VETERINARY COUNCIL OF IRELAND

VISITATION REPORT

To University College Dublin School of Veterinary Medicine, Belfield, Dublin 4, Ireland

On 21 June – 23 June 2021

By the Visitation Team

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Contents of the Visitation Report

Introduction

The School of Veterinary Medicine (SVM), University College Dublin (UCD) was evaluated under the 2021 VCI SOP for the Approval of Programmes of Veterinary Medicine Education in the Republic of Ireland which adopts the European Association of Establishments for Veterinary Education (EAEVE) accreditation standards for evaluation under the European System of Evaluation of Veterinary Training (ESEVT) SOP 30 May 2019.

The SVM at UCD was established in 1946 in Ballsbridge, Co Dublin. In 2002 it was relocated to a new purpose-designed academic and clinical facility on UCD's main Belfield campus. The School dates back to the original Veterinary College of Ireland founded in 1901 and remains the only veterinary school on the island of Ireland.

It is a constituent school of the 'One Health' College of Health and Agricultural Sciences (CHAS) and offers two programmes of Veterinary Medicine: a 5-year undergraduate program and a 4-year graduate-entry program. Both programmes are in high demand from prospective students both in Ireland and internationally.

In conjunction with the European Association of Establishments for Veterinary Education (EAEVE), the Veterinary Council of Ireland (VCI) carried out an evaluation of the SVM in 2010 that resulted in full accreditation. This enabled the

SVM to both remain on the EAEVE approved list and be re-approved by the VCI to provide veterinary medicine education in the Republic of Ireland for the purpose of registration with the VCI.

The SVM also retains full accreditation status with the American Veterinary Medicine Association (AVMA), and more recently with the Royal College of Veterinary Surgeons (RCVS).

The SVM's main developments since the 2010 VCI visitation are as follows:

- In 2014, the dairy herd at UCD Lyons Farm was expanded to 200 milking cows, a state-of-the art rotary platform parlour (40 unit) was installed, the dairy cow housing and research facilities were revamped, and the animal handling facilities for dairy cattle were extensively upgraded.
- Professor Michael Doherty replaced Professor Grace Mulcahy as Dean in September 2016.
- An enhanced, outcomes-based, Bachelor of Veterinary Medicine (MVB) curriculum was initiated following review in 2016 ensuring the competences relating to the development of practical/clinical skills and professional attributes are delivered vertically through Years 1-5.
- In 2016, the equine ambulatory service was improved by the appointment of two new equine clinicians.
- The SVM's relationship with Dogs Trust was terminated unexpectedly in 2016. A new relationship was established with the DSPCA shortly afterwards and remains in place.
- In July 2017, there was a strategic re-organisation of the academic sections within the SVM i.e. Equine Clinical Studies, Diagnostic Imaging, Anaesthesia and Small Animal Clinical Studies and a section dedicated to the veterinary nursing programme.
- In 2017 a Communication Manager was appointed, and a new communication strategy was initiated.
- In 2017, the SVM was placed, and is currently, at 23rd in the top 50 world QS rankings for veterinary science.
- In 2017 a newly located and refurbished Clinical Skills Centre (CSC) was launched.
- A full-time Director for the CSC centre was appointed in 2019.
- In 2017 a boarded oncologist was appointed to the UCD Veterinary Hospital (UCDVH) and an area in the UCDVH was dedicated to oncology cases.
- In 2018 a new, CT unit to facilitate equine standing CT was installed.
- In 2019 the SVM launched its 5-year strategic plan 2019 - 2024 'One Health-One Welfare'.

- A 1.5 Tesla combined MRI unit was installed in 2020 with new dedicated viewing room facilities.
- A new first opinion small animal practice rotation was developed for the academic year 2020-21.
- In 2020, the SVM established a formal agreement with an equine fertility specialist to provide advanced equine fertility services from the UCDVH with an approved EU registered premises for the handling of oocytes and embryos.
- The SVM very recently achieved the Athena SWAN Bronze Award reflecting its commitment to the School's values of equality, diversity and inclusion.
- The advent of the COVID-19 pandemic in 2020 has affected the SVM and this is adequately addressed by the SVM in the addendum accompanying its SER.

Standard 1: Objectives, Organisation and QA Policy

1.1 The Establishment must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, 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 Establishment must develop and follow its mission statement which must embrace all the ESEVT Substandards.

1.1.1. Findings

The UCD SVM's vision, entitled One Health One Welfare, is of a flourishing veterinary school, positively impacting health, animal welfare and the environment. It is striving to be an inclusive community, delivering excellence in education, research and clinical endeavour. The SVM refers to the university's values of Equality, Diversity and Inclusion (EDI), recently being awarded the Athena Swan Bronze award. A representative for EDI sits as a senior member of faculty on the SVM's Senior Management Team.

