Bristol Veterinary School

Self-Evaluation Report 2

prepared for the joint visit of

The Royal College of Veterinary Surgeons

and

The European Association of Establishments for Veterinary Education
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Chapter 1 - POLICY STATEMENT (AP 1)

Bristol Vet School’s vision is to be is globally recognised for the delivery of world-class education programmes and for its ability to translate fundamental research into improved health and welfare of animals and humans and increased sustainability of livestock production within welfare friendly limits.

Our vision is based on the following values:

- Rigour in research and scholarship pursued by all academic staff.
- Teaching informed by educational, clinical and scientific research within the School as well as from outside.
- Clinical decision making based on disciplined study of outcomes in the caseload.
- Commitment to developing the careers of, and rewarding, creative individuals functioning within thematic teams.
- Commitment to providing students with an outstanding educational experience.
- An environment in which the importance of each individual member of staff and student is understood and valued.

As articulated above, we practise research-informed teaching and all academic staff are expected engage in scholarship. All academic staff are members of one of the School’s three research groups and academic career progression at Bristol is dependent on staff being able to demonstrate that they meet the expected criteria for Teaching, Research and Professional values. For academics on the University’s Pathway 3, research can include pedagogical research and/or clinical research.

Quality and standards

At University Level the following administrative bodies ensure Quality and Standards and ensure effective governance:

- **Council** - The governing body of the University. In consultation with Senate it sets the policy of the University on academic matters and ensures that the Vice-Chancellor and University officers further that policy. It reviews and promotes the teaching and research of the University and supervises Senate.
- **Court** - An advisory body that considers the annual accounts and the strategy and management of the University.
- **Senate** - The University’s principal academic body is responsible to Council for teaching and learning, examinations, research and enterprise. It is ultimately responsible for quality and standards. It has more than 100 members, including Deans, Heads of Schools, elected academics and student representatives. Senate normally meets five times a year and is chaired by the Vice-Chancellor. The University’s Education and Research Committees report to Senate.
• Responsibility for Research Quality and Standards lies with the University’s Research Committee, chaired by the Deputy Vice Chancellor for Research.

• Responsibility for Education Quality and Standards lies with the University’s Education Committee that serves to develop policy and advise Senate and Council on all aspects of teaching and learning activities within the University. The Committee also provides leadership in relation to learning, teaching and assessment and advice on student recruitment policy. It is chaired by the Pro Vice-Chancellor for Education and comprises the Academic Registrar, the Vice-Chancellor and the Directors of both undergraduate and graduate studies teams.

• The University Undergraduate Studies Committee (UGSC)-A sub-group of the Education Committee that maintains oversight of undergraduate education and recommends changes to educational regulation and policy as they relate to the undergraduate student experience (in conjunction with the University Graduate Studies Committee). In an advisory role to the University Education committee, the UGSC acts to:
  - Maintain oversight of undergraduate education
  - To review and recommend changes to educational regulation and policy as they relate to the undergraduate student experience

Responsibility for the Quality and Standards of Post Graduate Training lies with the University Graduate Studies Committee and the Doctoral Training College.

• The University Quality Enhancement Committee - Is also a working group of the Education Committee that assures the quality and standards of learning, teaching and assessment and of the student learning experience, in the context of the research environment which underpins it. In addition, the working group promotes good practice and encourages innovation in teaching, assessment, and student support.

At Faculty Level the following administrative bodies ensure Quality & Standards and effective governance:

• Faculty Board is responsible for management of the Faculty, debating and advising the Dean on the education and research strategies of the Faculty, and with responsibility for the management of these. The Faculty Board is responsible for monitoring the Faculty budget and associated staffing requirements. The Board is chaired by the Dean and includes the Heads of Schools, Faculty Officers (UG and PG Education Directors, Research Director, Faculty International Director), Faculty Manager, Faculty Education Manager, Faculty HR Manager and Faculty Finance Controller.

• Faculty Graduate Studies Committee - The Graduate Studies Committee is charged with considering all matters relating to Postgraduate Studies in the Faculty. The joint Board of Examiners/Progress Committee receives and approves all postgraduate unit marks under reserved business of the Graduate Studies Committee, and decides on progress issues. This committee reports to Faculty Board and specific issues can be raised through the Chair (Faculty Graduate Dean) to the University Graduate Studies Committee.
• **Faculty Research Committee** - The Faculty Research Committee is a forum for discussion of topics and issues relevant to all research activity in the Faculty including the implementation of novel technologies, oversight and provision of research facilities, creation and implementation of best practice methods and discussion of current research priorities. The Faculty Research Committee reports to the Faculty Board and Senior Management Team through the Faculty Research Director and to Schools through the School Research Leads.

• **Faculty Undergraduate Studies Committee** - The Faculty of Medical and Veterinary Sciences Undergraduate Studies Committee is charged with considering all matters relating to Undergraduate Studies within the Faculty. This includes consideration of changes to programmes and units, review and consideration of recommendations from the Faculty Quality Enhancement Teams (FQET)[vide infra] and any items referred from the Faculty Board. Although a committee of the Faculty, this committee may be asked to report to the University Education Committee on specific items, as necessary.

At School level the following administrative bodies ensure Quality and Standards and ensure effective governance:

• **The Veterinary Programme Committee (VPC)** is responsible for overseeing the quality of teaching and learning on the whole 5 years of the BVSc programme. The new BVSc curriculum has been designed and delivered within the pedagogic framework of the University’s Education Strategy that identifies priorities for education as well as the broader student experience. VPC is chaired by the Programme Director (PD) and reports to the Faculty Undergraduate Studies Committee. There is link to Faculty Board via the reports of the Faculty Education Director who is a member of Faculty Board.

• The on-going improvement of teaching and of learning opportunities across the whole Programme, including those other Schools in FMVS who contribute to teaching and assessment, is the responsibility of the Programme Director. The Programme Director is enabled to have this oversight through a close working relationship with the unit leads and individual teachers across the whole programme, formalised through VPC. In that role, the Programme Director is supported both by the Head of School and the School Manager.

• The University’s Peer Observation scheme is used to assess the quality of teaching. Although comments on individuals are normally kept confidential, any serious issues about a member of staff would be reported to the Head of Teaching and through them the Head of School. Similarly, if student evaluation suggests that they are experiencing problems with a particular member of the teaching staff, then the Head of School may instigate Peer Observation of that person by a senior member of the teaching staff.

**Involvement of students in quality assurance**

Timely and adequate student feedback is considered essential for the monitoring and assurance of the Programme. Student attitudes to the content, delivery and overall satisfaction with the
programme are used alongside engagement with external evaluators and examiners, the FQET teams and the School's Teaching and Learning Adviser to inform a process of review and improvement. The feedback from students is collected in various ways at unit level and in a format that is most appropriate for the Unit (paper, online questionnaires, focus groups etc.). Response rates are variable and the School is striving to better engage students with the feedback. One strategy has been to improve the timeliness and accessibility to the outcomes of their feedback by use of the VLE; thus demonstrating the value of their efforts.

Data are triangulated at VPC with that obtained through the Student Course Representatives (who sit on VPC) and from the Staff Student Liaison Committee (SSLC), chaired by the Head of Student Experience that meets at least four times each year.
Ways in which policy is implemented, monitored and revised

The University’s processes for ensuring the quality of its provision are judged by the UK’s Quality Assurance Agency for Higher Education. The last audit was in 2009. The QAA is a full member of ENQA, which complies with the European Standards and Guidelines for Quality Assurance in Higher Education.

The Faculty has a Faculty Quality Enhancement Team (FQET), which assures the quality of learning, teaching and assessment, and student experience in the context of the research environment that underpins it. They help regulate University-wide monitoring mechanisms in respect of learning and teaching quality enhancement and assurance. This process is overseen by the University’s Education Support Unit (ESU).

FQET terms of reference include:

- To consider and review school mechanisms for monitoring and enhancing the academic standards necessary for achieving stated aims and objectives in relation to teaching and learning within the University, Faculty and school plans.
- To comment on the extent to which school procedures reflect best practice.
- To identify issues and any good practice in relation to the maintenance of academic standards and the enhancement of the student experience and to make appropriate recommendations to the relevant Faculty Committee/s.
- To make an annual overview report on their findings and any recommendations to the University Quality Enhancement Committee and to Faculty Board.

Staff from SVS sit on (and currently chair) the FQET team and through that process are able to identify and communicate aspects of best practice from other schools that may support the veterinary undergraduate programme.

The University also operates a programme of School Reviews every 5-6 years. The last SVS review was undertaken in 2012. These involve internal and external panel members and cover issues of teaching and research quality. At School level, VPC monitors quality and standards at its regular meetings.

