special emphasis on small animal rotations, with less time (only two weeks) for farm animals, but students with an interest in farm animals may select more

farm animal rotations during the EPT rotations.

There are few curriculum hours for reproduction in general, especially in companion animals. There are no European specialists in reproduction among the teaching staff. The out-of-hours experience in night shifts is given only in the equine hospital, where students have a full week during the core rotations. In the small animal rotations, they participate in the week of companion animal emergency and critical care during the day and weekend working hours.

B. GEP

No differences from the 5-year.

3.1.3.3. Suggestions for improvement

A. 5-year

The VEE is commended for their comprehensive training in clinical skills. However, students may engage more in the service of night care and emergencies also in a small animal hospital to experience this important task of veterinary service.

There might be advantages for the students to have some ECTS for free optional courses besides the compulsory curriculum.

B. GEP

No differences from the 5-year.

3.1.3.4 Decision

A. 5-year

The programme is compliant with Standard 3.1.3.

B. GEP

The programme is compliant with Standard 3.1.3.

3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)

3.1.4.1. Findings

A. 5-year

According to Tables 3.1.2. and 3.1.3., 273 teaching hours are dedicated to food-producing animals, including 106 hours for Animal Production and Herd Health Management subjects, compared to 1074 hours allocated to companion animals.

Clinical training prior to the start of clinical rotation is structured as a spiral curriculum described in detail in Findings for companion animals. Out of 15 core clinical rotations, nine have a large animal focus. Out of 24 weeks of core clinical rotations, three weeks are allocated to food-producing animals (FAP hospital, Herd and Flock health, VPH and Diagnostic Investigation). All students must complete one week of out-of-hours experience. Students have to choose eight weeks (4 times 2 weeks) of selected rotations. For the RCVS required EMS training, see 3.1.3.1. 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 sit their final examinations at the end of their core rotations.

Similar to companion animals, skills labs and immersive simulation facilities support the development of practical skills before the clinical rotations. Students are working in groups of up to seven persons, with at least one senior lecturer responsible for the active involvement of the students in the clinical case work.

B. GEP

The hours allocated to clinical sciences of food-producing animals are 266 hours, compared to 273 hours in the 5-year programme.

3.1.4.2. Analysis of the findings/Comments

A. 5-year

All EAEVE-listed subjects are covered for food-producing animals. In terms of the number of hours, more attention is paid to companion animals. Based on discussions with the staff, they focused primarily on the assessment of DOCs rather than on the number of hours. Considering the values of relevant indicators, especially of the numbers of patients seen both intra-murally and extra-murally along with a well-organized system of students' assessment, the lower number of hours doesn't represent a handicap in terms of ILOs. This conclusion has been confirmed by the student's opinion. Students get adequate information on Animal Production subjects, including breeding, husbandry and economics. Herd health management as part of food-producing animal medicine is taught properly. Considering the specificities of rabbit and poultry breeding in the UK, the VEE has implemented compensation measures mentioned in Comments on indicators, page 99 of the SER. The role of the Langhill cattle and sheep farm, important for practical teaching on farm animals, is a point of commendation. Within the spiral curriculum, students get additional information as part of Basic Sciences subjects.

B. GEP

Minor differences in the number of teaching hours between the 5-year programme and GEP do not have an impact on the learning outcomes.

3.1.4.3. Suggestions for improvement

A. 5-year

None

B. GEP

No differences from the 5-year.

3.1.4.4. Decision

A. 5-year

The programme is compliant with Standard 3.1.4.

B. GEP

The programme is compliant with Standard 3.1.4.

3.1.5. Veterinary Public Health (including Food Safety and Quality)

3.1.5.1. Findings

A. 5-year

The total number of hours dedicated to VPH (including FSQ) training is 192. Each student completes 105 hours, which include lectures, seminars, supervised self-learning, laboratory and desk-based work, non-clinical animal work, and clinical work. In addition, students undertake a one-week practical rotation under teaching staff supervision, as well as elective practical training days. The number of hours of extra-mural practical training in VPH, including FSQ, is 44.

VPH is taught alongside the integrated clinical courses and the non-clinical work (e.g. pathology), or lessons (e.g. microbiology) throughout the entire study. Students are expected to apply and integrate their knowledge within a "farm to fork" framework.

Key topics in the VPH curriculum include quality assurance, risk management, the One Health concept (improvement of animal health and animal welfare), zoonotic diseases - particularly the early detection and management of notifiable diseases - principles of biosecurity, implementation and advisory roles in disease eradication programmes, and the quality and safety of products of animal origin (including inspections, follow-up measures, and audits). These competences are basically introduced in courses, reinforced in core rotations, and further developed during intra- and extramural training.

Before beginning their core rotations, students must acquire skills in meat hygiene and post-mortem examination. During the core clinical rotation, they are required to visit abattoirs (one day) and farms. VPH is integrated into the four large-animal-focused weeks, during which students must also prepare a report on the visited abattoir, ante- and post-mortem examinations, and herd/flock health.

The usual curriculum for all students foresees, for the food hygiene issue, one visit and a virtual visit (slaughterhouse video).

During this period, students visit a local abattoir under the supervision of a VPH clinician. The purpose of this visit is to learn about slaughterhouse hygiene management (including HACCP), slaughter operations, animal welfare during slaughter, and the handling of animal by-products. At the end of the rotation, students must prepare a report comparable to those produced by official veterinarians responsible for slaughterhouses. The abattoir network available to students consists of nine establishments located within a 95-mile radius of the VEE, covering all animal species except equine and rabbits.

The milk sector is given particular emphasis during the Herd and Flock Health core rotation week. Students spend most of the week on dairy farms (one day is spent on beef/sheep), where they participate in milking routines and carry out a detailed study of food safety and hygiene in milk production.

Students with a special interest in food safety and quality have opportunities to visit and explore farms across several sectors (including fish production) and businesses in these areas. They may also complete the Official Veterinarian (OV) training course at the University of Bristol, which qualifies graduates to work as OVs for competent authorities. Comparable training opportunities are available through rotations in other institutions, such as the Highlands and Islands Veterinary Service. In the current year, only a few (five) students are interested in exploring more of the VPH sector.

B. GEP

No differences from the 5-year.

3.1.5.2. Analysis of the findings/Comments

A. 5-year

The VEE has a holistic approach, which increases the understanding of the main importance of VPH in the veterinary sector. The programme also includes the development of soft skills.

The number of hours dedicated to VPH, including FSQ, is sufficient. The issues of VPH are also included in lessons on different issues in the curriculum. Game meat inspection and diseases are also included.

The level of practical training in VPH for all students (compulsory) is suboptimal. Milk and dairy production are considered. Practical aspects of food technology are not included in the training. Teaching related to bees, or the safety of non-animal-derived food, is considered in lessons, practical training in meat products, (e.g. canned meat), fish and fishery products, eggs and honey, feed and by-products are not included. Overall, the food hygiene and safety component is primarily focused on meat.

Only interested students (facultative) can spend more time in the VPH sector.

Within the animal health component, particular emphasis is placed on the detection and prevention of notifiable diseases, as well as measures to be implemented in the event of an outbreak. Students are also trained in professional report writing following visits to various premises and facilities along the food chain..

B. GEP

No differences from the 5-year.

3.1.5.3. Suggestions for improvement

A. 5-year

It is suggested that the VEE increases practical training in Food Safety and Quality, especially in food, feed and animal products areas.

The VEE is suggested to include the rest of the animal-origin foodstuffs, other than meat (meat products, canned meat, fish and fishery products, milk transformed products, eggs and honey), in feed and by-products in the practical VPH training of all the students .

B. GEP

No differences from the 5-year.

3.1.5.4. Decision

A. 5-year

The programme is partially compliant with Standard 3.1.5 because of suboptimal practical training in Veterinary Public Health, including Food Safety and Quality.

B. GEP

The programme is partially compliant with Standard 3.1.5 because of suboptimal practical training in Veterinary Public Health, including Food Safety and Quality.

3.1.6. Professional Knowledge

3.1.6.1. Findings

A. 5-year

Subject matter pertaining to professional knowledge is incorporated into lectures, seminars, supervised self-learning, clinical animal work, EPT and the SRC. These topics include inter alia, information literacy and data management (324h), professional ethics and communication (62h), animal health economics and practice management (21h), clinical practice training in common companion and food-producing animals (109h), animal production (56h), herd health (50h) and veterinary legislation (37h). As each student selects 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. Each year has a Professional and Clinical Skills (P&CS) course, requiring students to maintain a reflective portfolio of their professional and clinical development, particularly communication skills. Communication skills training is supported by actors in Year 1 and 2 (GEP 1) and a client volunteer program in Years 3 and 4 (GEP 2 and 3). All students have experience in implementing the Calgary-Cambridge model of communication, including challenging scenarios.

B. GEP

No differences from the 5-year.

3.1.6.2. Analysis of the findings/Comments

A. 5-year

Knowledge, attributes and attitudes graduates acquire by the quality, depth and breadth of the experiences enjoyed at the VEE enhance 'soft skills'. These skills are developed by practice, feedback and real-world interactions. Team working, dealing with pressure, positivity, adaptability, handling criticism or abuse are attributes as essential as those of a skilled surgeon. The use of the word 'soft' belittles the importance of the attributes described. Growing cultural awareness embracing diversity and inclusion in a globalised work context is a mindset the University of Edinburgh takes particular pride and interest in as part of a graduate fulfilling their potential.

B. GEP

No differences from the 5-year.

3.1.6.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

3.1.6.4 Decision

A. 5-year

The programme is compliant with Standard 3.1.6.

B. GEP

The programme is compliant with Standard 3.1.6.

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.

3.2.1. Findings

A. 5-year

The curriculum is designed to meet Day One Competences (D1Cs) as set out by ESEVT, RCVS and AVMA. The Intended Learning Outcomes are mapped to the D1Cs and included in the course specifications which can be found in the University's so-called Degree Programme Tables together with the detailed course description. The Degree Programme Tables can only be modified after the VEE Board of Studies' approval. The Degree Regulations and Programmes of Study are approved by the University's Academic Policy and Regulations Committee and contain all relevant information about the degree as well as regulations for student progress. The courses and degrees fit into the Scottish Credit and Qualifications Framework (SCQF Levels 8 to 11 – equivalent to Master's Level). They also meet the requirements of RCVS.

The Curriculum is aligned with the Learning and Teaching Strategy 2030 of the University of Edinburgh which aims at the foundation of the future lives of the students, "enriched with the skills and knowledge to be ethical citizens of the world, well prepared for their future career" and at inspiring the staff. Therefore, co-design with staff, students and stakeholders is prioritised.

The Curriculum content, design and review are the responsibility of the BVM&S Learning and Teaching Committee which meets monthly. Changes are approved by the Board of Studies. For the QA of the curriculum see also 1.4, 3.3, 3.4.

A so-called transitions curriculum is embedded in the first year of the programme to support students in their transition from school learning to self-learning and lifelong learning. Study skills are developed to prepare them for independent learning through the P&CS Portfolio and the Professional Mentor system, initiated in September 2023. Students meet their Professional Mentor each semester and are required to reflect on their achievements as part of their competency tracking portfolio. Mentors are trained for their role.

B. GEP

No differences from the 5-year.

3.2.2. Analysis of the findings/Comments

A. 5-year

The VEE is commended for developing students' ability of self-reflection, an impetus for life-long

learning, by means of the reflective portfolio and discussions with their mentors.

The study programme is designed with mapping the Day-One Competences of ESEVT, RCVS and AVMA to the courses' intended learning outcomes. Competences are covered by learning outcomes which are explicit in the course descriptions available on the University website. The BVM&S qualification fits in the national framework.

The regular review of the curriculum is provided for by the BVM&S Learning and Teaching Committee which handles the input from other committees involved in curriculum development. Thus, the QA of the curriculum is ensured.

The VEE – following the University strategy – is engaged in the co-design of the curriculum focusing on the needs of students and society. A transition curriculum and a mentoring system support students in developing skills required for self-learning and independent learning and lay the foundations of life-long learning.