The overall objective of the MVB curriculum is to allow students to develop competences progressively to veterinary professional, becoming lifelong learners, problem-solvers and world citizens.

MVB enables registration in Ireland as a veterinary practitioner with VCI in accordance with the Veterinary Practitioners Act (2005), in all other EU countries through EAEVE accreditation and the mutual recognition procedures (European Directive 2005/36/EC), with RCVS under the Mutual Recognition document signed in October 2019, and in USA and Canada through AVMA COE accreditation.

Registration requirements are on the UCD website (https://www.ucd.ie/vetmed/study/currentstudents/vetregistrationrequirements/)

1.1.2. Comments

The Visitation Team commends the SVM on its One Health One Welfare ethos and on its programme vision outlined in Annex 2 page 9.

1.1.3. Suggestions for improvement

None.

1.1.4. Decision of the Visitation Team

The School is compliant with substandard 1.1.

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

1.2.1. Findings

The SVM is an executive school embedded within UCD, an autonomous degree awarding University under the Irish Universities Act 1977. UCD is Ireland's largest university, one of Europe's leading research-intensive universities and a member of the Universitas-21 network. The Head of the School and Dean is a registered veterinary practitioner. He is responsible for the delivery of the veterinary programme.

The UCDVH Clinical Director is also a registered veterinary practitioner as is the Associate Dean of Teaching and Learning, who is responsible for the curriculum.
The decision-making structure is illustrated below and allows implementation of the strategic plan and the programme of education. The school is strongly supported by the CHAS and UCD.

Figure 1.1 in the SER demonstrates the SVM Organisational chart and relationships of the School Senior Management Team and the Executive Committee.

Figure 1.1 SVM Organisational chart
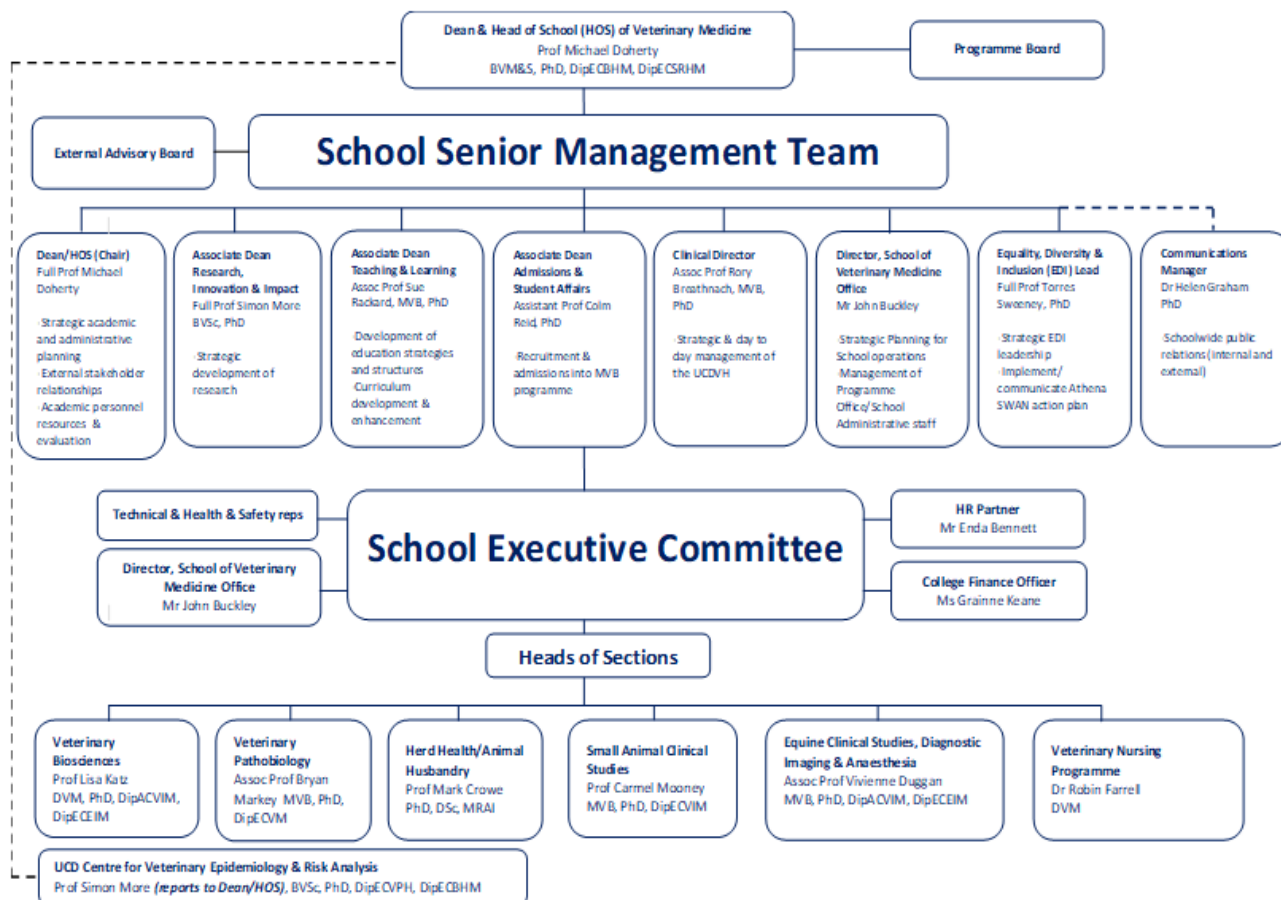
1.2.2. Comments
None.