In addition an annual Programme Review is undertaken and this process is overseen by the University’s Education Support Unit (ESU). The outcome of review may have a significant influence and impact in introducing changes to the Programme in response to feedback from external examiners, students and other key stakeholders.
Figure 1: Structure of the quality assurance system for Teaching at the University of Bristol.
Figure 1: Diagram of the quality assurance process for University of Bristol.
2.1 UNDERGRADUATE EDUCATION

a) Assessment of applicants for the BVSc

Students apply to study for the Bachelor’s Degree in Veterinary Science (BVSc) through the Universities and Colleges Admissions Service (UCAS). All applications are initially assessed by the central University admissions team to ensure that:

- Applicants have achieved (or are predicted to receive) the requisite results in Advanced Level qualifications or equivalent.
- Applicants have undertaken relevant and sufficient animal and veterinary-based work experience.
- There are satisfactory references.

As part of our commitment to the UK national agenda on widening participation, we consider the educational context in which grades have been achieved, particularly if there is evidence that the current or most recently attended school or college performs below a defined threshold.

Scores are awarded to candidates in order to produce a shortlist of individuals who are then invited for interview. These scores are based on GCSE results (15% towards total) predicted A level scores (15%) with the remaining 70% of the score derived from the personal statement on the UCAS form. Interviews comprise a 20 minute face to face interview with 2 members of staff and 5 multiple mini interview (MMI) stations which assess the following: problem solving from first principles, communication skills, a practical task following written instructions, calculation and data handling and interpretation.

Suitably qualified students from overseas (from within and also outside the EU) are encouraged to apply for a place on the BVSc. There is no set limit to the places offered to such students (within the limits of the maximum number of student places on the BVSc (set on an annual basis by the Faculty). Procedures for the initial evaluation of the UCAS forms are agreed by the Schools Admissions Committee and approved by the University. Assessment procedures relating to the interviews are developed by the Admissions team and agreed by the Admissions Committee of the School. These are reviewed annually on the basis of performance and feedback, and also against scrutiny of student progression rates.
Table 1: Assessment admission of students

<table>
<thead>
<tr>
<th></th>
<th>2013/14</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students applying</td>
<td>1330</td>
<td>1302</td>
</tr>
<tr>
<td>Number of students admitted with A Levels</td>
<td>93</td>
<td>108</td>
</tr>
<tr>
<td>Number of students admitted with Degree</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>% foreign students</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Assessment of selection criteria:</td>
<td>good</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>acceptable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>need improvement</td>
<td></td>
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</table>

b) Assessment procedures of the performance of enrolled undergraduates

The School implements a comprehensive programme of assessment for the BVSc in compliance with the University’s Regulations and Code of Practice for Taught Programmes. The programme of assessment is summarised in the BVSc Assessment Matrix, which is reviewed and updated annually as part of Annual Programme Review (APR, Part 1 in July, Part 2 in October). The matrix includes details of assessments for each unit in each year of the BVSc and has a summary mapping assessment methods and units against domains of competence (cognitive, practical and professional) and Miller’s pyramid.

Multiple methods of summative and formative assessment are used including:

- Multiple choice questions testing e.g. factual knowledge as well as the application of knowledge to solve clinical problems (using clinical vignettes)
  
  Note: Formats such as True / False have been phased out and replaced by Single Best Answer
- Short answer questions testing factual knowledge, understanding and application of knowledge
- Longer written examinations including short essay style questions testing understanding, synthesis, analysis and critical thinking
- Data interpretation questions and extended matching questions testing interpretive and problem solving skills
- Structured oral’s testing integrated structure and function
- Practical assessments including Objective Structured Clinical (Practical or Communication Skills) Examinations (OSCEs), integrated spot tests and Direct Observation of Procedural Skills (DOPS) in the clinical workplace
- Rotation assessment collated from multiple individuals
- Reflective journal portfolio tasks as part of Professional Studies and in each year of the Programme
- A video task for communication skills with a reflective narrative
- Coursework, undertaken both individually and in groups including poster presentations, quizzes, scientific writing including a grant writing exercise, work-placement (pre-clinical EMS) reports, case reports, client information and a ‘Critically Appraised Topic’.
Formative assessments are provided to promote student learning and support preparation for examinations and clinical rotations. Examples include online MCQs delivered via QuestionMark® Perception® (QMP) quizzes, example questions via Blackboard and use of TurningPoint in lectures and practicals. Additionally, formative assessments are used to ensure students experience particular formats (e.g. a practice spot test) and extensive use is made of the University’s eBiolabs system to assist students in preparation for various aspects of the course including laboratory practicals and case-based learning sessions.

Summative assessments are primarily conducted during the University examination periods (January and May/June) with re-sit examinations in August/September. Some practical examinations (OSCEs and DOPS) are undertaken at other times e.g. DOPS throughout clinical rotations, Basic Clinical Science OSCEs in March prior to the first clinical extramural studies placement (EMS).

Students are normally allowed one re-sit attempt unless having valid extenuating circumstances, in which case they are allowed to repeat the assessment without penalty i.e. as for the first time.

The examination cycle follows a series of steps:

- Produce blueprint based on learning outcomes
- Request questions from staff
- Review questions and the examination by unit staff and external examiners
- Produce examination ‘paper’ and deliver examination via central examinations or locally
- Use a standard setting method e.g. modified Angoff for finals, Borderline Regression for OSCEs

The assessments, procedures and processes are validated by:

- Review of statistical information e.g. from the use of QMP or from optical mark recognition
- Unit meetings with staff and external examiners
- School Examination Board – followed by publication of provision results to students
- Faculty Examination Board – followed by publication of results
- Faculty Quality Enhancement Team (FQET) conducts visits annually to review teaching and assessment
- In addition to the external examiners appointed to quality assure each unit in the programme, the School has appointed a Senior External Examiner who reviews the programme of assessment as a whole and attends APR.

Any changes to assessment are reviewed at Unit level and then approved via the University’s Programme and Unit Approval Process initially being presented and discussed at Veterinary Programme Committee (VPC).

Note: The School has undertaken a major review and modernisation of assessment as part of the curriculum review process and has made changes in the existing as well as new curriculum. Therefore, the development and delivery of assessments has been, and continues to be, accompanied by a comprehensive programme of staff development with in-house training,
collaboration with the other professional programmes (Medicine and Dentistry) and attendance at external courses.

Additional information regarding the outcome of student assessments for the years 2012/14 and 2013/14 can be found within Appendix 1

2.2 POST-GRADUATE STUDENT EDUCATION: ACADEMIC TRACK

The School currently runs one taught Masters Programme (MSc in Global Wildlife Health & Conservation) alongside research programmes to both Masters (MSc) and Doctoral levels (PhD). For both of the research degrees, students may study on a full-time or part-time basis. For the PhD programme there is the option for full-time students to be registered for either three or four years.

正常最低和最高学习期：

<table>
<thead>
<tr>
<th>Degree</th>
<th>Minimum (full-time)</th>
<th>Maximum (full-time)</th>
<th>Maximum (part-time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>MSc</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
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</table>

Admissions:

All applications to our postgraduate programmes are made via an online application system – “Hobsons”. This allows students to submit their details securely online and view the completed application form, to upload supporting statements (including a personal research statement and a research proposal where required), to request references electronically, and to track the progress and outcome of their application online. The documents required are:

- Two references
- Copy of degree certificate(s)
- Research statement
- Personal statement
- Copy of English language certificate* (where appropriate)
- Details of source of funding (if available)

* For those applicants for whom English is not their first language an IELTS score of 6.5 overall with 6.5 in each band is required.

For all postgraduate programmes the minimum qualification for entry is an upper second-class honours degree (or equivalent) in a relevant subject area. In exceptional circumstances for MSc by research applicants a lower second-class honours degree may also be considered.

Applications for postgraduate programmes (MSc & PhD) are received either from those who wish to self-fund their studies (or have secured their own support from other sources, e.g. overseas students
with national government scholarships) or from those responding to specific advertisements for scholarships which members of the School have been awarded funding for.

Applications for non-funded PhD/MSc places: Each application is initially screened by the Director of Graduate Studies to ensure the candidate is suitably qualified to undertake a PhD or MSc study in the School. The application is then circulated to members of the academic staff who would be potentially interested in supervising the candidate based on their research interests. This process is more rapid if the candidate nominates an area of research/research supervisor based on information provided on the School website. If a supervisor is interested in hosting the candidate in their laboratory, they may contact the candidate personally to explore their suitability for PhD studies. Candidates who fulfil the admission criteria and for whom suitable projects and supervision can be identified will receive conditional offers of admission.