B. GEP

No differences from the 5-year.

3.2.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

3.2.4. Decision

A. 5-year

The programme is compliant with Standard 3.2.

B. GEP

The programme is compliant with Standard 3.2.

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.

3.3.1. Findings

A. 5-year

The VEE has twofold educational aims: to equip students with the necessary professional competences, and to prepare them for adaptation to a changing world and its labour market.

In order to achieve this, the curriculum is designed by mapping Day-One Competences by ESEVT,

RCVS and AVMA, the accrediting agencies, to Intended Learning Outcomes (ILO) at the level of courses, modules and learning activities (including rotations and Final Year ILOs). This provides an overarching structure for the programme. Besides the Intended Learning Outcomes for the Core and Extramural Rotations, students have to meet the Intended Learning Outcomes of the Student Research Component course which ends with submitting a SCQF Level 11 (Master's level) dissertation and requires research-related competences.

The curriculum also provides for a set of general competences called "Skills for Success" which create an academic experience enhancing critical thinking, curiosity, problem solving with teaching and learning methods developing cooperation, reflection, communication, and a wider student experience enabling inclusivity, adaptivity, data and digital literacy, and individuality.

The review of learning outcomes is part of the curriculum review performed by the BVM&S Learning and Teaching Committee and passed on for approval to the VEE Board of Studies, and then they are published on the University's Degree Regulations and Programmes of Study (DPT) website. The DPTs and the minutes of the meetings of the BVM&S Learning and Teaching Committee are publicly available.

B. GEP

No differences from the 5-year.

3.3.2. Analysis of the findings/Comments

A. 5-year

The Intended Learning Outcomes as well as the curriculum are designed to cover all Day-One Competences by ESEVT, RCVS, and AVMA. They are reviewed regularly by the BVM&S Learning and Teaching Committee together with the curriculum and published on the University website (DPT). Besides, teaching and learning methods are chosen to develop the so-called Skills for Success, enhancing adaptivity to the labour market in the long run.

B. GEP

No differences from the 5-year.

3.3.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

3.3.4. Decision

A. 5-year

The programme is compliant with Standard 3.3.

B. GEP

The programme is compliant with Standard 3.3.

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.**

3.4.1. Findings

A. 5-year

The BVM&S Learning and Teaching Committee is responsible for curriculum content, design and review. The committee meets every month and is chaired by the BVM&S Programme Director. Its members are all the course organisers, a student representative, and others with oversight of the curriculum and student experience. Major curricular changes require approval of the Board of Studies. The documents of the committee are publicly available on the website. The documents evidence the comprehensive work of the committee which covers all issues related to the curriculum and the students' learning experience, e.g. the mid-course feedback, the Board of Examiners report, assessment methodologies, the handling of exceptional cases, actions to be taken after the National Student Survey results – just to mention some.

A post-course review follows every course in which the course team agrees on proposed modifications if necessary. Their suggestions are submitted to the Learning and Teaching Committee and accepted (minor changes) and implemented in the next year. Major changes are forwarded to the Board of Studies for approval.

The SupportEdu committee is reviewing the training needs of educators and controls the training provision portfolio. The Chair of the SupportEdu committee reports quarterly to the BVM&S Learning and Teaching Committee to align needs for training the educators.

Formal curriculum review takes place every seven years with the assessment of the Intended Learning Outcomes. The last review was in 2019 and resulted in the Synoptic Problems and Cases (SPaCes) and Transitions curricula in the first year. Recommendations by the RCVS/AVMA accreditation in 2022/23 were also considered.

The quality assurance (QA) of the VEE's educational programmes is carried out by the Quality Assurance and Enhancement Committee (VMQAEC) as described under standard 1.4.

B. GEP

No differences from the 5-year.

3.4.2. Analysis of the findings/Comments

A. 5-year

The VEE is commended for the continuous monitoring and fulfilling the training needs of the

teaching staff.

The management of the curriculum is the responsibility of the BVM&S Learning and Teaching Committee along the lines of the Programme and Course Approval and Management policy of the University. Major changes in the curriculum require approval from the Board of Studies which is also responsible for the communication of these changes to stakeholders. Minor changes are handled flexibly. The documents of the Learning and Teaching Committee are available for staff, students and the public.

The BVM&S Learning and Teaching Committee interacts with the Quality Assurance and Enhancement Committee which oversees the QA of the educational programmes. The post course review process may lead to minor changes to be implemented in the next course. Feedback is gathered through the National Student Survey, mid-course feedback, and through the student representatives in the committees and the Board of Studies.

The comprehensive review of the curriculum takes place every seven years, however, the issues brought up by external accreditations are handled in due time. External stakeholders are also involved in the periodical enhancement of the curriculum.

The SupportEdu committee monitors the training needs of educators and reports these quarterly to the BVM&S Learning and Teaching Committee.

B. GEP

No differences from the 5-year.

3.4.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

3.4.4. Decision

A. 5-year

The programme is compliant with Standard 3.4.

B. GEP

The programme is compliant with Standard 3.4.

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) 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.

3.5.1. Findings

A. 5-year

All students must undertake eight weeks of EPT prior to graduation, after completion of core rotations and final written exams. The ILOs of selected rotations focus on developing an area of specific interest. Students have free choice of selected rotations (24 intramurally and nine externally) but must demonstrate all Day-One Competences during core rotations prior to starting EPT. EPT complements the curriculum by providing a period of elective clinical experience, enhancing professional knowledge and soft skills, between sitting their final written examinations and graduation. Resits of failed individual core rotations and/or final written exams are allowed, in this period and if successful, students can graduate with their class colleagues.

B. GEP

No differences from the 5-year

3.5.2. Analysis of the findings/Comments

A. 5-year

The options available for the compulsory four two-week selected rotations after completion of core rotations is a timely opportunity for students to focus on preferential areas of practice. EPT is additional to CCT but is not compensatory for any shortcomings of the CCT. Extramural EPT is under the direct supervision of a named teaching staff member and all intramural EPT is on campus, supervised by the academic staff.

B. GEP

No differences from the 5-year.

3.5.3. Suggestions for improvement

A. 5-year

None

B. GEP

No differences from the 5-year.

3.5.4. Decision

A. 5-year

The programme is compliant with Standard 3.5.

B. GEP

The programme is compliant with Standard 3.5.

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.

3.6.1. Findings

A. 5-year

The majority (24/33) of the EPT rotations are delivered on campus. Feedback is collected via the same online tools as core rotations. Extramural provider feedback is collected from the supervising teaching staff member. Feedback is reviewed by the Final Year LTC, on an annual basis, unless an urgent issue arises. Students have access to their Student Advisor, their Professional Mentor or their Final Year Directors for support when attending extramural EPT.

B. GEP

No differences from the 5-year.

3.6.2. Analysis of the findings/Comments

A. 5-year

Because many EPT rotations are on campus it simplifies the process with teaching staff involved. The extramural options have named supervising teaching staff members, and any student organised choice of rotation has teaching staff supervising. The Final Year Learning and Teaching Committee are responsible for the process of content, design and review of the EPT rotations and meets monthly. Considering the complex organisational structure of the VEE, it is understandable that the VEE manages overall supervision and liaison with EPT providers through a committee.

B. GEP

No differences from the 5-year

3.6.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

3.6.4. Decision

A. 5-year

The programme is compliant with Standard 3.6.

B. GEP

The programme is compliant with Standard 3.6.

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.

3.7.1. Findings

A. 5-year

ILOs are specified for each selected EPT rotation week. To pass the rotation students must achieve 100% attendance and demonstrate that they meet the standard. Four MiniCEX assessments constitute the student's case logs and are submitted online and including assessor feedback and the student's reflections. For organised student rotations, ILO's are agreed between the student, the placement provider and the Final Year LTC. Student feedback during a rotation can be to the supervising member of the teaching staff directly or anonymously. This feedback is reviewed both in real time by the supervising teaching staff member and by the Final Year LTC. Non-urgent responses are agreed at the post-course review.

B. GEP

No differences from the 5-year.

3.7.2. Analysis of the findings/Comments

A. 5-year

ILOs are specified with 100% attendance and assessment, feedback and student reflection; therefore, preparation is essential. A complaint process, either directly to the teaching staff, or anonymously, is in place. There is a post-course review.

B. GEP

No differences from the 5-year.

3.7.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

3.7.4. Decision

A. 5-year

The programme is compliant with Standard 3.7.

B. GEP

The programme is compliant with Standard 3.7.

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.

4.1.1. Findings

A. 5 year

The VEE is based on the central campus Easter Bush Campus with additional locations at two clinical establishments, the private practice “Inglis Vets”, the rescue centre SSPCA and the university farm Langhill Farm, only two miles from the main campus. On the main campus the main building “William Dick Building” offers administrative and support services and several teaching spaces including the library. Further major buildings are the Hospital for Small Animals, the Dick Vet Equine Practice and Hospital, the Equine Diagnostic, Surgical and critical care unit, the Farm Animal Teaching Hospital, the Easter Bush Middle Wing, including the Farm Practice, and the Roslin Institute, which is the main building for research activities.

There is an equipment database for maintenance, calibration and servicing all campus equipment. Building upgrades and new projects up to 1.1m are managed by the VEE, larger projects are performed together with the University Estates. Local and central facilities teams carry out all building maintenance on Campus. Central E&B provide a 24hr, 365-day emergency service with specialist trades available to respond to critical malfunctions in equipment and plant.

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. VEE activities are compliant with a range of other legislation, including counter-terrorism and animal welfare.

Internet is available to all students, staff and visitors on the entire campus.

B. GEP

No differences from the 5-year.

4.1.2. Analysis of the findings/Comments

A. 5-year

The VEE has a full range of educational facilities including a splendid and friendly main building as well as a university-owned well-sized teaching farm very nearby to the campus. All hospital facilities have full internet access and comply with all relevant national legislation, including health, safety, biosecurity, and accessibility.

The buildings are either quite new or in good shape.

B. GEP

No differences from the 5-year.

4.1.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

4.1.4. Decision

A. 5-year

The programme is compliant with Standard 4.1.

B. GEP

The programme is compliant with Standard 4.1.

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.

4.2.1. Findings

A. 5 year

There are four major lecture theatres, 24 rooms for group work and 11 laboratories or skills labs for students. The skills labs are two separate large units for small or large animals. Additionally, there is a dissection room, two teaching labs, as well as a farm animal lab at the farm animal hospital, a pathology unit with a post-mortem suite and several microscopy facilities.

The clinical facilities consist of units for ambulatory services as well as referral hospitals for small animal, equine and farm animals.

Student facilities comprise various tutorial, studying and relaxation rooms and spaces. Library locker areas and a restaurant are available.

All major buildings offer space for respective staff offices. Research laboratories are mainly located in the Roslin building with several special containment levels.

B. GEP

No differences from the 5-year.

4.2.2. Analysis of the findings/Comments

A. 5-year

The VEE is commended for their efficient lecture theatres and very well-equipped and numerous seminar rooms. The skills labs as well as the special study landscape are well equipped and offer free study or training time.

The space and rooms dedicated to student's work and relaxation are numerous and very well-designed. Additionally, several sports facilities and a gym are available.

B. GEP

No differences from the 5-year.

4.2.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

4.2.4. Decision

A. 5-year

The programme is compliant with Standard 4.2.

B. GEP

The programme is compliant with Standard 4.2.

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.**

4.3.1. Findings

A. 5 year

Healthy animals for teaching purposes are located on the VEEs Farm (cattle and sheep) as well as on campus (horses, small mammals, reptiles and birds, as well as piglets. Dogs used for non-invasive teaching belong to the volunteering staff. Research animals are located at the Dryden Farm as well as on the campus.

For hospitalized animals (excluding isolation) wards and stables are located in the different hospitals: Hospital for Small Animals (5327 m²) space in sum for 90 dogs and 17 cats, the Dick Vet Equine Hospital (884 m²) for 35 horses, and in the Farm Animal Teaching Hospital (1126 m²) space for 10 cows and bulls, six calves and nine pens for sheep.