1.2.3. Suggestions for improvement
None.

1.2.4. Decision of the Visitation Team
The School is compliant with substandard 1.2.

1.3 The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.

1.3.1. Findings

The University College Dublin (UCD) School of Veterinary Medicine (SVM) launched its 5-year strategic plan 2019 - 2024 'One Health-One Welfare' referred to above, in 2019.

The operational plan based around six strategic goals is included with actions, outcomes, key performance indicators and timeframes within the SVM's 5-year strategic plan 2019 -2024'OneHealth-OneWelfare (https://www.ucd.ie/vetmed/t4media/UCD%20SVM_Strategic%20Plan_2019-2024.pdf).

SWOT Analysis details were provided with a list of external stakeholders relating to the Strategic Plan. A Risk Register was created in February 2020.

1.3.2. Comments
The Visitation Team is satisfied that the school has developed a strong strategic plan, taking into account the many factors that inform such a strategy and an operational plan with timeframe and implementation indicators.

1.3.3. Suggestions for improvement
None.

1.3.4. Decision of the Visitation Team
The School is compliant with substandard 1.3.

1.4 The Establishment 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 quality assurance, within their Establishment. To achieve this, the Establishment must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the Establishment'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.

1.4.1. Findings
UCD delivers Quality Assurance (QA) under the Framework of QA in Irish Higher Education. The Irish QA system fully conforms with the European Association for Quality Assurance in Higher Education's (ENQA) standards and guidelines for Quality Assurance in the European Higher Education Area (ESG), and the last institutional review was carried out by Quality and Qualifications Ireland in October

2019. UCD Quality Assurance and Quality Enhancement Policy (page 96 Appendices and Annexes EAEVE Visitation Dublin 2020) is acted on by the UCD Academic Council Quality Enhancement Committee.

SVM is currently accredited by VCI, RCVS, EAEVE, and AVMA COE.

During the meetings with the SVM it referred to the National Student Survey and the Student Anonymous Feedback Process, the SVM Assessment of student satisfaction and External review by External examiners at undergraduate and graduate level. There are many other benchmarking processes.

1.4.2. Comments

Thorough and comprehensive ongoing evaluation and review of QA systems is in place. The SVM recognises the strategic plan would have benefitted from more direct student involvement.

1.4.3. Suggestions for improvement

The Visitation Team suggests more direct student involvement in the drafting of the next Strategic Plan.

1.4.4. Decision of the Visitation Team

The School is compliant with substandard 1.4.

1.5 The Establishment must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population.

The Establishment's website must mention the ESEVT Establishment's status, and its last Self Evaluation Report and Visitation Report must be easily available for the public.

1.5.1. Findings

SVM's External Advisory Board has colleagues from difference branches of veterinary practice as well as colleagues from the DAFM (Department of Agriculture, Food and the Marine).

The information about the study programme is on the UCD Website and the Establishment's ESEVT status, previous visitation SER and visitation report are on the website under 'School Accreditation'.

The School has provided a list of stakeholders to the Visitation Team. The list

includes, among others, the DAFM, Animal Health Ireland, farming organisations, veterinary organisations both national and international and other universities.

1.5.2. Comments

None.

1.5.3. Suggestions for improvement

None.

1.5.4. Decision of the Visitation Team

The School is compliant with substandard 1.5.

1.6 The Establishment 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 Establishment 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. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

1.6.1. Findings

The SVM Strategic Plan 2019-2024 informs strategic resource allocation and one of its objectives is to deliver a continuously improving, innovative curriculum.