Funded PhD / MSc research positions that are specifically advertised (see FindaPhD.com): The award of these positions is on a competitive basis. Each application is examined by a selection panel and used to shortlist 3 – 5 candidates for interview. Candidates are then selected based on their performance in an interview.

The School upholds the principles of equality and diversity, respect and dignity. Candidates are not discriminated against on the grounds of race, ethnicity, nationality, gender, sexuality, religion or belief, disability, health or age.

**Financial basis of the Programmes:**

For taught post-graduate programmes the primary source of finance comes from core funding provided by HEFCE for general activity, with additional support provided by the tuition fees paid by the students (UK/EU £9,600: Overseas £18,100). Additional funding is also available from external bodies such as the Biotechnology and Biological Sciences Research Council (BBSRC).

Postgraduate research degree funding is received via a “dual support” system whereby HEFCE provide funding for general activity (overheads, training & “blue skies” research) and the Research Councils, Medical and other Charities, and industry, fund specific programmes and projects and provide research studentships. Current providers of support for our research students BBSRC, Wellcome Trust, Zoetis, CPL, Dairy Co, Stonegate, World Horse Welfare, RSPCA, Noble Foods, Agriculture & Horticulture Development Board and the Dogs Trust. Additionally the University of Bristol and Langford Veterinary Services support a small number of studentships. Current postgraduate research fees are: UK/EU £4,100; Overseas £17,500.

**Involvement of the Faculty:**

All of our postgraduate students automatically become members of the Graduate School of the Faculty of Medical & Veterinary Sciences. The Graduate School provides a supportive and stimulating environment, and is responsible for every aspect of postgraduate study from application, registration and annual progress monitoring, through to completion of studies. It provides a
programme of transferable-skills training, recognised by the UK’s leading research councils, to complement every student’s study.

Training Provided:

The Graduate School coordinates a programme of training courses that includes over 30 courses each year and helps students to develop and improve their expertise in areas including; public speaking at scientific conferences; creating and delivering presentations; writing academic papers; the ethical implications of biomedical research; career management etc.

Procedures for assessment to the students:

The taught Master’s Programme has its own assessment scheme, distinct from the other courses offered on site. This includes written paper examinations and the submission of a project report. These are detailed within the Handbook for the programme, which can be found within the Blackboard Virtual Learning Environment (VLE).

The University of Bristol Doctoral College (BDC) has recently been established and amongst its aims is to share good practice for the monitoring the progress of postgraduate research students across the University. As a result our procedures have recently been revised and will now be facilitated with a new Skills Training and Review (STaR) online tool.

Each student has a main supervisor, who has primary responsibility for academic guidance. In addition, the student has a second point of academic contact (second supervisor) who has a defined role and responsibilities within the supervisory team. Each student is also assigned a Progression Panel consisting of two members of academic staff who will monitor student progress. The programme for progress monitoring is as follows:

- **At week 8:** Fifteen minute Power Point presentation; to enable the Progression Panel to examine the students understanding of the background, aims and objectives and methods to be employed in the project.
- **6 Month:** Submission of a written progress report that summarises the student’s results. The report forms the basis for an interview held with the Progression Panel. Following this interview, the Panel will recommend one of the following outcomes:
  - **The 6-month report is deemed “satisfactory”**: No further progress monitoring is required. It is at the joint discretion of the student and the supervisor to agree on the timescale for completing lab work and writing the final thesis.
  - **The 6-month report is deemed “unsatisfactory”**: The "of concern" or "at risk" protocol will be invoked. The Panel will provide a work plan setting out tasks/requirements for improvement, which will be assessed at 8 and 10 months to allow swift resolution of issues. If issues are not satisfactorily resolved, then the student may be required to de-register within 12 months.
• **20 months**: The supervisor will contact the student to check that they are on track to meet their submission deadline; if this hasn’t already occurred (full-time programme max is 24 months from start).

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2For full-time MSc students (for part-time students the intervals are doubled).

**Full-time PhD**

• **4.5 month**: The first monitoring point is submitted in the form of a grant application. The purpose of the proposal is to ensure that the student has gained background knowledge and a sufficient understanding of the key goals of your project so that they can efficiently move the project forward through appropriate experimental design. The report forms the basis of discussion with the progression panel.

• **1st Year Report**: Approximately 15 pages of text (excluding references & figures) that includes; a short synopsis of the background and aims of the project (2 pages maximum); experimental methods used so far; results and discussion for experiments already carried out and plans for the next few months.

• **2nd Year Report**: This report should be prepared using a thesis structure and should demonstrate how the project has progressed since the submission of the 1st year report – highlighting what is new. It includes; a short synopsis of the background and aims of the project (2 pages maximum); publication-ready figures and/or tables (normally not exceeding 6 maximum, including titles and figure legends; experimental methods used so far; results and discussion for experiments already carried out within the last 12-months and plans for the next few months.

• **Month 29** (or 41 for students following a 4 year programme): Students must provide a list of figures (as they would appear in the table of contents to the thesis) and a timeline to show how the dissertation will be submitted on time.

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Each monitoring point involves an interview with the student’s progression panel, the outcomes of which will be based (and adjusted for times) on that described for MSc’s (please see above).

**Tables 2: Figures for post-graduate academic education**

<table>
<thead>
<tr>
<th>Year</th>
<th>Type of programme</th>
<th>Number students enrolled</th>
<th>Number students passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>PhD</td>
<td>18 (F/T) 1 (P/T)</td>
<td>2</td>
</tr>
<tr>
<td>2013/14</td>
<td>Master</td>
<td>3 (F/T) 5 (P/T)</td>
<td>2</td>
</tr>
<tr>
<td>2012/13</td>
<td>PhD</td>
<td>25 (F/T) 2 (P/T)</td>
<td>8</td>
</tr>
<tr>
<td>2012/13</td>
<td>Master</td>
<td>2 (FT) 1 (PT)</td>
<td>2</td>
</tr>
</tbody>
</table>

The students enrolled in the year 2013/14 have published a total of 24 papers as of Sept 2014.
2.3 POST-GRADUATE STUDENT EDUCATION: PROFESSIONAL TRACK

The School of Veterinary Sciences offers two types of clinical specialty training programmes for veterinary graduates - one year Rotating Internships as Junior Clinical Training Scholars (JCTs) and three or four year Residencies as Senior Clinical Training Scholars (SCTs).

SCT Scholarships enable veterinary graduates to work up to a specialist level in their chosen discipline. Training programmes are approved by the respective European College and are designed to ensure that the scholarly activity of the SCTs meets a defined set of criteria and is an appropriate preparation for a specialist Diploma examination.

All applicants must hold a recognised veterinary degree that makes them eligible for registration with the RCVS, have attained Level 7 in the IELTS assessment and SCTs must have completed an Internship or an equivalent period in private practice as specified by the relevant College.

The Scholarships are widely advertised - on the University Web Site, www.jobs.ac.uk, on the website of the relevant European Specialty College and in the Veterinary Record. The majority of programmes start in July. Applicants must submit an application form accompanied by three references, a letter of intent, copies of degree certificates and English Language results (if relevant). Short-listed candidates are invited to interview with the supervisor, the CEO of LVS or their delegated nominee (if LVS supported) and at least one other senior clinical academic.

Both JCT Scholars and SCT scholars receive a tax-free stipend. The majority are funded either jointly by LVS and SVS or by SVS alone.

All JCT scholarships are funded by LVS with the exception of a Zoetis® funded Feline Research Scholarship (1 year). Two and a half of the SCTS posts are funded by charities or industrial partners as follows:

- The Langford Trust – SCTS in Cattle Medicine
- The Horserace Betting Levy Board – SCTS in Equine Sports Medicine
- Boehringer® - half funding of a SCTS in Small Animal Internal Medicine

Clinical training is through the management of clinical cases, under the supervision of academic staff who are themselves RCVS and/or European Veterinary Specialists. The expanding case load in the LVS clinics ensures that training scholars are exposed to a wide variety of clinical problems. However, if considered appropriate SCTS may spend time on placement in external clinical (or diagnostic) centres to broaden their experience, as required by the European College programme approval process.

All students are invited to engage in the School’s research activities (research seminars, research lunches, and clinical research soirées) and the BME research group offers them support with statistical analysis and study design. All SCTS must undertake at least one clinical research project and are expected to present their work at appropriate conferences and meetings. If appropriate, SCTS are encouraged to apply for clinical research grants either externally or from the Langford Trust or from the LVS Research Fund.