All hospitals have several teaching and working spaces and are complemented by ambulatory practice services. During their training, students have access to state-of-the-art diagnostic and treatment equipment.

The Equine Diagnostic, Surgical and Critical Care Unit (EDSCCU) (1,664m²) offers two operating theatres (soft tissue and orthopaedic) with upper-level viewing galleries, 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.

There are nine full-scale commercial abattoirs available for student teaching. These are full-scale commercial abattoirs slaughtering a variety of species (cattle, sheep, pigs and poultry)

often with associated cutting plant operations.

Training in milk harvesting is possible at the Langhill Farm and 12 other farms. A network with the food production industry provides access to visits for a variety of products.

B. GEP

No differences from the 5-year.

4.3.2. Analysis of the findings/Comments

A. 5-year

All facilities for the animals on the campus are sufficient in number, biosecurity and welfare standard. The core clinical teaching facilities are spacious and very well suitable for the teaching purposes. The VEE is to be commended for their viewing galleries, like the pathology room or equine surgical unit, which allow for very good observation and communication.

There is a wide variety of modern diagnostic equipment available.

B. GEP

No differences from the 5-year.

4.3.3. Suggestions for improvement

A. 5-year

None.

B. GEP

None.

4.3.4. Decision

A. 5-year

The programme is compliant with Standard 4.3.

B. GEP

The programme is compliant with Standard 4.3.

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.

4.4.1. Findings

A. 5 year

The clinical services are species-orientated and offer both teaching and practical training within the clinical services. Equine and small animal hospitals provide 24/7/365 service, with the students being part of the teams and out-of-hours work as part of the core rotation in the equine services. Farm Animal Practice offers 24/7/365 services; however, students are not involved with out-of-hours.

Clinical teaching in anaesthesia and pathology is incorporated into the final year core rotations. All departments have UK and European recognised specialists (except reproduction) and are recognised training institutions for at least one European college. The hospitals and practices have respective RCVS-accredited status.

B. GEP

No differences from the 5-year.

4.4.2. Analysis of the findings/Comments

A. 5-year

All clinical facilities serve a high international professional level and fulfil all ESEVT Standards. They offer the students the best possibilities for participating in the clinical work and take responsibility for patient care. Students also participate in the ambulatory services of equine and farm animal practice. However, students do not participate in the out-of-hours service of farm animals due to practical restraints, as the out-of-hour service is done from the home base of the veterinarians on call.

B. GEP

No difference from 5-year.

4.4.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

4.4.4. Decision

A. 5-year

The programme is compliant with Standard 4.4.

B. GEP

The programme is compliant with Standard 4.4.

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.

4.5.1. Findings

A. 5 year

Students are part of the clinical teams during their last year clinical rotations, as well as the selected (EPT) rotations. They are involved in all steps of clinical work, lead consultations and case management. They participate in all relevant clinical diagnostic and therapeutic services. The VEE runs an Exotic Animal Teaching Facility, two clinical skills laboratories (small animal and large animal) for the development of procedural skills during the years before the rotations and offer a self-directed learning space for practising.

Communication skills are trained throughout the whole study program. This training is supported by actors in Years 1 and 2, and a client volunteer programme in Years 3 and 4.

B. GEP:

GEP students receive fewer professional ethics and communication training: 52 compared to 62 hours.

4.5.2. Analysis of the findings/Comments

A. 5-year

The VEE has a broad range of all relevant veterinary services, with students involved in all relevant fields.

B. GEP

No difference from 5-year.

4.5.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

4.5.4. Decision

A. 5-year

The programme is compliant with Standard 4.5.

B. GEP

The programme is compliant with Standard 4.5.

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.

4.6.1. Findings

A. 5 year

There are separate isolation buildings for small animals, equine and farm animals. Small animal facility (98m²) is a dedicated ward with three isolation pods for dogs and a feline room with two kennels and necessary rooms for storage, changing and treatments.

The equine isolation facility (70m²) is in a separate location and has two stables with separate changing and working zones, permitting intensive care and separation of foals. Farm animals' facility (80m²) is also separate from the hospital, available for cattle, sheep or camelids.

Furthermore, the VEE is a partner organisation in EPIC, the national centre of expertise on animal disease for the Scottish Government. As such, it provides epidemiological, economic and other scientific evidence to support risk analysis and policy development for the preparedness and response to notifiable /exotic animal or zoonotic disease outbreaks or emerging endemic disease in Scotland. In such instances, the VEE has access to biosafety level 2 (Large Animal Research and Imaging Facility) and 3 (through collaboration with the Moredun Research Institute) animal housing facilities that form a national capability that can be called upon for research purposes.

B. GEP

No differences from the 5-year.

4.6.2. Analysis of the findings/Comments

A. 5-year

There is a sufficient but limited number of places for small and equine cases for isolation. The SOPs for small animal isolation are case-oriented and distinguish patients with low, medium or high risk; the change area is not strictly barriered. The three pods are highly ventilated and include examination tables. However, when several patients are isolated and are led out for peeing, cross-roading has to be avoided.

The farm animal and "overflow" equine units are not ventilated and have no changing areas, but are normal stables located at a secure distance from the patient stables.

For high containment isolation of large animals, the Large Animal Research and Imaging Facility (BSL2) could be used.

B. GEP

No differences from the 5-year.

4.6.3. Suggestions for improvement

A. 5-year

It is suggested to rebuild and enlarge the equine isolation to four units and use it as a large animal isolation with top standard.

B. GEP

No differences from the 5-year.

4.6.4. Decision

A. 5-year

The programme is compliant with Standard 4.6.

B. GEP

The programme is compliant with Standard 4.6.

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.

4.7.1. Findings

A. 5 year

The VEE runs a dedicated Farm Animal Practice, which is equipped with four customised vehicles which are identically stocked to provide routine first opinion veterinary work. The practice has scanners and digital radiography equipment outlined above, equipment for bull/ram testing and two mobile bovine foot trimming crushes. Students are involved in one week of clinical rotations in the ambulatory practice and one week of Herd/Flock Health. Teaching is done by members of the Farm Animal clinical academic team and Farm Animal residents.

Additionally, to the core clinical training, two weeks of selected rotations can be chosen by students.

B. GEP

No differences from the 5-year.

4.7.2. Analysis of the findings/Comments

A. 5-year

The four farm animal practice vehicles and equipment are very suitable, in adequate number and quality. One or two students join the teacher during the day.

B. GEP

No differences from the 5-year.

4.7.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

4.7.4. Decision

A. 5-year

The programme is compliant with Standard 4.7.

B. GEP

The programme is compliant with Standard 4.7.

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.

4.8.1. Findings

A. 5 year:

There is sufficient (and free till age of 22!) public transport from city to VEE. Transport to Langhill Farm for students is provided by the VEE, while Inglis has to be approached in private cars or by train. Ambulatory service cars are well equipped for five persons. Several vehicles are available for the various visits of herd visits, abattoirs or other external visits. A livestock trailer is available for cases from the farm to VEE.

B. GEP

No differences from the 5-year.

4.8.2. Analysis of the findings/Comments

A. 5-year

All vehicles and transport solutions are adequate and in good shape.

B. GEP

No differences from the 5-year.

4.8.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

4.8.4. Decision

A. 5-year

The programme is compliant with Standard 4.8.

B. GEP

The programme is compliant with Standard 4.8.

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.

4.9.1. Findings

A. 5 year

The dean is responsible for Health and Safety (H&S). This is managed via the Chief Operating Officer 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.

There is a health and safety (H&S) manual which provides all procedures and arrangements to allow to comply with health and safety legislation and is complemented by the University of Edinburgh's Health & Safety Policy. A training matrix is in place detailing compulsory training for all staff and postgraduate students. All staff and students undergo a health and safety induction. Specific H&S information and supervision are provided based on local hazards and the experience of the students. H&S details are divided into sections like emergency procedures. Students must understand each section, as demonstrated by a test, to progress annually in practical classes.

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 and follows up on actions until completion. The committee audits compliance and discusses topics like zoonotic infections, reviews risk assessments, and develops new policies.

B. GEP

No differences from the 5-year.

4.9.2. Analysis of the findings/Comments

A. 5-year

The biosecurity manual is supplemented by numerous additional SOPs and instructions for the various hospitals, laboratories and services. SOPs are available on the dedicated location or online via QR code. Signalling and information in the areas and procedures are adequate. Teaching of all procedures is done on a regular basis, and performance is possible in the routine university procedures.

B. GEP

No differences from the 5-year.

4.9.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

4.9.4. Decision

A. 5-year

The programme is compliant with Standard 4.9.

B. GEP

The programme is compliant with Standard 4.9.

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.

5.1.1. Findings

A. 5-year

Multiple resources of healthy and diseased animals are used. The VEE's dairy farm (240 cows), sheep flock (300 breeding ewes), pigs from Roslin Institute research facilities, the VEE's onsite Exotic Animal Teaching Facility, 10 teaching horses and staff dogs are used. Students can also access healthy horses through the Edinburgh University Exmoor Pony Trekking Society. Animals from the DVGP and Farm as well as Equine ambulatory practices providing preventative health care for normal animals are utilised. The VEE utilises several local dairy farms. Students also access normal animals through the Inglis Veterinary Centre and Shelter Medicine core rotations. The major source of postmortem cases for pathology teaching is the Pathology department operating a post-mortem diagnostic service business for all internal hospitals and external practices, laboratories, and zoos. Gross post-mortem evaluation free of charge to the client, and animal body donations are also used for teaching. Access to diseased animals is provided by the VEE's clinical services, including companion animal general practice and referral cases. The Hospital for small Animals admits referral cases for all the major specialisms. The Farm Animal Hospital provides opportunities for students to examine diseased animals. Equine Referral and Hospitalised Equine Cases comprise around 2,000 horses per year, including emergencies. For herd health schemes teaching, The Farm Animal Practice FAP services three pig farms with quarterly herd-health visits. Thirteen local dairy farms Herd/ Flock Health are utilised for rotation weeks visits. The percentage of first opinion cases is in Table 5.1.4. 100 percent of cattle and ruminants are first opinion patients. For companion animals and equine patients, the percentage varies from 59% to 78%. Students are trained using models, manikins and computer simulations to develop their clinical skills.

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. 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). Decisions to recruit and expand (or contract) clinical services are made by the Directors of Clinics and then approved by HoS. 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. The relevant indicators for this standard are I8 – I17. Indicators I13 and I14 are below the EAEVE minimal values.

B. GEP

These resources are available to all students. Considering the one-year difference between the two programs, the resources are not always utilised in the same year.

5.1.2. Analysis of the findings/Comments

A. 5-year

Information on the calculations of relevant indicators for the two programmes was unclear from the SER. Therefore, the VEE was asked to present the indicators in two separate tables and to revise the SER accordingly. No difference between the programmes for indicators I8 - I17 was found. Negative values were observed for the number of visits to poultry and farmed rabbit units (I13) and the number of companion animal necropsies (I14). Considering the specific situation related to rabbit farming and strict biosecurity measures applied on poultry farms (similar to other countries), the compensation of these issues is adequate, as stated under Standard 3.4.1. With regards to the other indicators, a variation around the zero-balance value can be observed over the three years of reference leading to average negative values. It is not in agreement with the statement on page 50: “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.” It is understandable that it is not always possible to avoid temporary deviations in the numbers of the necropsy material available. There are no comments on this situation in Comments or in Suggestions for improvement in Area 5 (page 55). It has been reflected in the context of a negative balance of some indicators on page 100. However, for ruminant and pig necropsies, information “sourcing more livestock post-mortem cases from local farms” is rather general and would deserve more attention.

B. GEP

No differences from the 5-year.

5.1.3. Suggestions for improvement

A. 5-year

Considering rather small deviations of the indicators from minimal values and their year-to-year variation without a permanent negative trend, the team does not suggest partial compliance with

the standard but recommends paying attention to the future evolution of the number of necropsies, especially in companion animals. It is suggested to adopt a pro-active strategy allowing for an increase of the caseload and avoiding even temporary decrease periods across all species.