By adopting an outcomes-based approach, decisions about curriculum change are evidence-based and ensure that graduates leave with the knowledge, skills and attributes required for successful careers in the modern workplace. The reviews have informed changes in the veterinary medicine programme since 2015 and the programme continues to evolve ensuring the curriculum remains dynamic and responsive to a changing society.

Components of the mixed methods outcomes assessment approach include examination results, internal and external student surveys and focus groups, formal student reports and feedback from external stakeholders such as employers, Extra Mural Studies (EMS) providers, External Advisory Board, external examiners, and external consultants.

All module content is published on the UCD website. See section 3.1.1.1

1.6.2. Comments
None.

1.6.3. Suggestions for improvement
None.

1.6.4. Decision of the Visitation Team
The School is compliant with substandard 1.6.

1.7 The Establishment 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
EAEVE visited the SVM in 2010 and it was granted "Full Approval". Some items were flagged for improvement and the main developments since then are listed in the introduction to this report.

Other suggestions included increasing Epidemiology and Immunology teaching hours, the MyProgress online portal established to manage and provide feedback on Pre-Clinical Extra Mural Studies (Pre-CEMS) and Clinical Extra Mural Studies (CEMS). These are referred to later in Section 3

The strategic plan has an element to improve research activities. Elective bovine caesareans have ceased, and hospital income has improved substantially.

The Risk Register 2020 has identified a requirement for increased tutorial teaching space and laboratory space. The Health Science Precinct needs additional capacity.

1.7.2. Comments
Many elements were improved as a result of the last visit and the creation of the Risk register is an essential exercise to identify issues that need to be addressed. QA is a continuous process in the SVM

1.7.3. Suggestions for improvement
None.

1.7.4. Decision of the Visitation Team
The School is compliant with substandard 1.7.

Standard 2. Finances

2.1 Finances must be demonstrably adequate to sustain the requirements for the Establishment 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

UCD is primarily funded by a Block Grant from the Higher Education Authority (HEA), the statutory planning and policy development body for higher education and research in Ireland. The Block Grant consists of a grant in lieu of fees, often referred to as "free fees", for EU undergraduate students and a recurrent grant allocation. The recurrent grant allocation is driven primarily by student numbers, which are weighted by the relative costs of providing education in different disciplines.

The University also receives non-exchequer fees i.e., fees that are not funded by the HEA, referring to all fees except EU undergraduate fees.

The School Budget is determined according to an internal budget allocation mechanism which applies to all Schools. The Block Grant is not distributed directly to Schools, but rather is retained centrally at institutional level. The School is set its own budget for Net Direct Expenditure (NDE), which encompasses the day-to-day operational budget for the School Pay and Non-Pay costs less any Direct income e.g., revenue from the hospital.

There is also a base level of fee income which each school is expected to achieve and 40% of any increases in this versus budget are allocated back to the school as an increase to NDE budget. Resources associated with additional Net Fee Income versus Budget Target are shared on a formulaic basis, providing clear incentives and expectations to schools. This is described in the SER.

Research Income (whether direct or indirect) is restricted and subject to the rules of the funding agency. As such, research income and research expenditure are generally seen as operating side-by-side with the UCD Financial Model rather than being a component part.

The SVM's overall financial and staffing resources have continued to increase as Ireland recovers from recession. This has allowed the SVM to increase the academic and administrative staffing in key areas while also reversing previously imposed pay cuts and investing in new equipment and in the physical infrastructure of the SVM.

The agri-food sector is Ireland's largest indigenous industry, employing over 160,000 people with exports of products valued at €14.5 billion in 2019. Government will

therefore invest in areas of strategic importance. Government appropriation relates to direct government funding to the SVM for nationally strategic posts.

Teaching Hospital Revenue has grown steadily, despite ongoing challenges in attracting and retaining small animal surgeons. A 5% increase to prices charged to clients for consumables and services was applied in 2017/18.

A new clinical Board-Certified Oncologist has boosted case numbers in 2018/19.

Diagnostic and clinical laboratory revenue has increased in 2018/19, boosting hospital revenue, due to new CT and MRI machines being introduced in early 2018.

Revenue derived from research grants has remained relatively static over the last 3 years.

Categories of Income and Expenditure were clearly laid out in the SER and by the CHAS Financial Officer.

With regards to financial governance, the Dean/Executive Head of School reports to the College Principal. Financial oversight and support is provided by the College Director of Finance to both the Dean and the College Principal and the College Director of Finance in turn reports to the University Bursar on School Finances.