Scholars also have the opportunity to engage with LVS CPD programmes and are encouraged to participate in the Langford Teaching and Learning Series and other staff development training.
courses offered by the University. All overseas CTSs, when appropriate, are offered an online training module by LVS to aid the transition to working in the UK veterinary profession. The School has been very successful with its clinical training programmes: since the last full RCVS visitation in 2007 12/32 of JCTSs have already entered Residencies or Post Graduate Research programmes. 31/68 of the Senior Clinical Training Scholars (SCTSs) who have completed their Residency training have already achieved a Diploma. Another 20/68 SCTSs have registered for or have completed an MSc or PhD. Twenty-one SCTS have found employment in Veterinary Schools and 19 are working in private referral practices.

All CTS are appraised by their supervisor and other specialists in their clinical discipline. Those students working towards membership of a European or American College are required to complete a variety of activities including; a case log; an activities/presentation log; case reports and publications in peer reviewed articles, as required by each specific College. Objectives and milestones are set for each “measureable” and aligned to both University regulations and the requirements for the programme for the specific European College.

The responsibility for the administration of JCTSs and SCTSs currently lies with the SVS general administration team. Because Scholars are classed as research students when issues arise relating to progression these are managed by the Faculty’s Graduate Dean, working with the School’s Graduate Directors, the supervisor and other senior clinical academics (e.g. the Academic Lead in the Small Animal Hospital if the Scholar is working in the small animal area).

The School is engaged in discussions with the University (the Head of the Doctoral Training College) who is acting on behalf of the Pro Vice Chancellor for Education on the registration status of CTSs. We have suggested that all JCTSs register for a post graduate Certificate in Education and that SCTS undertake a Masters in Research (or, if they have previously undertaken a PhD, more appropriately an MSc in Postgraduate Medical Education). The University is broadly supportive of this, but further detailed planning will need to be undertaken.
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AP 2 – Examination Assessment Flowchart – Re-work Clare’s to fit

- Teaching Management Committee: Designs course and sets expected outcomes
- Course Unit Meetings
- Veterinary Programme Committee: Oversees the quality of teaching and learning
- Examination Boards
- Faculty Examination Board
- Outcome review: Occurs within the Annual Programme Review

- Education Support Unit

- External Examiners: Students receive results via Blackboard or via notice boards
- Students whose progress raises concern are referred to the Academic Support Committee

Ongoing Refinement
6th Month Report
Progression panel interview student & discuss submitted report. Panel concludes progress is either Satisfactory or Unsatisfactory.

Supervisors report on student progress

Progress is Unsatisfactory
Panel provides a work plan setting out tasks/requirements for improvement.

8-10 Month Review
Panel concludes progress is Satisfactory or Unsatisfactory

Progress is Satisfactory
Proceed to completion and submit thesis within 2 years

Progress Unsatisfactory
Panel initiates "at risk" procedure and student de-registers within 12 months

Week 8 – Powerpoint Presentation to Progression Panel
PhD Programme

4.5 month review with Progression Panel

1st year report discussed with Progression Panel
Panel concludes: Satisfactory and proceeds to 2nd year

2nd year report discussed with Progression Panel
Panel concludes: Satisfactory and proceeds to 3rd year

3 Year Track Students
29 Months: Students submit list of figures and chapter outline for review with Progression Panel

4 Year Track Students
45 Months: Students submit list of figures and chapter outline for review with Progression Panel

Student presents thesis for examination

Supervisors report on student progress

Review of tasks set by panel
Panel concludes progress is satisfactory or Unsatisfactory

Progress Unsatisfactory
Panel provides a work plan setting out tasks/requirements for improvement.

Progress Unsatisfactory
Panel initiates “at risk” procedure
AP 4 – Student Welfare and Support Flowchart

University Student Support Strategy

Faculty Student Welfare Strategy

Senior Management Committee

School Student Welfare Strategy

Staff: Student Liaison Committee

Clinical and Preclinical Dean

Student Body
In the form of Course Representatives
CHAPTER 3 - ASSESSMENT OF TEACHING STAFF (AP 5)

a) Evaluation by students

The School operates a comprehensive programme of assessment of teaching and staff by students. The evaluation:

- Is conducted annually and is part of the Annual Programme Review (APR) process - all Unit Organisers attend APR and are required to provide information about feedback gathered from students (including method used and results), describe changes to be implemented and feedback to students. In addition feedback on certain areas e.g. rotations is gathered and collated at multiple points through the year.
- Involves the use of multiple methods including surveys (e.g. online via Bristol Online Surveys, Blackboard or using TurningPoint in a lecture theatre, which enhances response rates and can be adaptive i.e. additional questions are added to explore issues), focus groups and chaired large group discussions.
- Covers multiple areas including individual staff, elements and rotations, units and whole years of the programme, and aspects of the learning environment e.g. Blackboard.
- Involves review, and when necessary, update of surveys and questions by unit, curriculum and programme committee members with input from students and in some cases recent graduates and other stakeholders.
- Results are communicated to students, staff and committees by Unit Organisers and / or Year Leads using multiple channels e.g. to students using ‘you said, we did’ on the virtual learning environment, to staff at unit and year meetings, and through the Veterinary Programme Committee (VPC) and the APR process, which are attended by staff and student representatives.

In addition, since 2012 the School has implemented an annual ‘Outcomes Assessment’ survey administered to recent graduates including sections on skills and reflections on the programme, which inform programme review and will provide longitudinal monitoring of graduate requirements and programme performance.

Assessment of individual staff does not result in a single grade. However, a comprehensive approach includes feedback from students and annual peer observation. The two processes involve:

- Inclusion of questions about individual staff in unit evaluations where appropriate (e.g. in online surveys but not in an open discussion forum) which are reported to and acted upon if necessary by the Head of Teaching through discussion with individuals.
- Peer observation – the protocol was modified and improved by the School in 2012-13 and an annual format implemented whereby staff involved in teaching participate in a process where: A observes B, B observes C, C observes A. A proforma is completed in two parts: i) a confidential section between reviewer and reviewee and, ii) a summary to be returned to the Head of Teaching. Peer observation is monitored and reported via APR. The process was developed by the Head of Teaching and is used to provide confidential feedback on an individual basis, as well as providing a source of information to enable the School to learn from individual observations and to facilitate the sharing of general issues or best practice.
The School has adopted a comprehensive programme of staff development for teaching and assessment including:

- New staff involved in teaching are required to participate in a university run teaching course. The ‘Teaching and Learning in Higher Education’ (TLHE) course has been recently reviewed and re-launched as the CREATE scheme in October 2014, which has been accredited by the Higher Education Academy (HEA) and will lead to Fellowship of the HEA.
- Staff on the CREATE scheme are required to undertake additional peer observations and write reflective ‘journal’ pieces related to their teaching.
- Other staff will be able to attend modules and those staff with existing teaching qualification will be able to register for more advanced aspects of CREATE e.g. leading to Senior or Principal FHEA.
- The School has also supported staff (through mentoring and financially) applying for FHEA via the direct route and has had considerable success over the last year at all levels.
- CREATE is complemented by the local ‘Langford Teaching and Learning’ series, a set of workshops delivered annually and available to all academic and clinical staff involved in teaching, assessment and feedback.
- Attendance at external courses and conferences related to teaching and support for students is encouraged and supported where appropriate.
- The annual ‘Staff Review and Development’ (SR&D) includes teaching activities and provides an opportunity for staff to discuss their teaching with their reviewer/s and identify training requirements.
- Feedback on teaching is an important factor in staff probation and promotion and is incorporated into the decision making process.

b) Evaluation by teaching success

The University’s recruitment process is rigorous and ensures that new members of academic staff have been required to demonstrate teaching potential and/or experience. Clear appointment criteria are published for each post and these are advertised in such a way as to encourage the widest possible range of applicants. The short-listing process requires applications to be matched against ‘Essential’ and ‘Desirable’ criteria. Teaching experience is one of the ‘Essential’ criteria.

All Appointment Boards for academic staff include the Head of Teaching or another member of staff whose role is to question applicants about teaching-related subjects. In addition, applicants are normally expected to give a presentation to members of the School and attendees give feedback to the panel on the candidate’s communication skills and teaching potential.

Newly appointed staff must successfully complete an Initial Service Review (this takes place after 12 months for academic staff). During this time they must demonstrate an acceptable standard of performance in teaching, research and administration.

The University of Bristol does not have in place a system that involves staff being awarded a single grade for their teaching performance. However, once confirmed in post, assessment of a staff member’s teaching ability is undertaken in a variety of ways that includes peer observation. A revised local level peer observation process was introduced in 2012-13 to the School that is aligned with University guidelines.
Data from peer review observations may be used by the individual, at their discretion, as part of the **University’s Staff Review and Development programme**. All academic staff must undertake an annual review with a senior academic (there may be two reviewers if the staff member also has a clinical role). Intended to be part of the cycle of reflection and planning, this process encourages and supports the staff in identifying and engaging with appropriate development opportunities in teaching and learning.