B. GEP

No differences from the 5-year.

5.1.4. Decision

A. 5-year

The programme is compliant with Standard 5.1.

B. GEP

The programme is compliant with Standard 5.1.

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.

5.2.1. Findings

A. 5-year

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 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.

B. GEP

No differences from the 5-year.

5.2.2. Analysis of the findings/Comments

A. 5-year

All veterinary surgeons teaching at external sites are trained properly in pedagogy and clinical education. Based on information from the SER, from academic and support staff onsite as well as from visits to external facilities, no issues were identified. Practical training at external sites represents a helpful experience for all students complying with the requirements of this standard.

B. GEP

No differences from the 5-year.

5.2.3. Suggestions for improvements

5-year

None.

GEP

No differences from the 5-year.

5.2.4. Decision

A. 5-year

The programme is compliant with Standard 5.2.

B. GEP

The programme is compliant with Standard 5.2.

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.

5.3.1. Findings

A. 5-year

Final Year students on clinical rotations are 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 the provision of nursing care. 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 the 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.

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 are 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. Students are required to present their cases to colleagues at clinical rounds in all rotations. 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 specialist clinicians across the range of disciplines actively involved in teaching.

B. GEP

No differences from the 5-year.

5.3.2. Analysis of the findings/Comments

A. 5-year

Competences regarding nursing skills are acquired by students throughout different steps of the spiral curriculum and are adequately assessed. Information from the SER was confirmed by teaching staff, support staff as well as by students.

B. GEP

No differences from the 5-year.

5.3.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

5.3.4. Decision

A. 5-year

The programme is compliant with Standard 5.3.

B. GEP

The programme is compliant with Standard 5.3.

Standard 5.4: Medical records for patients seen intra- and extra-murally 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.

5.4.1. Findings

A. 5-year

The VEE uses the 'Provet' practice management system for equine and farm animals as well as for small animals. The students are provided with training on Provet. The cloud-based system is accessible on tablets 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. Provet is often used to provide data for studies performed as part of the Student Research Component (SRC) course, which allows each student to develop their own research project.

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,

B. GEP

No differences from the 5-year.

5.4.2. Analysis of the findings/Comments

A. 5-year

The Provet system is a standard system and is used throughout all clinics, allowing to share selected information among the clinics and with students. Considering the VEE 's emphasis on the Student Research Component (SRC) course, the system is one of the major sources of information for this teaching activity. For the sake of efficiency, some simple clinical cases are recorded and archived on paper only. In this case, they are available for students.

B. GEP

No differences from the 5-year.

5.4.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

5.4.4. Decision

A. 5-year

The programme is compliant with Standard 5.4.

B. GEP

The programme is compliant with Standard 5.4.

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.

6.1.1. Findings

A. 5-year

The main learning resources include a variety of digital tools to support students' studies. Within the Learning and Teaching Committee, the Digital Education Unit manager ensures innovative technological support for learning resources and provides expertise and guidance to both staff and students. These tools are either developed in-house or supported by the University. Examples include virtual slaughterhouses, physical simulators for simulation-based teaching, and 3D models of anatomical specimens. These tools offer guidance on relevant scientific or legal requirements and include interactive components with feedback for students. A notable example is the virtual abattoir.

Wi-Fi connectivity and speed are considered satisfactory and evaluated in all areas.

Staff and students have easy access to the University's information system through an extensive training program.

The VEE library, connected with other libraries, provides induction sessions for new students on how to use the resources effectively. Refresher sessions are also offered, including online courses, to ensure students are comfortable using the library's digital tools. A "Request a Book" service allows students to make recommendations for additional resources. The library contains 61 quiet study spaces, in addition to meeting rooms that can be used for quiet study. A quiet wellbeing room is also available. In the HfSA, Equine and Farm areas also have tutorial rooms for students. In the city centre in the Main Library additional quiet spaces and computers for study are available for students.

B. GEP

No differences from the 5-year.

6.1.2. Analysis of the findings/Comments

A. 5-year

The VEE is commended for providing a well-equipped teaching and learning environment. It provides very modern tools with opportunities for student suggestions, flexibility in the learning process, and well-linked resources and enough spaces for independent learning.

B. GEP

No differences from the 5-year.

6.1.3. Suggestions for Improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

6.1.4. Decision

A. 5-year

The programme is compliant with Standard 6.1.

B. GEP

The programme is compliant with Standard 6.1.

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).

6.2.1. Findings

A. 5-year

The LSoKVL has qualified staff, including a help desk for students, available 40 hours per week. All students have swipe access during designated hours, while Year 4–5 students and clinical staff have 24-hour access. Students can access the Library's online chat service with staff 24/7, which is delivered by library personnel from different universities across multiple time zones.

The campus library offers 61 study spaces, six open-access PCs, and various well-equipped facilities (scanners, printers, copiers, and 121 laptop power points) to support learning. Usage of the library at Easter Bush Campus has declined in the current year.

Students have access to all University of Edinburgh libraries, which provide a variety of study spaces (individual and group) and online resources. IT facilities provide local IT and audio-visual support during weekdays. Student IT support is also available daily from the central EdHelp team, and a digital chatbot service operates 24/7.

There are 41 fully equipped digital teaching spaces that can be booked in advance or in real time by staff or students. Recorded lectures are made available to students. Within the digital teaching areas, 260 desktops are in use, along with 34 open-access PCs in specific zones. Quiet zones, shared study areas, and café spaces are integrated within the teaching spaces.

Virtual learning is accessible via the Blackboard Learn Ultra platform, ensuring access to all materials. Secure, free Wi-Fi is available to staff, visitors, and students across the campus, although access for visitors is sometimes limited. E-resources are accessible both on and off campus, with a VPN provided for remote access.

Students can raise issues through the course feedback mechanisms and the staff student liaison committee and the annual NSS with specific questions on learning resources and student satisfaction.

B. GEP

No differences from the 5-year.

6.2.2. Analysis of the Findings/Comments

A. 5-year

The VEE is commended for including the librarian in the Learning and Teaching committee. IT resources appear to be easily accessible and well supported and improvable.

B. GEP

No difference from the 5-year.

6.2.3. Suggestions for Improvement

A. 5-year

None.

B. GEP

No difference from the 5-year.

6.2.4. Decision

A. 5-year

The programme is compliant with Standard 6.2.

B. GEP

The programme is compliant with Standard 6.2.

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.

6.3.1. Findings

A. 5-year

The library offers a range of online and print resources in wellbeing, medical, veterinary, and life sciences. Over 2 million print volumes, more than 2.4 million e-books, over 330,000 e-journals, and more than 900 bibliographic databases are available to staff and students.

An e-preference policy is in place, and an inter-library loan service is available. Students can request the purchase of books missing from the library. Agricultural, biological, and medical science materials are integrated into the tool programme. Laptops can be borrowed by students if necessary. Flexible spaces for students are accessible in a large number.

A large number of simulated tasks and models are available electronically, particularly for clinical skills. Skill labs are used for immersive simulations and teaching invasive procedures, with additional training provided beyond normal hours under tutor supervision. These facilities provide students with opportunities for self-directed learning in well-equipped spaces for lab practice, examinations, and sample collection (e.g., blood, urine).

B. GEP

No differences from the 5-year.

6.3.2. Analysis of the Findings/Comments

A. 5-year

The VEE provides students with unimpeded access to learning resources, internet, and internal study resources, as well as facilities and equipment for procedural skill development. These resources also support innovative practice.

B. GEP

No differences from the 5-year.

6.3.3. Suggestions for Improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

6.3.4. Decision

A. 5-year

The programme is compliant with Standard 6.3.

B. GEP

The programme is compliant with Standard 6.3.

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.

7.1.1. Findings

A. 5-year

The University and VEE websites provide all the necessary information for applicants, undergraduate and graduate students. The entry requirements for the two routes of the Bachelor of Veterinary Medicine & Surgery degree programmes are presented. There are three fee categories for these programmes: the Scottish Fee Rate (45 places) covered by the Government, the UK and Republic of Ireland (30 places) and the International/full fee rate (35–40 places). Besides information on the website, applicants may also ask for information via e-mail. For each programme, information is given also on the way of applying; programme structures; extramural studies; fees and finances; student support and the campus.

The University [Degree Regulations and Programmes of Study](#) site provides detailed information on all phases of the student lifecycle, on pertinent regulations, and on each course, its outcomes, and the student experience.

There is also information on the admissions policy of the University, the BVM&S Degree Regulations covering selection, progression, exclusion, examination resits, deferrals, maximum length of study, number of places, admission statistics, etc. There is also information on equal opportunities, fitness to practise, appeals and complaints. Applicants are required to use a confidential questionnaire regarding their health, get acquainted with the RCVS and HEOPS guidelines, and the VEE's information about studying veterinary practice with a disability.

B. GEP

Since the 4-year GEP programme is for graduates with a relevant animal sciences or biology degree and funding is only provided for one undergraduate degree, all participants of the GEP programme (60 places) pay the full fee. Applicants must have an Upper Second Class Honours degree or an overall cumulative GPA of 3.4 to be considered for the GEP programme, and then they have to go through the interview process. Students join those on the 5-year programme from the third year.

Cooperation with a set of partners with an accelerated route to the GEP programme is clearly advertised on the website of the VEE. The Admission Committee examines if students from the partners have the required pre-requisites and an individual agreement is made with each partner institution. All students have to meet the Grade Point Average requirements before entering the GEP programme. This may require two to four years of preliminary study. There may be a credit transfer agreement with the 'home' institution which accepts some of the courses from the VEE, thus the student may receive a degree from both schools after finishing the GEP programme. The admission team regularly visits these partner institutions and offers webinars for applicants. The VEE fosters partnerships through staff exchange, summer schools and research collaboration.

7.1.2. Analysis of the findings/Comments

A. 5-year

The VEE provides sufficient and up-to-date information on all phases of the student life cycle. It has a dedicated website for the applicants with detailed information on admission (criteria, processes, previous results). The regulations pertaining to progression, the courses and the degrees can be found on the portal of the University. Partner institutions from all over the world are presented.

B. GEP

No differences from the 5-year except for the accelerated partner programme which ensures that pre-requisites are met by the applicants, and in special cases may also guarantee a double degree (BVM&S + BSc or other veterinary degree) to the students.

7.1.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

7.1.4. Decision

A. 5-year

The programme is compliant with Standard 7.1.

B. GEP

The programme is compliant with Standard 7.1.

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.

7.2.1. Findings

A. 5-year

The campus buildings, teaching spaces, resources and clinical facilities in the final year programmes are suitable for 196 students, assuming the current rotation group sizes. The Head of School determines the numbers via the Senior Executive Team following input from the Admissions Committee and the BVM&S Learning and Teaching Committee. The admission target is always a bit below this number (average of 175 students) for the two programmes. Even though there is an increase in the number of applicants, the VEE does not change the admission targets. The BVM&S Learning and Teaching Committee monitors the numbers on-course to detect any anomalies early and take the necessary steps. The Director of Admissions updates the Committee on the numbers so that the administration and teaching teams can prepare. Progression is quite even with a few dropouts, and the average number of students graduating annually is 169. 97% of students graduate in due time without extending their studies. A high number of different postgraduate students are also present.

B. GEP

No differences from the 5-year.

7.2.2. Analysis of the findings/Comments

A. 5-year

The number of admitted students has been stable for the past decade and proportional to the available resources. It is monitored by the BVM&S Learning and Teaching Committee.

B. GEP

No differences from the 5-year.

7.2.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

7.2.4. Decision

A. 5-year

The programme is compliant with Standard 7.2.

B. GEP

The programme is compliant with Standard 7.2.

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.