Feedback on staff is also provided by the Unit Lead to the BVSc Programme Director and student feedback and feedback from peers is also taken into account. If concerns are raised about an academic’s teaching ability measures will be put in place rectify the problem (further training, peer observation, active mentoring etc.).

The Head of Teaching maintains an oversight of the teaching and learning development status of all staff in SVS who contribute to teaching; this is reported to the Head of School.

An ability to demonstrate success in teaching and assessment and a commitment to driving forward innovation in teaching is critical for **Progression and Promotion**. For academic staff on **Pathway 3** there is a greater emphasis on excellence in teaching and learning. For staff appointed below level D (senior lecturer on **Pathway 1** or senior teaching fellow on Pathway 3) it is compulsory to undertake the University’s recognised training programme in teaching and learning development. In fact it is now no longer possible for any academic member of staff to progress to Level D without having passed their teaching and learning qualification. All staff appointed at level D or above are also strongly encouraged to obtain and teaching and learning qualification.

Teaching and learning development provision has recently been reviewed by the University. A major revision of the previous Postgraduate Certificate offered by the University as part of the TLHE programme will be launched in Autumn 2014; the Cultivating Research and Teaching Excellence (CREATE) CPD Scheme.

The CREATE scheme provides a framework for academic and professional services staff who are involved in teaching and supporting student learning to gain recognition across the breadth of their roles and at different stages of their careers. The scheme is has been accredited by the Higher Education Academy against the UKPSF across all four descriptor levels.

In the transition phase, staff have been supported by both the School and the Academic Staff Development Team of the University in completing the direct HEA fellowship route, where appropriate support offered includes application writing workshops and individual review meetings with the Head of Teaching.

Since 2012, a series of Teaching and Learning workshops (the Langford Teaching and Learning series) have been developed and delivered to address the need for context-specific training for staff involved in teaching on the BVSc and other SVS programmes and courses.

These workshops now run annually for new staff and post-graduate scholars and some have been included within the University’s new HEA accredited CREATE structure. Additionally, a modified version of the programme has been offered free of charge to EMS providers.

Other in-house training is provided is certain key areas for all academic staff. This includes facilitator training for communication skills as well training in question writing for single best response
questions, OSCEs and other forms of assessment. Staff are expected to attend training that relates to their portfolio of teaching and assessment.

The Academic Staff Development team (part of the wider organisational development team of Human Resources) offers a range of other training and development opportunities specifically targeted at academic staff on all three pathways. Courses range from leadership to teaching and learning development.

The Starting to Teach course is available for Pathway 2 staff and all teaching support staff, technical staff and postgraduate students who engage in teaching.

**Rewarding excellence in teaching**

The University has a number of schemes for recognising and rewarding excellence in teaching and the support of the student experience. In addition, the 'Vice-Chancellor’s Award for Education' is awarded to one person or team in recognition of their exceptional contribution to education and enhancement of the student learning experience at Bristol.

At a local level, the School of Veterinary Sciences sponsors three awards; two for excellence in teaching (clinical and preclinical) and one for excellence in technical support. Industry also sponsors a staff teaching prize for a member of staff whose academic achievements have been exceptional in a given year. In addition, LVS award two teaching prizes; one to a member of clinical staff and one to a member of support staff working within the LVS clinics.

The School actively mentors and supports staff who have shown a specific commitment to developing their skills in Teaching and Learning: e.g. a member of staff was recently awarded a University Teaching Fellowship and two are studying toward a Doctor In Education (EdD) within the Graduate School of Education. This year has also seen Professor Sarah Baillie, the School’s Head of Teaching, receive the award of a Principal Fellowship from the Higher Education Academy.

c) **Evaluation of Scientific Merit**

Pathway 1 is the ‘standard’ academic Pathway and academics appointed on this pathway (42 in SVS) are expected to develop an independent programme of research.

Research success is assessed in a number of ways and includes:

- Numbers and quality of publications (quality assessments may include citations, the impact factor of the journal and whether the paper was included in the REF exercise).
- Research grants and research contracts awarded.
- PhD students supervised
- Invitations to give plenary talks
- Invitations to serve on Scientific Committees, Grant Review Panels etc.
- Awards, prizes etc.
- Public engagement

Progression and promotion on Pathway 1 is dependent on an academic being able to demonstrate excellence in research performance.
In 2007, the University introduced a teaching focused academic track (Pathway 3) and in SVS 34 academics are currently on this Pathway, the majority of whom are clinical academics. In other Schools, the majority of Pathway 3 staff are in “non-progressable” roles. However, in SVS clinical academics appointed on this track can move up to the next level, provided they meet the progression and promotion requirements. This includes involvement in clinical research and scholarship related to their discipline.

**AP5 – Academic Recruitment**

![Diagram of AP5 process]

- Appointment Board
- Initial Service Review Period
- Staff Review & Development Process
- Promotion and Progression Process
- Appointment Criteria
- Supervisor Feedback and Observation
CHAPTER 4 - ASSESSMENT OF LEARNING OPPORTUNITIES (AP 6)

Learning opportunities encompasses a number of aspects of an educational environment, including having staff who are qualified to teach, space and facilities for students to learn in and quality assurance and feedback on the space and process. The majority of staff who teach on the BVSc course within the SVS either already hold a teaching qualification or are enrolled on the Teaching and Learning in Higher Education qualification (CREATE) that will lead to Fellowship of the Higher Education Academy. SVS has developed a modular programme about teaching in the clinical environment.

An optimal environment for student learning requires them to have both facilities and space. There are 144 computers provided for BVSc students in five different buildings at the Faculty and the School at Langford and there are 16 lap-tops for students to borrow and use anywhere in the Veterinary Sciences Library to access eJournals, eBooks and databases. The Medical Library facilities in Bristol have recently been refurbished to improve and increase study spaces. The Veterinary Sciences Library at Langford has recently been updated to create a more welcoming and flexible study space with improved facilities. This includes: a reconfiguration of the use of space to create more study spaces, creation of group study rooms, a larger PC room so students can work in groups, two silent study rooms and power sockets for all study spaces reflecting transition to a ‘digital first’ strategy for e-journals and e-books.

There are several rooms in the Pearson Building at Langford that have been reconfigured and refurbished for small group teaching and private study. There is an additional quiet study space and several small group work rooms within the building referred to as the Student Barn.

While SVS maintains direct control over the veterinary programme, many aspects of the general learning environment are overseen directly by the University. The University also provides overarching support to students via Student Services, including:

- Housing and financial advice
- Counselling services
- Occupational health
- Disability services
- Careers advice
- Support for international students
- Chaplaincy service
- Learning support

Each BVSc student is allocated a Personal Tutor within the School. Personal tutors are members of academic staff based in Bristol for students in the first two years of the programme. From the third year, this responsibility transfers to members of staff based at Langford. Personal tutors receive their tutees’ academic assessment results, EMS reports and professional studies portfolios and are therefore able to provide support on both personal and academic matters.

On a local level the School's Staff-Student Liaison Committee (SSLC) acts as an interface between the student body and the wider University structure, ensuring that the views of students are
represented throughout their time within the University. This forms one of the major sources of student feedback, due to the presence of a student representatives for all years of the Programme, alongside direct formal feedback provided by students on a regular basis in a variety of forms.

The School’s Senior Management Committee (SMC) receives reports, on a monthly basis, from all areas of the School that are responsible for supporting the learning environment of students, and then exercises control over how objectives are being achieved.

**AP 6 - Learning Opportunities Flowchart**

![Flowchart of Learning Opportunities](image-url)
CHAPTER 5 - ASSESSMENT OF TRAINING PROGRAMME AND THE AWARD OF THE TITLE OF VETERINARY SURGEON (AP 7)

The expected learning outcomes of the BVSc degree have been developed by the teaching staff within the remit of the Veterinary Programme Committee. These outcomes address the requirement provided by the RCVS that all graduates display specific 'Day One competencies'. These learning outcomes, along with all other important elements of the programme, are included within the programme specification that is submitted to the University Education Support Unit (ESU).

As a fully inclusive programme the Units within the programme are not credit-rated individually. A student wishing to transfer into the BVSc, after completing a portion of the programme at another veterinary school, may be able to claim credit for past achievement but this would only be decided after careful review.

All units involved within the BVSc Programme are subject to an extensive QA process. This requires the submission of any amendments to the ESU by the Online Approval Tool, after which it is reviewed by a panel (including at least one member with specific subject knowledge). This review incorporates not only the academic staff that are to be responsible for the unit, but the facilities and support that will be required in allow it to function.

The BVSc programme is also subject to review, along with the rest of the School, on a five-yearly cycle. The most recent of these occurred in 2012. This review aims to assess the quality of the course and ensure that graduates are of the appropriate standard. These reviews are conducted by a panel composed of both internal and external members, many of whom will have expertise in the subject area being delivered. The review panel examines documentation provided by the School; considers proposed and recently implemented changes to the course; meets academic staff and senior management responsible for providing support for the course; consults students (both past and present) and examines the facilities available. The reports produced as a result of these visits are maintained centrally by the University.

The primary methods of monitoring quality are as follows:

- Annual Programme Reports
- Formal unit and curriculum reviews
- External Examiners
- Review of feedback provided by stakeholders

All programmes at the University of Bristol go through an Annual Programme Review (APR), which is one of the central elements of the University's quality assurance and enhancement framework. Features of the APR process are:

- Each year the school gathers feedback on its taught and research programmes from students, staff and external examiners. Any reflections or reports on individual units are taken into account, together with statistical information such as student progression rates, etc. All these elements are then discussed at a school meeting and a summary report provided outlining the positive features of the programme(s) and any actions to be taken.
• APR reports are considered by the Faculty Quality Evaluation Team (FQET) and are also used to inform the production of a self-evaluation document for School Review.

The formal process of unit reviews, through which staff can provide feedback on how well a unit has run and on any possible improvements, applies to all units within the BVSc. These findings are fed into the yearly unit meetings by their respective organisers, and are then considered by the VPC. Areas of weakness are identified and a strategy prepared for the next academic year in order to correct them.

Each of the BVSc programme assessments are overseen by the Programme Examination Board which includes external examiners. External examiners help ensure that:

• the University is maintaining the threshold academic standards set for its awards in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements, and that the standards of student performance are properly judged against this;
• the assessment process measures student achievement against the intended learning outcomes, and is rigorous, fairly operated, and in line with University policies and regulations;
• that the assessment process is fair and is fairly operated in the marking, grading and classification of student performance, and that decisions are made in accordance with University regulations;
• the University is able to compare the standard of awards with those in other higher education institutions;
• programmes and units are well structured and balanced with appropriate content; good practice and innovation relating to learning, teaching and assessment is identified and shared.

The BVSc programme also has a Senior External Examiner (Professor Susan Rhind) who has responsibility for taking an overview of the whole five year programme.

Feedback is provided by students within all programmes, units and rotations by way of a structured questionnaire alongside several other survey methods (on-line surveys, focus groups etc). These surveys cover all aspects of their learning within that Unit. Students on each year of the Programme are also invited to stand for election by the student body, to the position of Course Representative (for which they are trained), who are then included within the membership of all committees directly involved with the veterinary programme. Additionally the results of the National Student Survey (NSS) are used to gauge broader trends within the University (results will be made available to the visitation team). This feedback is further reinforced by feedback received from graduates, both upon their departure from the School and then after a period of months. This ensures that such views are objective in nature.

The School’s teaching and learning strategy, employed in the delivery of the Programme, focuses on developing the students into life-long learners that are comfortable to make the transition into the
Profession. With the introduction of the new BVSc curriculum this has taken the form of additional emphasis upon small group and practical work. The School encourages all of its graduates to take part in the CPD courses it provides, and to look into the possibility of taking up a Clinical Training Scholarship, PhD or study towards a Master’s degree.

**AP7 – Assessment of the BVSc Programme**
CHAPTER 6 - ASSESSMENT OF THE QUALITY FOR CLINICS, LABORATORIES AND FARM (AP 8)

Clinical areas

These areas are, for the most part, operated by Langford Veterinary Services (LVS). LVS maintains a strict quality assurance process, ensuring that each element of the clinical service has:

- Clear policies
- Standard Operating procedures that staff are expect to follow
- A comprehensive audit system
- A reporting and investigation structure to handle incidents and complaints

Regular meetings take place to discuss possible improvement that could be made to the service. These occur both internally and as part of the SVS-LVS Partnership Board cycle, and ensure that the University remains appraised of the ongoing environment within the clinical practice. The primary focus of the service remains fixed upon patient safety and ensuring the highest quality of service. All clinics are members of the RCVS Practice Standards Scheme – The Small Animal Hospital and Equine Hospital are RCVS Accredited Hospitals and the first opinion practices have RCVS Accredited General Practice Status.

Laboratory diagnostic services

Regular quality check as carried out within each lab on a regular basis by the resident technicians, at intervals dictated by the particular test or discipline in use. The standard operating procedures (SOPs) in place for each laboratory include:

- Action to be taken when reviewing the results
- Whether the results from the relevant test run should be accepted and reported
- Whether the test has failed and it should be re-run, or additional action should be taken

This ensures that any variation in performance can be noted, but will account with external influences such as natural wear and tear or the deterioration of samples. Routine maintenance is scheduled to occur prior to any of these results falling outside of our quality control limits.

Farm Facilities

The University’s Wyndhurst Farm is currently managed by an external company, Velcourt. As such they are responsible for implementing their own quality assurance structure, on behalf of the University, to ensure that requirements are met. Regular meetings of the Farm Board are held to ensure the continued smooth running of the farm, with reports presented to the Senior Management Committee. These reports provide the basis for ongoing strategy related to the Farm and its use within the teaching environment.

The farm participates fully in the national Assured Food Standards “Red Tractor” approved farm assurance schemes that are relevant to the different livestock areas of the enterprise, namely:
- The Dairy Farm Assurance Scheme as required by Müller Wiseman Dairies.
- FABBL - Farm assurance for beef and lamb production.

AP 8 – Facilities Assessment Flowchart
CHAPTER 7 - ASSESSMENT OF CONTINUING EDUCATION (AP 9)

The School operates two different methods for assuring the quality of continuing education (CPD). The first variety, for those that are non-award bearing and the second for the official awards of RCVS Certificate in Advanced Veterinary Practice (CertAVP) or Official Veterinarian (OV).

The Continuing Education Units (CE Unit) within the School and Langford Veterinary Services (LVS) provide CPD for the purpose of ensuring that veterinary professionals are able to continuously update their knowledge and skills. The most common form of evaluation for these non-award bearing courses comes in the form of direct feedback from participants, usually as an evaluation questionnaire for both physical and online courses. These results are scrutinised and then applied in order to provide improvements, to the course, or to provide new courses if there is sufficient need. All courses are delivered by clinical teaching staff employed by the University or by LVS as well as nurses from the teaching hospitals. Oversight of the quality of the courses is the responsibility of the Chief Executive of LVS reporting directly to the LVS Board, chaired by the Dean of the Faculty.

Several of the most notable CPD courses provided by the School include:

- **RCVS Certificate in Advanced Veterinary Practice (CertAVP)** - The School currently offers two ten credit point M level units suitable for the RCVS Certificate in Advanced Veterinary Practice. CAWSEL 1: Introduction to Animal Welfare Science, Ethics and Law and CAWSEL2 Animal Welfare Science, Ethics and Law: Applying the Theory. These M Level ten credit points units are fully integrated in the University Quality Assurance Programme. Students are assessed with a mixture of exams and project work.

- **Animal Welfare Officer (AWO) training course** - The School runs an AWO training course to examine the welfare of cattle, sheep and pigs and a Poultry Welfare Course (PWO). Delegates are assessed on both courses by multiple-choice questions using TurningPoint throughout the two-day course. Successful candidates who achieve the pass mark of 70% receive accredited certificates. The course uses shared teaching with discussion groups to allow delegates to feedback as part of the assurance of on-going quality.

- **The Official Veterinary Surgeon Course (OV)** - The course is monitored by the Food Standards Agency and currently is delivered by five veterinary surgeons from the School as well as the School’s senior lecturer in Animal Welfare and the Teaching Fellow in VPH. All delegates complete evaluation forms at the end of each course that are used to maintain standards and bring about improvements.

As both CertAVP and the OV course lead to a recognised award, the quality assurance systems involved are identical to those for other taught programmes, including the reporting of results to an Examination Board. The Faculty has a number of Faculty Quality Enhancement Teams (FQET), who assure the quality of learning, teaching and assessment, and student experience in the context of the research environment which underpins it. They help regulate University-wide monitoring mechanisms in respect of learning and teaching quality enhancement and assurance.
AP 9 - CPD Flowchart

- RCVS requirements
- Needs of the Veterinary Profession
- Corporate Strategy
  - Feedback and Improvement
    - Delegate feedback
  - Langford Veterinary Services
  - SVS CE Unit
    - Delegate feedback
      - Examinations
        - Food Standards Agency
  - CPD
    - Cert AVP LVO
  - Teaching Management Committee
CHAPTER 8 - ASSESSMENT OF RESEARCH (AP10)

Bristol is a research-intensive University, supporting both individual and interdisciplinary or thematic research of the highest quality.