7.3.1. Findings

A. 5-year

The admission and progression criteria are clearly described on the VEE homepage. The admission process has two phases. First the academic achievements of the applicants are considered, then there is a series of interviews with the applicants. There is a widening access policy in the framework of which the minimum academic achievement is required to be granted the possibility of an interview. This is judged by the University and aims at enhancing the admission of students from diverse backgrounds. Not only are the academic achievements of the applicants considered, but their voluntary and other work experiences as well, which reflect the abilities relevant for the veterinary profession. The number of applicants is over ten times more than the number of places.

The team of the admissions staff is led by the BVM&S Admissions Manager. All team members undergo the University's Challenging Unconscious Bias and Equality and Diversity Essentials training. The applications are scored according to guidelines approved by the Admissions Committee every year. About 700–800 applicants are interviewed using a seven-station Multiple Mini Interview format covering work experience, career exploration, data interpretation, animal welfare, moral/ethical dilemma, practical task, and numeracy. The process is designed to identify students with abilities required for the study programme as well as the profession. Academic staff and some external practitioners are involved in the interview process, who have completed both general and section-specific training. There are refresher sessions in case there is an update.

Interviewed applicants are placed into four categories: rejected, a conditional offer (dependent on pending examination results), an unconditional offer, on a reserve list. The candidates below the offer cut-off are individually assessed.

Feedback is provided upon request to applicants who failed and would like to enhance their future admission. Following the feedback, applicants have the right to appeal following the admission policies and procedures of the University.

Travel costs for the interviews have been provided by the University grants to those who need

them. Students from non-conventional backgrounds are offered summer schools to increase diversity.

The admissions cycle is overseen by the Admissions Committee. The selection process, with special respect to the interviews, is closely scrutinised to ensure QA of the process by plotting the scores of each applicant on a graph, filtering out and examining concerns, and following the interviewers' attitude (hawk-dove scale). Changes are suggested by the Admissions Committee. It is also the Admissions Committee which elaborates the undergraduate strategy for recruitment including widening participation.

B. GEP

The Admissions Committee oversees international partnerships for the GEP programme by curriculum mapping and new international partnerships are sent for approval to the University.

7.3.2. Analysis of the findings/Comments

A. 5-year

The selection criteria, policies and procedures are clear and consistent, avoiding bias. There is a QA procedure ensuring the fairness of the interviews, and the Admissions Committee reviews the admissions process every year. Applicants receive feedback and may appeal against the decision. There is a wider access policy for mature applicants and for creating opportunities for students from a diversity of backgrounds.

Training is provided for all who participate in the entrance examination process by the University and the VEE, including refresher courses if necessary.

B. GEP

No differences from the 5-year.

7.3.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

7.3.4. Decision

A. 5-year

The programme is compliant with Standard 7.3.

B. GEP

The programme is compliant with Standard 7.3.

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.

7.4.1. Findings

A. 5-year

Students with disabilities or health problems find detailed information about the RCVS guidelines for fitness to practise, Day One Competences and the VEE's policy with regard to fitness to practise. The applications of students are assessed solely on the basis of their academic achievements. Students with disabilities are encouraged to disclose their condition during the admission process and are asked to contact the VEE prior to the interviews. In the last five years around 20% of the students did so.

The VEE welcomes disabled students or those with health issues and works closely with the University's Disability and Learning Support Service to offer students appropriate support. Those who have an unconditional firm offer from the VEE are sent an Occupational Health Questionnaire which is assessed by the Occupational Health Team on the basis of the HEOPS Guidelines. If the team cannot make a decision, the students are referred to the Student Support Team, Admissions Team and Disability and Learning Support Service. If there is agreement, the students are admitted and enjoy on-programme support.

B. GEP

No differences from the 5-year.

7.4.2. Analysis of the findings/Comments

A. 5-year

The VEE is commended for the fair and welcoming treatment of students with disabilities and health conditions and their respect for diversity, equality and inclusion.

The VEE offers clear guidelines and information for prospective students to help them judge their own fitness to practise (and veterinary studies) before application. Disabled students are welcome and almost 20% of the applicants disclose their conditions already during the application process. Those having a firm unconditional offer from the VEE are required to fulfil a confidential questionnaire which is assessed by the Occupational Health Team. A final decision on fitness to practise is made by the team. However, further information, a medical check or the involvement of other teams and the Disability and Learning Support Service may be required. Admitted students with disability receive on-programme support suitable for them.

B. GEP

No differences from the 5-year.

7.4.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

7.4.4. Decision

A. 5-year

The programme is compliant with Standard 7.4.

B. GEP

The programme is compliant with Standard 7.4.

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.

7.5.1. Findings

A. 5-year

The rules of progression are set in the [Undergraduate Degree Programme Regulations](#). In the BVM&S programme no student may proceed to the next year of study until they have passed all courses of the previous year (except for special concession by the Head of School), and – as required by RCVS – students going to the 3rd year must present evidence of having completed 10 or 12 weeks of Animal Husbandry extramural practice.

Students who fail a course and one resit must see the Progression Committee to explore the issue and find out what kind of support is needed. Students also have their Student Adviser to discuss their problems with and find the support tailored to their needs. The Student Support Team may address the problem directly; refer the student to a Professional Mentor/Course Organiser for academic support; or refer to appropriate University resources (Student Disability Service, Student Wellbeing Service, Student Counselling Service).

Pertinent information is communicated to students via the VEE (University) website, the Student SharePoint, the Student Support Team, handbooks, induction material, Year Administrators, Course Organisers and Year Directors.

The rate of attrition is monitored by the Progression Committee.

B. GEP

Students going to the GEP 2nd year must present evidence of having completed 10 or 12 weeks of Animal Husbandry extramural practice.

7.5.2. Analysis of the findings/Comments

A. 5-year

The progression criteria are clear and communicated to students through different channels. Attrition and progression are monitored by the Progression Committee which is also dealing with finding tailored solutions for struggling students. Students may also turn to their Student Adviser, Mentor and the Student Support Team in case they have difficulties with their academic performance.

B. GEP

No differences from the 5-year.

7.5.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

7.5.4. Decision

A. 5-year

The programme is compliant with Standard 7.5.

B. GEP

The programme is compliant with Standard 7.5.

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.

7.6.1. Findings

A. 5-year

The mechanisms for exclusion are regulated in the Undergraduate Degree Programme Regulations 2025/26 while the appeal procedures are described in the Student Appeal Regulations. Both can be found on the University website.

Exclusion may follow an insufficient degree of academic progress or misconduct. of the degree of progress is monitored by the Progression Committee and students may appeal to the University. Academic misconduct is reported to the Academic Misconduct Officer at the VEE or College level. Due to the nature of the professional programmes, students are expected to display standards of professional behaviour beside the behaviours expected of all students. Some professionalism-related concerns require more than supportive measures or following the Code of Student Conduct, and these are referred to the College Fitness to Practise Committee. Students may appeal against academic decisions (e.g. degree awards and classification, course results, progression outcomes, academic misconduct mark penalties); exclusion from studies decisions; outcomes under the Code of Student Conduct; decisions of Student Fitness to Practise Committees; outcomes under the Support for Study policy; outcomes under the Authorised Interruption of Study Policy. The appeal process is described in detail in the regulation. Appeals are handled and decisions are made by the Student Appeal Committee and Student Fitness to Practise Committee which reports annually to the Senate Quality Assurance Committee highlighting any issues of concern or significance. Students who are dissatisfied with the decision made may turn to the Scottish Public Services Ombudsman.

B. GEP

No differences from 5-year.

7.6.2. Analysis of the findings/Comments

A. 5-year

Criteria for exclusion and appeal mechanisms are clearly regulated and communicated to the students. Besides insufficient academic results or misconduct, veterinary students must also conform to the profession-related expectations for graduation. Appeal mechanisms cover all academic decisions.

B. GEP

No differences from the 5-year.

7.6.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

7.6.4. Decision

A. 5-year

The programme is compliant with Standard 7.6.

B. GEP

The programme is compliant with Standard 7.6.

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).

7.7.1. Findings

A. 5-year

Matriculation is the prerequisite of using university services and facilities. The Student Admission and Support Services Team manages timetables, teaching materials and examinations. There is a Year Administrator and a Year Director who work closely with the Student Advisers. It is the Student Adviser whom students contact in the first instance for assistance with pastoral concerns.

Each student is assigned a Professional Mentor who provides academic guidance to students. There is a mandatory number of meetings with the Professional Mentor to review the student's portfolio, reflection on feedback, self-reflection, and discussion of objectives, etc. Study skills may be improved by dedicated study skills advice or workshops for study techniques. There is a flourishing Peer Assisted Learning scheme, VetPALs.

The Student Adviser may refer the student to the Student Counselling Service, the Wellbeing

Service, the Listening Service, Reporting Hate Crime, Report + Support, etc. The Student Wellbeing Service provides health and wellbeing support to students (10–20 cases/month) and reports monthly to the Student Support Management Group.

The Student Counselling Service, the Disability and Learning Support Service, the Financial Aid, and the Career planning services are offered by the University. There is a careers advisor for the VEE visiting the Campus regularly, and the VEE runs career events and talks (Vet Choice).

There are many clubs and societies for the students e. g. All4Paws, Animal Behaviour Society, Aquatic Medicine Society, Art Society, Bookworm Society, etc.

Students can access help through the Request for Student Support system in case of health issues, learning difficulties, professionalism issues, disabilities, ethnicity/culture issues, etc. Though there are few available scholarships, a student loan is available with favourable conditions. The Student Support Advisory Group discusses the submitted requests weekly. The needs of students with disabilities are taken care of by the Coordinator of Adjustments and/or the Student Disability Service. Once the adjustment is made, the relevant Year Director and Year Administrator are informed, who can access the adjustments via the student records system, and these are communicated to the relevant teaching staff.

The University provides health services to students who are advised to register with the local General Practitioner. Dental and optical care, as well as sexual health services and free period products are available at the campus. The University also provides catered or self-catered accommodation to any student from outside Edinburgh. The University has 71, and the VEE has 15 sports clubs which students may join.

Students may contact the Student Adviser or the so-called Advice Place run by the University's student association in case of any grievance and raise an official complaint if they wish.

B. GEP

No differences from 5-year.

7.7.2. Analysis of the findings/Comments

A. 5-year

The VEE is generally commended for excellent student welfare. There is a generous provision of students with well-equipped study places and rooms for relaxation, advising, etc. Their complex peer (Student Adviser) and teacher (Professional Mentor) mentoring system is also commendable. It helps students solve their problems or refers them to the appropriate helping unit and monitors their academic progress. Emphasis is laid on the development of learning skills. Several committees deal with the support of students.

The University provides excellent services (health, accommodation, sports, catering) for the students.

Students may find a remedy for their grievances through the Student Advisers by forwarding official complaints.

B. GEP

No differences from the 5-year.

7.7.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

7.7.4. Decision

A. 5-year

The programme is compliant with Standard 7.7.

B. GEP

The programme is compliant with Standard 7.7.

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.

7.8.1. Findings

A. 5-year

Students are encouraged to give feedback, suggestions and complaints via the BVM&S Student Voice Policy. Student representatives from each year group are selected by the BVM&S student body at the beginning of each academic year. The Dick Vet Student Union and its associated societies run elections within the student body to fill their committee positions.

The channels for feedback directly to the VEE are: Staff Student Liaison Committee every semester; mid-course feedback and end-of-course questionnaire for each course; BVM&S Learning and Teaching Committee; R(D)SVS learn working group; R(D)SVS Quality Assurance and Enhancement Committee. Students are also invited to ad hoc working groups, committees, and participate in the SSLC and QAEC at the college level, too. Students may provide feedback via the 'What matters to Ewe' online system anonymously if they wish or in writing using suggestion boxes (also open to staff). Suggestions are gathered and evaluated by the Campus Culture & Experience Committee.

According to The University of Edinburgh Complaint Handling Procedure students may complain directly to any staff member indicating that they put forward a complaint which must be handled as such by the staff. Stage two complaints may be sent directly to the University.

B. GEP

No differences from 5-year.