The University of Bristol is globally recognised for the quality of its research. In order to maintain and uphold the high standards of our research we continue to undertake initiatives to ensure that integrity, ethics and excellence are at the core of our research activities and fully embedded in our research culture.

We apply robust ethical principles to our research to protect the rights, dignity, health, safety and privacy of research subjects, the welfare of animals and the integrity of the environment. We are committed to protecting the health, safety, rights and academic freedom of researchers and the reputation of the University as a centre for properly conducted, high quality research.

The University of Bristol is committed to ensuring that we act at all times in accordance with the principles described in the Concordat to Support Research Integrity launched in July 2012 by Universities UK. The Concordat outlines what is expected of researchers and their employers to ensure the highest standards of research, in particular by:

- maintaining the highest standards of rigour and integrity in all aspects of research
- ensuring that research is conducted according to appropriate ethical, legal and professional frameworks, obligations and standards
- supporting a research environment that is underpinned by a culture of integrity and based on good governance, best practice and support for the development of researchers
- using transparent, robust and fair processes to deal with allegations of research misconduct
- working together to strengthen the integrity of research and to reviewing progress regularly and openly

Our policies provide the framework in which we deliver our commitment to research integrity. These include:

- Research Governance and Integrity Policy
- Regulations on Research Misconduct
- Policy on Public Interest Disclosure
- University Code of Practice for working with human tissue
- Ethics of Research Policy and Procedure
- Policy on working with animals

These policies, overseen by the Research Governance Team, are integrated into governance and administrative processes and training programmes to ensure they are an active and recognisable
part of our research culture. We will continue to build on and strengthen this culture and have a working action plan to ensure that we do so.

The Bristol Doctoral College (BDC) provides a focal point for doctoral training activity and researcher development across the University and in collaboration with our partner institutions. Bristol’s outstanding research profile is underpinned by the contribution of our postgraduate researchers.

With over 250 PhD scholarships available across our six faculties (there are currently 26 PhD students in SVS), Bristol has one of the largest concentrations of funding for collaborative research training in the UK. This includes doctoral training grants from all UK Research Councils alongside EU funding and charitable organisations. The BDC offers integrated support for staff setting up and running doctoral training partnerships and centres.

The key aims of the DTC are to:

- Provide a hub of information and guidance for all postgraduate students working towards a doctoral degree, for staff in academic schools and faculties, and for professional service divisions
- Coordinate a central skills training and researcher development programme to support postgraduates in maximising their potential and succeeding in their chosen careers
- Drive the development of the University’s PGR processes and data management systems

Research Excellence Framework (REF)

The key external audit of the University’s research quality is the UK-wide Research Excellence Framework (REF) exercise that takes place every 6 years. The 2014 REF exercise has recently been completed with the results due to be published the week before the visitation and will be made available to the visitation team.

The REF measures the quality of research outputs, measures the esteem in which the School’s research is held and the overall research environment of the School and wider University. For the first time assessment of research ‘Impact’ was included in the REF and this information will be provided to the visitors during the visitation.

Preparations for the 2014 REF included two ‘mock RAEs’ which were overseen by the University’s Research Committee and supported by the University’s Research, Enterprise and Development Division (RED).

The Head of School, supported by a local REF Committee, was appointed by the University to lead the University’s submission to REF Unit of Assessment 6 (Agriculture and Veterinary Sciences). The School’s 2014 REF submission will be made available to the visitation team.

Management of Research in the School of Veterinary Sciences (SVS)

The SVS Research Committee is responsible for promoting a research ethos within the School and acts as the main strategy (see below) and planning committee for all research based activities. This extends into the operation and management of the School’s Grant Review Process. The Head of
Research and Deputy Head of Research sit on SMC and represent the views of the School’s three research groups (Animal Behaviour and Welfare, Infection and Immunity and Comparative and Clinical Research). The three research group leaders play a key role in helping shape research strategy, support researchers in their group, facilitate collaborative and inter-disciplinary bids and ensure that research quality is maintained.

The School’s research strategy is directed to being world leading in its ability to translate fundamental research into improved health and welfare of animals and humans and to increase sustainability of livestock production within “welfare friendly” limits. This strategy involves creating an excitement for research in those with relevant interests, building on existing research strengths (e.g. animal welfare and behaviour) and developing new ones (translational research, evidence based medicine), identifying and supporting new collaborations, utilising emerging technologies (e.g. metabolomics), upgrading existing facilities and building new ones, and, most importantly making strategic academic appointments, incorporation of research into veterinary training.

**Research Projects** – Under the current, outgoing, curriculum all 3rdYear BVSc students undertake a research project, in which they are expected to work as part of a team of four students to write a mock grant application, as part of the Basic Clinical Science unit. This is marked by both the group’s supervisor and one other member of the School research staff.

A research project will be reintroduced as part of the ongoing BVSc curriculum review. Several options are being considered that are being informed by current evidence relating to the inclusion of research in professional degrees.

**Intercalation and vacation projects** – The School takes a very proactive approach to encouraging students to intercalate as part of its mission to encourage more veterinary surgeons to consider research careers. All students have the opportunity to intercalate for the period of one year for a BSc or MSc/MRes degree with the associated substantial research projects. In 2014 a new MRes in Health Sciences Research will start in CCA being run by the FMVS which has been designed for intercalating students on all three professional programmes. There is one veterinary student intercalating on this course in 2014-2015.

A number of students also undertake vacation projects at the end of second or third year as there is evidence to suggest that students who have undertaken a vacation project (and/or intercalated) are more likely to undertake PhD training.

**Additional Opportunities**

Students are also given the opportunity to increase their research awareness by way of the School-run research seminars. These seminars are open to all staff and students on site, and have proved to be of great value in engaging with the student body and giving insight into the current state of veterinary research across a wide range of fields.

As part of the new BVSc curriculum, students in Years 1 and 2 have timetabled lectures from the School’s research leaders who talk about their careers and introduce their research. The students in Year 4 also arrange for staff to give research seminars as part of the ‘Clinical Club’ series for which
they have attracted Industry sponsorship, and to which all years are invited. The Professional Studies Unit incorporates specific instruction in research methodology.

In final year Electives provide an opportunity for content to be incorporated from clinical research programmes.

In the Evidence Based Medicine Week in final year (part of Farm Animal Rotations), students prepare Critically Appraised Topics (CATS) which provide them with an opportunity to directly engage with collating, synthesising and summarising evidence.

The School is in the process of submitting an ‘Inspire’ application to the Academy of Medical Sciences. This initiative is funded by the Wellcome Trust and it aims to increase research exposure for undergraduates on professional programmes. The Medical and Dental schools at Bristol already run ‘Inspire’ programmes and the plan is to run the veterinary programme along similar lines.

Research and staff progression and promotion

The University of Bristol operates a model that involves automatic progression from level C to level D (Lecturer to Senior Lecturer on Pathway 1 or Teaching Fellow to Senior Teaching Fellow on Pathway 3)). The Faculty has defined a set of criteria for progression (link to FMVS Progression Criteria) and it is essential that staff meet a range of criteria that measure research success. In 2010 SVS revised these criteria to include specific those that reflect delivery in clinical research. This, alongside introduction of Pathway 3, provides much greater opportunity for career progression for clinical academics.

The promotion process (to Reader and Professor) takes place annually. Promotion on Pathway 1 and Pathway 2 is dependent on there being evidence that a staff member meets a range of criteria that measure research performance (publications, grant income, PhD students supervised, plenary talks given, PhD students examined etc.). For staff on Pathway 3, promotion requires the post-holder to demonstrate high quality engagement with scholarship and innovation in teaching and learning. For clinical academics on Pathway 3, active involvement in clinical research and an ability to demonstrate leadership in this area is a progression requirement.
CHAPTER 9 - ASSESSMENT OF INTERNATIONALISATION OF EDUCATION AND RESEARCH (AP11)

The University has prioritised internationalisation throughout all Schools in the institution. As an indicator of the University’s commitment to internationalisation, the post of Pro Vice-Chancellor (International) was created and filled one year ago. This has led to the development of a University wide International Strategy, summarised below:

**International Strategy Priority Areas**

**Students**
- Attract, recruit and retain the leading scholars to Bristol by virtue of outstanding educational provision that is relevant to both home and international students

**Education**
- Ensure our educational provision is internationally relevant, skilling all students to contribute to global questions and work in diverse environments globally, achieved either through mobility or our own curriculum

**Research**
- Be recognised globally for the quality of our research attracting the leading researchers either to work with or at Bristol

**Bristol’s global presence**
- Become a beacon of attraction for the leading scholars, institutions and governments across the globe

The delivery of this strategy is being supported by recently appointed Faculty International Directors (FIDs) working directly with the Pro Vice-Chancellor (International). One of the FIDs is a staff member from the School of Veterinary Sciences, placing the School in a strong position to work towards the University’s internationalisation agenda. The FIDs sit on the University International Committee and on Faculty Board along with the Head of School.