7.8.2. Analysis of the findings/Comments

A. 5-year

Feedback, suggestions and complaints are actively sought via the BVM&S Student Voice Policy regarding the courses and the learning experience. Students have the opportunity to give anonymous feedback or suggestions through the "What matters to ewe?" online interface or the suggestion boxes. Complaints may be submitted according to The University of Edinburgh Complaint Handling Procedure.

B. GEP

No differences from 5-year.

7.8.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

7.8.4. Decision

A. 5-year

The programme is compliant with Standard 7.8.

B. GEP

The programme is compliant with Standard 7.8.

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.

8.1.1. Findings

A. 5-year

Oversight of assessment is maintained by the Learning and Teaching Committee 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”, a document that sets out key principles and priorities to guide practice in assessment and feedback. All changes to assessment must be approved by the Learning and Teaching Committee. Major changes, that is, those affecting the Degree Programme, must be subject to student consultation, as the Dick Vet Student Union Academic Liaison Officer is a member of the Learning and Teaching Committee. The officer is invited to all meetings and is provided with all relevant documentation. Such changes must subsequently be approved by the VEE’s Board of Studies.

Assessment is 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. Theoretical knowledge is predominantly assessed through written examinations (multiple-choice questions, short answers, and interpretation questions). Pre-clinical practical skills are assessed through the use of Objective Structured Practical Examinations (OSPRES) and Objective Structured Clinical Examinations (OSCEs). Clinical practical skills assessment is undertaken during clinical rotations in Year 5, through both formative mini-clinical evaluation exercises (MiniCEX) and

summative end of rotation assessment and feedback.

B. GEP

No differences from the 5-year.

8.1.2. Analysis of the findings/Comments

A. 5-year

The VEE has an identified structure that has the responsibility for the assessment strategy. All the courses are described for students in online dedicated webpages, each following the same structure, which includes the learning outcomes and the methods of assessment. This ensures the coherence of the overall assessment regime.

B. GEP

No differences from the 5-year.

8.1.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

8.1.4. Decision

A. 5-year

The programme is compliant with Standard 8.1.

B. GEP

The programme is compliant with Standard 8.1.

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.

8.2.1. Findings

A. 5-year

All grades are awarded in line with the University's common marking scheme, which is accessible to both staff and students on the University of Edinburgh website. Each grade is expressed as a letter, determined by the percentage achieved (A: 70–100%, B: 60–69%, C: 55–59%, D: 50–54%, E: 46–49%, F: 35–45%, G: 0–34%). Grades E, F and G denote failure and require the student to re-sit the examination. The assessment tasks are described for each course in the degree programme table ([here](#)). More granular information relating to the administration of

assessments and marking rubrics is distributed to students via the Learn Ultra virtual learning environment. Grades are awarded by the Board of Examiners for each course. The structure and remit of the board are defined by the University's regulations. Every board includes at least one External Examiner (ie, not a staff of the VEE), who takes full part in the Board of Examiners. Each course has a combination of in-course and end-of-course assessments that map to the relevant course outcomes. All courses must be passed/completed for progression and graduation. There are additional requirements for practicals and clinical rotations, such as satisfactory submission of portfolio, passing OSCEs and OSPREs, or completion of formative mini-Clinical Exercise (miniCEX).

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. Failing students will not progress to the next year of study. Under normal circumstances, students are permitted two repeat years only throughout the entirety of the programme. Ratified course results are confidentially released to students via the EUCLID student records system within one week of the Board of Examiners, which meets a few weeks after the exams. Students have enough time to revise their exams they failed. Students can appeal assessment outcomes via the University's central appeals process. 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.

B. GEP

No differences from the 5-year.

8.2.2. Analysis of the findings/Comments

A. 5-year

The assessment tasks and grading criteria for each course are published, applied consistently, and clearly identified and available to students well in advance of the assessment. Requirements to pass are explicit. The VEE documents the results of assessments and provides the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes are explicit.

B. GEP

No differences from the 5-year.

8.2.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

8.2.4. Decision

A. 5-year

The programme is compliant with Standard 8.2.

B. GEP

The programme is compliant with Standard 8.2.

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.

8.3.1. Findings

A. 5-year

Feedback mechanisms to students include post-assessment feedback sessions where data analysis and common errors will be discussed, whole class immediate feedback after MCQs, 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. The feedback sessions are delivered by the course organiser, and all students are invited to attend. The purpose of these sessions is to support students in their learning and so they do not directly feed into curriculum development. Assessment performance is analysed at both the Board of Examiners and post-course review, which provides the primary route by which proposals to change the curriculum and/or assessment strategy are developed, prior to consideration by the Learning and Teaching Committee.

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.

Assessment results, minutes from Board of Examiner meetings and External Examiner reports are used to determine whether revisions to the assessment strategy are required. These minutes and reports are initially discussed at post-course review meetings. All course tutors are invited to this post-course review, which is chaired by the course organiser. The post-course review takes place after the main Board of examiners and has a focused agenda, containing multiple sources of student feedback. The course organiser completes a reflective summary, which is reviewed by the chair of the VEE Quality Assurance and Enhancement Committee (QAEC). The programme level review is discussed at the QAEC, which includes student representation.

Intended learning outcomes (ILOs) are specified at the course level and recorded in the Degree Programme Tables. Course level ILOs are aligned with day one competences 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 demonstrate all ILOs prior to passing the course and progressing either to the next year of study or graduation.

B. GEP

No differences from the 5-year.

8.3.2. Analysis of the findings/Comments

A. 5-year

The VEE has a process to review assessment outcomes, to change assessment strategies and to

ensure the accuracy of the procedures when required. Overall, learning outcomes cover the EAEVE Day One Competences. Failure on assessments reflects failure in learning outcomes.

B. GEP

No differences from the 5-year.

8.3.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

8.3.4. Decision

A. 5-year

The programme is compliant with Standard 8.3.

B. GEP

The programme is compliant with Standard 8.3.

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.

8.4.1. Findings

A. 5-year

Internal Examiners generate questions for summative exams that are aligned with learning activity ILOs (learning outcomes for each individual lecture, tutorial or practical class), that are in turn aligned with course-level ILOs. Learning activity ILOs are published on the LearnUltra VLE. 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.

Practical learning outcomes are assessed using marksheets and rubrics aligned to the relevant domains of competence for the given task. When marking has concluded, item analysis is undertaken by using statistical indicators (such as KR20 and Cronbach's Alpha) and anomalous questions are reviewed by both Internal and External Examiners.

From Year 1, students are required to maintain a reflective portfolio, a must-pass component throughout the VEE's programme, which encourages them to take ownership of their learning by linking their experiences to academic and professional development. This is further reinforced through competency-tracking software and regular meetings with Professional Mentors, where students engage in short-form reflections and discussions to build their professional identity. The Synoptic Problems and Cases (SPaCES) curriculum provides repeated exposure to clinical

cases of increasing complexity, fostering clinical reasoning and reinforcing student responsibility for their own learning. In later years, students undertake the Student Research Component (SRC), in which they independently choose a research topic, identify a supervisor, and design their own project, with some projects leading to peer-reviewed publications. In their final year, students are expected to function as workplace-ready professionals by preparing for cases, identifying skills for development, and undertaking MiniCEX formative assessments and summative assessments certifying clinical skills acquisition.

B. GEP

No differences from the 5-year.

8.4.2. Analysis of the findings/Comments

A. 5-year

The VEE is commended for the use of various methods of assessment and the certification of skills. It uses many ways to certify the student achievement of the learning objectives, which are always listed in the syllabus of each teaching unit (oral and written exams, OSPREs, OSCEs, MiniCEX, summative assessments of clinical skills acquisition). The VEE is also commended for developing a student's ability for self-reflection. The reflective portfolio is a key component that ensures that students take an active role in the learning process.

B. GEP

No differences from the 5-year.

8.4.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

8.4.4. Decision

A. 5-year

The programme is compliant with Standard 8.4.

B. GEP

The programme is compliant with Standard 8.4.

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.

8.5.1. Findings

A. 5-year

Methods of formative and summative assessment comprise a variety of approaches (MCQ, free text, oral presentations, OSPREs, OSCEs, mini clinical examination exercise, rotation rubric assessment, SRC project). The VEE assessment strategy ensures that only students who are Day One Competent are able to graduate. Pre-clinical practical skills are assessed through the use of OSPREs and OSCEs. These include 'must pass' animal handling and station-based anatomy examinations in Years 1-2 and the assessment of students' ability to complete and interpret a clinical examination of a range of species (currently cow, sheep, rabbit, chicken, and dog) in Years 3-4. To pass core rotations in Year 5, 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). The student is responsible for completing their MiniCEXs. They must advise the relevant clinical colleague that they wish to complete a MiniCEX before undertaking the clinical activity. The student must be directly observed completing the clinical activity by a member of the clinical staff. The student receives immediate verbal feedback. The student then completes the MiniCEX submission form with a member of the clinical staff. The form includes both written feedback from the clinical staff and reflections from the student. A copy of the form is sent by e-mail to the student and to the member of the clinical staff. If this member of the clinical colleague detects that the minimal level of clinical skills was not reached, the clinical activity is repeated by the student. Multiple submissions of MiniCEX below the expected level or missing MiniCEX submissions will trigger a meeting and follow up support with these individual students. Clinical skills and competences are also summatively assessed during clinical rotations: at the end of each rotation, the senior clinician certifies that each student has met all of the ILOs of the rotation in a pass/no pass way. This decision is made following consultation with colleagues who have worked with the student during the rotation (and may also include assessment of written tasks during the rotation e.g. review of clinical records, reports and letters). Students who do not meet all of the rotation ILOs do not pass the rotation and must repeat the rotation before they can pass the core rotation course.

B. GEP

No differences from the 5-year.

8.5.2. Analysis of the findings/Comments

A. 5-year

The methods of formative and summative assessments comprise a variety of approaches (OSPREs, OSCEs, certification of clinical competences at the end of each clinical rotation). There are direct assessments of the acquisition of clinical skills and Day One Competences signed by a member of the senior teaching staff. Assessments of clinical skills include a regular quality control of the student logbooks, through the MiniCEX.

It is commendable that the VEE employs comprehensive methods, both formative and summative, to assess students' clinical skills, thereby ensuring that each graduate is day-one competent.

B. GEP

No differences from the 5-year.

8.5.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

8.5.4. Decision

A. 5-year

The programme is compliant with Standard 8.5.

B. GEP

The programme is compliant with Standard 8.5.

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 (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.

9.1.1. Findings

A. 5-year

All new staff must complete core induction training relevant to their roles. 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. Complete information on the core induction training is in Table 9.1. Based on Table 9.2.2., 90% of the academic staff at the VEE are veterinarians.

B. GEP

No differences from the 5-year.

9.1.2. Analysis of the findings/Comments

A. 5-year

The system operated by the VEE is in agreement with national regulations and covers all aspects. Guidelines for the minimum training have been defined. Some aspects of staff recruitment and qualification are also available under other standards within area 9.

B. GEP

No differences from the 5-year.

9.1.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

9.1.4. Decision

A. 5-year

The programme is compliant with Standard 9.1.

B. GEP

The programme is compliant with Standard 9.1.

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.

9.2.1. Findings

A. 5-year

Recruitment follows UK law, with roles advertised on 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. 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 collaborators.

The recruitment process is the same for support staff as it is for academics. Roles are advertised followed by an interview. For roles requiring specific qualifications, these are clearly stated in the job description at the 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.

Teaching staff involved in the core veterinary programme comprises academic staff, interns, residents, PhD students, certified specialists and practitioners employed at the partner practice (Inglis) and not by the VEE Corresponding FTEs for all categories are in Table 9.2.1. FTEs for permanent and temporary support staff and for researchers are in Tables 9.2.3 and 9.2.4., respectively. The relevant indicators for this area are I1-I3 and I18.

B. GEP

No differences from the 5-year.

9.2.2. Analysis of the findings/Comments

A. 5-year

The composition and qualification of all staff categories are adequate. All indicators related to this area are above the minimum values. The indicator I3 indicating the number of support staff is notably high. As shown under standard 9.1., 90% of the academic staff at the VEE are veterinarians. The system of the selection and recruitment of teaching as well as of support staff and their training is well established and functional, complying with standard requirements. Rules governing outside work represent a useful HR tool.

The system of staff recruitment and procedures of their assessment as described in other standards of this area comply with standard requirements for competence and teaching skills of all staff categories.

B. GEP

No differences from the 5-year.

9.2.3. Suggestions for improvement

A. 5-year

None

B. GEP

No differences from the 5-year.

9.2.4. Decision

A. 5-year

The programme is compliant with Standard 9.2.

B. GEP

The programme is compliant with Standard 9.2.

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.

9.3.1. Findings

A. 5-year

The Teaching Fellowship Programme provides local mentored support for staff to gain relevant accreditation by Advance HE. 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 levels (funded by Staff Scholarships). The VEE's VMED Division aims to enhance the practice, and understanding, of veterinary education for the benefit of students, 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 Promotion and Increment/Lump sum awards (information is under 9.4), Campus Staff Recognition Awards and College Awards for multiple categories specific to teaching, 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 followup 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).

The part of the standard "Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff" was not adequately covered by the SER. Additional information from the VEE says that the university agreed with the unions that after four years on a fixed-term contract, employees would automatically transfer to an open-ended contract, providing greater job security. This is reviewed annually and checked monthly by the HR Operations team and local school administrators to ensure proper transfers. Employees on GH contracts are few and only for short-term work. Following a review of the University of Edinburgh's grades and their alignment to the national pay spine, changes were made to the University's Grade Scale in 2024. When all changes have taken full effect, there will be a positive impact for nearly every staff member working at the University, with many benefiting in 2024/25. Overall, the impact being that over 15,000 staff across the University will have the opportunity to receive a higher salary in the long term. University staff can also access a wide range of staff benefits and discounts on its website.

B. GEP

No differences from the 5-year.

9.3.2. Analysis of the findings/Comments

A. 5-year

In formal terms, the Teaching Fellowship Programme and additional courses provide teaching staff with various opportunities to develop their skills in teaching and assessment. Teaching excellence is rewarded through different types of awards. Various CPD courses are also available for the support staff. More information and comments on this aspect are available under Standard 9.4.

During discussions with the staff, the team noticed that teaching staff and students are satisfied with their position in the VEE and with their opportunities to develop. However, not all support and technical staff expressed this opinion. Their major concern was that they didn't have enough time to explore the offer and saw it as a limitation for their development.

The balance of teaching, research and service commitments is monitored on a regular basis and corresponds to academic standards of VEEs. There were no complaints on this point from the staff.

Regarding the security and benefits, based on additional information from the VEE, it is a matter of the University policy and the situation is changing.

B. GEP

No differences from the 5-year.

9.3.3. Suggestions for improvement

A. 5-year

It is suggested that support staff should be able to set aside time to benefit from the available CPD.

B. GEP

No differences from the 5-year.

9.3.4. Decision

A. 5-year

The programme is compliant with Standard 9.3.

B. GEP

The programme is compliant with Standard 9.3.

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.

9.4.1. Findings

A. 5-year

As part of the annual PDR process, 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 are also other opportunities, such as a VEE staff training fund available to support attendance at specific workshops and/or conferences, internally funded carers grants, and/or a staff scholarship scheme where staff can apply for funding to complete PG study whilst working. All internal VEE positions are only advertised within the VEE to enable local opportunities and succession planning.

There are various opportunities for staff to influence and input into decision making, from team to wider VEE decisions described under Standard 1.2. According to it, the Senior Management Team (SMT) meets quarterly to discuss opportunities and monitors efforts in the execution of the VEE strategy at the departmental level. 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), and committees, including staff-student liaison committees and student representation on SET and other key decision-making committees.

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 the VEE and College level. 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 a significant change in remit and accountabilities. This is considered by a VEE and College panel. 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.

Information from standard 9.4. supplements the above information, saying that the School Executive Team 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. 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.

The SER did not provide full information on "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". Based on the team's request, the VEE provided more information on the Leadership and Management courses provided by the University for different types of managers accompanied by several other types of courses.

B. GEP

No differences from the 5-year.

9.4.2. Analysis of the findings/Comments

A. 5-year

The VEE is commended for monitoring and satisfying the training needs of teaching staff. Based on all information available after the onsite visit, the University as well as the VEE offer a coherent programme of professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures. The programme is not publicised as a single document, but as a series of various links available in the SER. As a whole, it covers all areas required by the standard.

The promotion criteria and related procedures are transparent and there were no objections from the staff on this point.

As discussed in Area 1, the structure of the VEE is rather complex and the decision-making processes correspond to it. See more under Standard 1.2.

B. GEP

No differences from the 5-year.

9.4.3. Suggestions for improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

9.4.4. Decision

A. 5-year

The programme is compliant with Standard 9.4.

B. GEP

The programme is compliant with Standard 9.4.

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.

9.5.1. Findings

A. 5-year

A three-step feedback process for students has been implemented. The Mid-course feedback is completed for each course before the halfway point of each semester. All students taking the course are surveyed, and student responses are collated, with themes identified and shared with

the course organiser. If necessary, a meeting will take place between the course organiser and student Programme Representatives to discuss the student feedback themes and the proposed actions. The course organiser presents both the survey themes and key actions to the whole cohort group (in person) and invites comments. The Course Enhancement Questionnaires (CEQs) are distributed each semester to the student body during the last week of teaching. Quantitative results from CEQs with a response rate of 50% or higher are taken forward for discussion at the relevant SSLC. 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. 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. 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. 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.

B. GEP

No differences from the 5-year.

9.5.2. Analysis of the findings/Comments

A. 5-year

The system of assessment of teaching and teaching staff by students implemented by the VEE complies with the requirements of the standard as well as of the relevant QA procedures. The National Student Survey results support this view. Based on the team’s request, examples of evidence that this system “contributes to correcting deficiencies and to enhancing the quality and efficiency of education” were provided during discussions.

Information on procedures of the assessment of teaching and teaching staff without students’ involvement is available under standard 9.3.

No special objections on this point were received from the staff or from the students.

B. GEP

No differences from the 5-year.

9.5.3. Suggestions for improvement

A. 5-year

The team supports the VEE’s suggestion on Area 9 to improve the searchability and follow-up evaluation of the PDR forms through a more comprehensive database.

B. GEP

No differences from the 5-year.

9.5.4. Decision

A. 5-year

The programme is compliant with Standard 9.5.

B. GEP

The programme is compliant with Standard 9.5.

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).

10.1.1. Findings

A. 5-year

The VEE has a broad-based research programme supported by all academic staff, in collaboration with other institutions, on an interdisciplinary and translational basis. This provides the VEE with the opportunity to place great emphasis on research within both undergraduate and postgraduate teaching. Students have many opportunities to become engaged in research, to learn, and to develop as scientifically based veterinarians.

The research programmes focus on sustainability in the agricultural sector; infectious diseases (prevention, detection, treatment, and zoonotic aspects); enhancement of animal and human health (including welfare); the global food system and its role in public health (including innovations in nutrition); conservation science (e.g. wildlife conservation); and clinical veterinary sciences aimed at improving diagnostic capacity, treatment options, and prevention of important diseases. The One Health approach is a framework included in the Strategic Plan 2025-2030, related to all sectors of the curriculum. The VEE is working with the College of Medicine to work out an integrated approach. Pedagogical research is also considered an important component supporting teaching. Mandatory student research components are included in the programme.

Research programmes are supported by competitive grants ranging from £627 to £7,152,121 per year, for durations of 2–5 years. In 2024/25, total research income amounted to approximately €40 M, supporting 312 research activities. Since 2022, 1,863 peer-reviewed journal articles have been published.

B. GEP

No differences from the 5-year.

10.1.2. Analysis of the findings/Comments

A. 5-year

This is a strongly research-led school, offering many programmes and opportunities in emerging areas of interest, with a clear orientation towards addressing future One Health challenges. The VEE is commended for its association with the Roslin Institute and the involvement of their staff in teaching including a compulsory Student Research Component.

B. GEP

No differences from the 5-year.

10.1.3. Suggestions for Improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

10.1.4. Decision

A. 5-year

The programme is compliant with Standard 10.1.

B. GEP

The programme is compliant with Standard 10.1.

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.

10.2.1. Findings

A. 5-year

Students have core opportunities to participate in research during the first four years, and compulsory research programmes are available through the SRCf and SRC courses.

The SRCf course runs in Year 2 and prepares students for the SRC project in the final years. The main aim is to develop the ability to integrate scientific evidence into clinical questions, using the principles of evidence-based veterinary medicine. The courses are independent of one another, and research projects cover a wide range of topics.

Students select their project focus and acquire skills in informatics for searching, communicating, and storing data for presentations. Each project is supervised by an academic staff member or external collaborator. Students must formulate and test a hypothesis, collect and analyse data, and present their results in a publication-style report.

Additional non-compulsory opportunities exist, such as summer research placements (12–18 laboratory-based projects of at least 6 weeks), exchange programmes with CSU researchers, and intercalated degree options at several UK institutions.

Research projects must be a minimum of 2,500 words (or 5,000 words for an extended literature review), written in the format of a publication-style report.

B. GEP

No differences from the 5-year.

10.2.2. Analysis of the Findings/Comments

A. 5-year

Compulsory programmes ensure students adopt a scientific, evidence-based approach to veterinary medicine.

B. GEP

No differences from the 5-year.

10.2.3. Suggestions for Improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

10.2.4. Decision

A. 5-year

The programme is compliant with Standard 10.2.

B. GEP

The programme is compliant with Standard 10.2.

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.

10.3.1. Findings

A. 5-year

The VEE offers a wide range of postgraduate opportunities, including clinical training, research training, and external distance-learning courses.

Animal welfare and behaviour are growing areas of focus. Interns and residents contribute to undergraduate education in the animal hospitals. Training in teaching skills is mandatory and actively encouraged. Residencies are carried out in the teaching hospitals in the teaching practices and pathology of the VEE.

Regular feedback mechanisms, including final reviews, are in place for both undergraduate and postgraduate students, along with conflict-management provisions.

CPD programmes are primarily delivered online to meet the need for flexibility among practitioners. Fourteen PGT programmes are currently offered, reflecting an expansion in response to student demand. The quality of these programmes is reflected in excellent feedback, with an overall satisfaction rate of 86%.

B. GEP

No differences from the 5-year.

10.3.2. Analysis of the Findings/Comments

A. 5-year

The VEE demonstrates responsiveness to participant needs and feedback, maintains flexibility

in learning approaches, and provides high-quality programmes with strong support, as reflected in high levels of satisfaction and acceptance.

B. GEP

No differences from the 5-year.

10.3.3. Suggestions for Improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

10.3.4. Decision

A. 5-year

The programme is compliant with Standard 10.3.

B. GEP

The programme is compliant with Standard 10.3.

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.

10.4.1. Findings

A. 5-year

The quality assurance policy is aligned with the general QA policy under Standard 1. Courses are reviewed annually by internal (VMQAEC) and external examiners. Student feedback is taken into account. Independent mechanisms are involved in evaluating research activities. Teaching and research activities of staff members are monitored through PDR and are recognised through promotion.

Research funding applications are reviewed by the EBSMG prior to grant submissions. Several groups are responsible for reviewing and governing research activities, reporting, and communicating results.

B. GEP

No differences from the 5-year.

10.4.2. Analysis of the Findings/Comments

A. 5-year

There is a high level of communication and review between the responsible committees.

B. GEP

No differences from the 5-year.

10.4.3. Suggestions for Improvement

A. 5-year

None.

B. GEP

No differences from the 5-year.

10.4.4. Decision

A. 5-year

The programme is compliant with Standard 10.4.

B. GEP

The programme is compliant with Standard 10.4.