The School has a developing International Strategy under the leadership of the Head of School and the Faculty International Director that aligns with the University’s International Strategy priority areas. The School recognises that it has a particular responsibility to contribute to the development of veterinary education and science worldwide.

In respect to undergraduate education, students have the opportunity to undertake Extramural Study (EMS) placements outside the UK. Students are also encouraged to participate in student led activities, such as the International Veterinary Student’s Association (IVSA), that increase their awareness of international issues and give them experience of international collaborative working (the current UK IVSA representative is a Bristol student). Students are also supported by academics to take up opportunities that increase their exposure to international veterinary issues, for example this year two students obtained scholarships to attend the International Working Equine Colloquium, two students gain places on the intercalated Global Health BSc run in the Faculty of Medicine and Dentistry and for the past two years students from Bristol have benefitted from EU funding to attend public health seminars run as part of European Veterinary Week. Students have
also been supported in skills development activities such as joining the Leadership Program for Veterinary Students run by Cornell University. The School has also hosted a visit of 60 undergraduate students from Utrecht University, Veterinary Cattle Breeders Club.

In respect to postgraduate education, the School’s taught MSc in Global Wildlife Health and Conservation has offered places to 24 and 32 students in its first and second years respectively. The 2014 student cohort of this taught MSc will include eight international students (excluding EU students). By encouraging a diverse international student body, we aim to create a wider international experience for all students both postgraduate and undergraduate.

The School has welcomed a number of international postgraduate research students and post-doctorate researchers who been funded through mobility grants such as Marie Curie Fellowships, Erasmus programmes and the EU funded AWARE programme which is specifically designed to encourage mobility in animal welfare researchers. Postgraduate and post-doctoral researchers from the School have also been successful in obtaining grants to allow them to attend international conferences and to visit research institutions around the world.

The School’s Clinical Training Scholarship programmes are open to international students, provided that they have the required level of proficiency (e.g. in Europe they must be graduates of EAEVE accredited institutions).

During the academic recruitment process the School recruits the best applicants irrespective of origin, in line with the University Equality and Diversity guidelines, subject to the requirements imposed by UK law. The School recognises the value of recruiting a diverse group of academic staff in opening up greater opportunities for international collaborations in teaching, research and student exchange opportunities. 23 members of academic staff in SVS are from overseas.

The University has also encouraged collaborative efforts in pursuit of its research goals, and international research collaborations are central to the Schools internationalism strategy with many research active academic staff involved in international research collaborations. For example, staff in the School have had recent success in building large collaborative research networks such as EUWelNet (an EU funded network of EU animal welfare researchers) and have been awarded a Global Innovations Initiative grant in sustainable livestock with partners in India, China and the USA, a Leverhulme Fellowship to conduct research in Africa, and British Council funding to develop and international network of Farm Platforms. A list of the School’s collaborative international research programmes will be provided to the visiting party.

Staff from the School support the international veterinary community in a number of other ways; e.g. by taking part in accreditation and QA visits to overseas veterinary schools; being members of committees of the European and American Colleges; hosting the International Veterinary Education Symposium in 2014; engaging in overseas consultancies etc
AP11 – Internationalisation Strategy
CHAPTER 10 - ASSESSMENT OF COOPERATION WITH STAKEHOLDERS AND SOCIETY
(AP12)

The University as a whole, along with the School, publish a series of prospectuses each year that provide prospective students with information about the programmes offered by SVS and the University itself. Information about the study programme is also provided in the form of Key Information Sets (KIS) which published through the Unistats (UK HE comparison) website and through widgets hosted on the prospectus.

The University data policy is overseen by the University Secretary's Office, and ensures that we meet the requirements set out by the Freedom of Information Act. This also serves to ensure that all official documentation, such as the results of each School Review, are accessible from the University website.

The School maintains a highly active charitable organisation, The Langford Trust which raises money for clinical research and equipment and clinical facilities for the treatment and hospitalisation of animals. The Langford Trust reaches a wide audience throughout the Southwest and beyond but also has particular connection to the local community. Fund raising events such as the annual dog show and open day has been an effective way of involving the local community in the life of the Vet School. The University Campaigns and Alumni Office also actively engage in fund raising on behalf of the School.

The University has a very active alumnus association and the School maintains contact with alumni by way of regular emails from the University Alumni Office and those circulated on a list maintained on a more local level. The University has recently agreed that all graduates will maintain their University email address for life enabling the School and Faculty to keep in regular contact through newsletters and events.

The School engages extensively with the Veterinary Profession and places great value on the contribution that external private veterinary surgeons (PVS) make in a number of areas. This includes:

- Involvement in the undergraduate admissions process.
- Playing a key role in the delivery of several elements of Professional Studies including communication skills and career mentoring.
- Involvement in the design of the new BVSc curriculum.
- Taking on final year students, for certain rotations, with external veterinary practices;
- Occasionally sitting on appointments boards for academic staff.
- Involvement in supporting the new Farm Animal Pathology and Disease Surveillance service
- LVS employ a large number of veterinary surgeons who engage with students on a day to day basis.
- Involvement in undergraduate teaching on site through the provision of clinical services (e.g. dentistry, ophthalmology).
- The chair of the Abattoir Board is a veterinary surgeon.
• A veterinary surgeon with a background in the Government Veterinary Service sits on the Board which oversees the AHVLA Disease Surveillance enterprise.
• Providing base/foster practice EMS placements.

The governing body of the veterinary profession, the Royal College of Veterinary Surgeons, exerts influence on veterinary education policy both directly and indirectly. The Head of School, the CEO of LVS and the Head of the Nursing programme at Bristol sit on RCVS Council and are members of a number of RCVS Committees. Members of the Profession are also sought out by the School to act as External Examiners for the professional examinations that take place within the School and, by way of feedback, influence both undergraduate education policy and assessment. Members of the general public are not directly involved in the management of the School, however, lay people play a key role on the Farm and Abattoir Boards. The University’s Council and Court include lay members, which provides an additional viewpoint for policy decisions.

In recent years the school has consulted a variety of stakeholders for part of the process of curriculum reform. This has included a comprehensive external review of farm animal teaching at Bristol by Professor John Bourne (hard copies available), an external review in 2010 of equine (by Professors Wayne McIlwraithe, Barry Edwards and Renee Van Weeren) and another external review in 2010 of the University farm as a teaching resource (by Professor John Alliston, Dr Bob Moore and Mr Nick Green).

The External Examiners and other external stakeholders (employers, partners in research institutes and leading members of the Profession) have subsequently played a critical role in the review and revision of the BVSc curriculum and continue to plan a central role in assessing teaching quality. This is both a Faculty level procedure as well as one set up by the School to assure the on-going development of the new curriculum. For example, as part of the development of the Professional Studies unit a number of veterinary practitioners were consulted and as we go forward we will ensure that stakeholders are engaged in providing feedback on the quality of our graduates.
AP12 – Stakeholder cooperation

- UK legislation
- University Policy

HEFCE → Communications, Marketing and Publication Strategies

School Prospectus → School Website → Annual and School Review → Stakeholders

Feedback arrow from Stakeholders to Communications, Marketing and Publication Strategies
Appendix 1 – BVSc Student Assessment Results

Due to the amount of data contained within this area it has been made available online via the School’s Virtual Learning Environment, Blackboard. Please select one of the links below to be taken to the relevant document.

UG Student Examination results 2012/13

Examinations - Summer 2013

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2012/13 Result Statistics
2012/13 Student Rankings
Examiners Board Report to Faculty

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Examiners Board Report to Faculty

UG Student Examination results 2013/14

Examinations - Summer 2014

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BVSc 5 Rotation Marks
2012/13 Result Statistics
2012/13 Student Rankings
Examiners Board Report to Faculty

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Examiners Reports for the BVSc Programme

2012/13
2013/14
Appendix 2 – Research References