11. ESEVT Indicators

A. 5-year

FINAL REPORT AS ISSUED BY ECOVE ON 27 NOVEMBER 2025

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	202,166667
6	n° of hours of practical (non-clinical) training	659,16	562,33	352,83	524,773333
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	192,246667
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	130,333333
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	3322,33333
15	n° of individual ruminants and pig patients seen extra-murally	16221,0	18922,0	15088,0	16743,6667
16	n° of equine patients seen extra-murally	3490,0	3317,0	2951,0	3252,66667
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	54,0	46,0	43,0	47,6666667
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	150,333333
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	34,6666667
23	n° of rabbit, rodent, bird and exotic pet necropsies	165,0	180,0	194,0	179,666667
24	n° of FTE specialised veterinarians involved in veterinary training	82	76,4	69,2	75,8666667
25	n° of PhD graduating annually	34	24	38	32

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 values¹	Minimal values²	Balance³
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 to 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

B. GEP

Name of the VEE:		Royal (Dick) School of Veterinary Studies			
Name & mail of the VEE's Head		Prof. Lisa Boden			
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115	n° of ruminant and pig necropsies / n° of students graduating annually	0,959	1,36	0,90	0,059
116	n° of equine necropsies / n° of students graduating annually	0,205	0,18	0,10	0,105
117	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1,063	2,65	0,88	0,183
118	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,449	0,27	0,06	0,389
119	n° of PhD graduating annually / n° of students graduating annually	0,189	0,15	0,07	0,119

11.1. Findings

A. 5-year

Most indicators are in line with the ESEVT expectations. The indicator I4, number of hours of practical (non-clinical) training, is substantially lower than the ESEVT minimal value. This finding is the rationale for the minor deficiency described in Standard 3.1.1 (Partial Compliance with Standard 3.1.1 because of suboptimal design of the curriculum regarding the proportion of practical (non-clinical) training). The Student Research Component, accounting for about 300 hours in the 5-year programme, is not accounted for in the raw data for this indicator.

Negative values were observed for the number of visits to poultry and farmed rabbit units (I13) and the number of companion animal necropsies (I14).

B. GEP

Similarly, as for the 5-year programme, the indicator I4 is substantially lower than the ESEVT minimal value and is the rationale for the minor deficiency described in Standard 3.1.1. And as for the 5-year programme, the Student Research Component is not accounted for in the raw data for this indicator.

All other indicators are similar between the 5-year and the GEP programmes.

11.2. Analysis of the findings/Comments

A. 5-year

Considering the specific situation related to rabbit farming and strict biosecurity measures applied on poultry farms (similar to other countries), the compensation for these issues is adequate. The VEE maintains a very good Exotic Animal Teaching Facility on campus where students attend both preclinical and clinical classes to gain experience in working with rabbits, poultry and a range of other exotic animals. Poultry post-mortem classes are run on commercial birds from farms. The VEE has introduced new initiatives to increase the number of necropsies in small animals by strengthened communication with companion-animal owners about the value of necropsies and by expanding collaboration with local animal welfare organisations such as the Scottish Society for the Prevention of Cruelty to Animals

See more information and comments about the indicators in Standard 5.1.

B. GEP

In the GEP programme, the Student Research Component accounts for about 200 hours. In this 4-year accelerated programme, significant prior learning, particularly in the basic sciences, is required for all students entering via this route.

11.3. Suggestions for improvement

A. 5-year

It is suggested to pay attention to the future evolution of the number of necropsies in companion animals. See also Standard 3.1.1.

B. GEP

No differences from the 5-year.

12. ESEVT Rubrics (summary of the decisions regarding the compliance of the VEE for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

A. 5-year programme

Area 1. Objectives, Organisation and Quality Assurance Policy	C	PC	NC
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.	x		
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.	x		

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<p>The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.</p> <p>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.</p>			
<p>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.</p>	X		
<p>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.</p> <p>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.</p>	X		
<p>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.</p> <p>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.</p>	X		
<p>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.</p> <p>Any action planned or taken as a result of this data analysis must be communicated to all those concerned.</p>	X		
<p>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.</p>	X		
<p>Area 2. Finances</p>			
<p>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).</p>	X		
<p>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.</p> <p>The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.</p>	X		
<p>Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.</p>	X		
<p>Area 3. Curriculum</p>			
<p>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.</p> <p>This concerns:</p> <ul style="list-style-type: none"> ● 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). <p>When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.</p> <p>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.</p> <p>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.</p> <p>3.1.1. General findings</p>		X	
<p>3.1.2. Basic sciences</p>	X		
<p>3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)</p>	X		

3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	x		
3.1.5. Veterinary Public Health (including Food Safety and Quality)		x	
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	x		
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.	x		
Standard 3.3: Programme learning outcomes must: <ul style="list-style-type: none"> • 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. 	x		
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: <ul style="list-style-type: none"> • 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. 	x		
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) 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.	x		
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.	x		
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.	x		
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.	x		
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.	x		
Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:	x		

<ul style="list-style-type: none"> • 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 			
<p>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.</p> <p>For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.</p> <p>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.</p> <p>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.</p>	X		
<p>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.</p>	X		
<p>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.</p>	X		
<p>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.</p>	X		
<p>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.</p>	X		
<p>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.</p>	X		
Area 5. Animal resources and teaching material of animal origin			
<p>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.</p> <p>Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.</p>	X		
<p>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.</p>	X		
<p>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.</p>	X		
<p>Standard 5.4: Medical records for patients seen intra- and extra-murally 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.</p>	X		
Area 6. Learning resources			
<p>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.</p>	X		
<p>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.</p> <p>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).</p>	X		

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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.	x		
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.	x		
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.	x		
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.	x		
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.	x		
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.	x		
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.	x		
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).	x		
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.	x		
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.	x		
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.	x		
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.	x		
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.	x		
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.	x		
Area 9. Teaching and support staff			

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<p>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.</p> <p>A formal quality-assured programme of teacher training (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.</p> <p>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.</p>	x		
<p>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.</p> <p>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.</p>	x		
<p>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.</p> <p>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.</p>	x		
<p>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.</p> <p>Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.</p> <p>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.</p>	x		
<p>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.</p>	x		
Area 10. Research programmes, continuing and postgraduate education			
<p>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).</p>	x		
<p>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.</p>	x		
<p>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.</p>	x		
<p>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.</p>	x		
C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance			

B. GEP

No differences from the 5-year.

Executive Summary

The Royal (Dick) School of Veterinary Studies (the VEE) was founded in 1823. The VEE sits within the College of Medicine and Veterinary Medicine, one of three colleges of the University of Edinburgh. The University of Edinburgh was founded in 1583. The VEE offers the undergraduate qualification the Bachelor of Veterinary Medicine and Surgery with two entry points: A “traditional” five-year programme for applicants who have biology and chemistry from High School and a four-year graduate entry programme for applicants with a qualifying science degree.

The VEE is a full member of EAEVE and holds an Approval status granted by ECOVE in 2006 and in 2016. The decision in 2016 was based on the requirements of the 2012 ESEVT SOP.

The SER was provided on time to the Visitation Team along with extended Appendices. The Visitation was well prepared, well organised and carried out in a cordial and professional atmosphere. The Liaison Officer was very efficient, diligent and always helpful. The programme of the Visitation was designed in advance and in agreement with the Chairperson and the Coordinator. It was easily adapted when requested by the Visitation Team who had full access to the information, facilities, and individuals they asked for.

Several areas worthy of praise were identified :

- The holistic and animal welfare-oriented strategic approach
- Friendly and supportive atmosphere of the VEE, especially towards students with disabilities
- The association with the Roslin Institute and the involvement of their staff in teaching
- Comprehensive training of clinical skills
- Certification of skills, various methods of assessments
- Developing a student’s ability of self-reflection
- Care for student welfare
- Monitoring and satisfying the training needs of teaching staff
- Well-equipped teaching and learning environment

Additional commendations are described in the Visitation Report.

Recommendations:

Two Minor Deficiencies were identified :

- Partial Compliance with **Standard 3.1.1** for both study programmes because of the suboptimal design of the curriculum regarding the proportion of practical (non-clinical) training
- Partial Compliance with **Standard 3.1.5** for both study programmes because of suboptimal practical training in Veterinary Public Health, including Food Safety and Quality.

Both Minor Deficiencies apply to both programmes.

No Major Deficiencies were identified.

Additional suggestions for improvement are described in the Visitation Report.

Glossary

AB: Animal Body
AC: Admissions Committee
ALFS: Animal Life and Food Safety
ASL: Academic Support Librarian
AVMA: American Veterinary Medical Association
BoS: Board of Studies
BVM&S: Bachelor of Veterinary Medicine & Surgery
CCT: Core Clinical Training
CEQ: Course Enhancement Questionnaire
CEG: College Executive Group
CFC: Clinical Foundation Course
COG: College Operations Group
COO: Chief Operating Officer
CPD: Continuing Professional Development
D1C: ESEVT Day One Competences
DEU: Digital Education Unit
DDI: Data Driven Innovation
DRPS: Degree Regulations & Programmes of Study
DPTs: Degree Programme Tables
DVEP: Dick Vet Equine Practice
DVEH: Dick Vet Equine Hospital
DVGP: Dick Vet General Practice (Small Animals)
DVSU: Dick Vet Student Union
EAEVE: European Association of Establishments for Veterinary Education
EATF: Exotic Animal Teaching Facility
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EDSCCU: Equine Diagnostics, Surgical and Critical Care Unit
EMS: Extramural Studies
EPT: Elective Practical Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
ESEVT: European System of Evaluation of Veterinary Training
FAH: Farm Animal Hospital
FAP: Farm Animal Practice
FSQ: Food Safety & Quality
FTE: Full-Time Equivalent
GEP: Graduate Entry Programme
H&S: Health & Safety
HE: Higher Education
HfSA: Hospital for Small Animals
HoC: Head of College
HoS: Head of School
ICC: Integrated Clinical Course
ILO: Intended Learning Outcomes
IPD: Internal Periodic Review

IS: Information Services
LARIF: Large Animal Research & Imaging Facility
LSoKVL: Lady Smith of Kelvin Veterinary Library
LTC: Learning & Teaching Committee
MCF: Mid-Course Feedback
MCQs: Multiple-Choice Questions
Mini-Cex: Mini-Clinical Evaluation Exercises
NSS: National Student Survey
OSCE: Objective Structured Clinical Examination
OSPPE: Objective Structured Practical Examinations
OV: Official Veterinarian
PDCA: Plan Do Check Adjust
PDR: Performance & Development Review
PGCAP: Postgraduate Certificate in Academic Practice
PGR: Postgraduate Research
PGT: Postgraduate Taught
PMS: Practice Management System
PM: Post-Mortem
P&CS: Professional & Clinical Skills
QA: Quality Assurance
R(D)SVS: Royal (Dick) School of Veterinary Studies
RCVS: Royal College of Veterinary Surgeons
REF: Research Excellence Framework
SAQs: Short Answer Questions
SASS: Student Administration & Support Services
SCS: Student Counselling Services
SGG: Senior Governance Group
SET: Senior Executive Team
SER: Self Evaluation Report
SGAC: Senatus Quality Assurance and Enhancement Committee
SPacES: Synoptic Problems and Cases
SRC: Student Research Component
SRCf: Student Research Component Foundation Skills
SRUC: Scotland's Rural College
SSPCA: Scottish Society for the Prevention of Cruelty to Animals
SSLC: Staff Student Liaison Committee
VEE: Veterinary Education Establishment
VetPALS: Vet Peer Assisted Learning Scheme
VLE: Virtual Learning Environment
VMED: Veterinary Medical Education Division
VMQAEC: Veterinary Medicine Quality Assurance and Enhancement Committee
VPHDI: Veterinary Public Health and Diagnostic Investigation
VPH: Veterinary Public Health
VSS: Virtual Slaughterhouse Simulator
VTH: Veterinary Teaching Hospital
WLM: Workload Model

Decision of ECOVE

The Committee concluded that no Major Deficiency had been identified.

The Veterinary Education Establishment (VEE) of the University of Edinburgh is therefore classified as holding the status of: **ACCREDITATION**