2.1.2. Comments

Financially secure, the university appropriations are largely state-funded and reflect the importance of the SVM to Ireland. The school structure allows the Dean to have discretion regarding how the School budgetary allocation is spent. The Dean in consultation with the College Director of Finance discusses School priorities and the annual School budgetary allocation. Increases in fee income allow for the capital funding for improvements and extension of the hospital.

The School is competitive and confident in its ability to attract very important fee revenue from the AVMA and other non-EU students.

2.1.3. Suggestions for improvement

None.

2.1.4. Decision of the Visitation Team

The School is compliant with substandard 2.1.

2.2 Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.

The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Substandards.

2.2.1. Findings

The hospital does not operate as a separate financial entity from the SVM and falls under the line management of the Dean. Revenue from the teaching hospital is used to part-fund hospital running costs with the balance of costs subsidised from the SVM's annual budget allocation.

The hospital's Clinical Director is accountable for ensuring that the Hospital is run as cost-effectively as possible. It is primarily considered a "teaching resource" rather than a profit-making entity. The same applies to the Equine Ambulatory Service and the Herd Health Service.

The UCD Lyons Farm is managed as a shared resource between the SVM and the UCD School of Agriculture and Food Science. The annual running costs of Lyons Farm total approx. €0.6 million p.a. are separately funded, rather than being funded by the SVM. The farm is also considered primarily a teaching resource but any financial shortfall accruing as a result of SVM projects, is made up by the SVM.

2.2.2. Comments

The financial model applicable to the SVM provides the Dean with discretion regarding staffing decisions and control of finances. Any increases to the annual budget allocation to the SVM are driven by increases in fee revenue as a result of student fee increases set by the SVM, or changes to the number or mix of students.

2.2.3. Suggestions for improvement

None.

2.2.4. Decision of the Visitation Team

The School is compliant with substandard 2.2.

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

2.3.1. Findings

Finances are a standing item on the agenda of the School Executive Meetings which the CHAS Director of Finance attends as appropriate. Subsequently, decisions around the SVM budget are communicated to all staff at Academic Section meetings by Heads of Sections who are members of the School Executive Committee. The CHAS Director of Finance also has regular meetings with the School Senior Management Team in relation to budgetary planning.

2.3.2. Comments

The challenge of increasing competition from corporate/private referral practices is an ongoing risk to be continuously addressed. Other risks are listed in the SER.

Of particular note to the Visitation Team, the plans for the creation of a sustainable 'UCD Herd Health Hub' on UCD Lyons Farm in association with the School of Agriculture and Food Sciences (SAFS) is commended and the proposal for an Equine Centre of Excellence is encouraged.

2.3.3. Suggestions for improvement

Continued strategic investment in facilities, staff, and clinical teaching is crucial. The SVM management is aware of the need to have an improved career path for clinical staff and the Visitation Team, cognisant of UCD's role in staff policy, encourages the SVM to promote this vigorously and effectively in the interest of staff morale and recruitment and retention.

2.3.4. Decision of the Visitation Team

The School is compliant with substandard 2.3.

Standard 3. Curriculum

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 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), Food Safety and Quality, and Professional Knowledge.

3.1.1.1. Findings

The SVM's discipline of veterinary science is currently ranked 23rd in World QS rankings.

The veterinary degree (MVB) enables the holder to register as a veterinary practitioner with the Veterinary Council of Ireland as outlined in Section 1.1.1

There are two pathways through the MVB programme, a five-year 'school-leaver' entry route and a four-year graduate entry route.

The overall objective of the MVB Curriculum is to develop students' competences progressively to veterinary professional, aiming to produce graduates who can build

successful careers and add value to society. The curriculum takes into account the requirements of the National Competent Authority – the Veterinary Council of Ireland (VCI). The VCI is legally required to enforce EU Directive 2005/36/EC (as amended by Directive 2013/55/EU), which sets out the minimum training requirements for veterinary practitioners in the EU. The VCI adopts the ESEVT Standards for Accreditation set out by the EAEVE in conjunction with the FVE.

Details of the curriculum's structure and its modules are defined and published online each academic year through the UCD Curriculum Management System (CMS), linked from the UCD Registry (https://www.ucd.ie/registry2/).

The MVB Programme structure is included in SER Appendix 2. It categorises each module by type (core or elective), year, trimester and associated ECTS credits (European Credit Transfer and Accumulation System). Students register for 60 ECTS credits in an academic year.

The modularised curriculum is outcomes-based, and reverse engineered from day one competences across the merged domains of knowledge, skills, and professional attributes, adopting Bruner's spiral curriculum design and delivering a scaffolded active learning approach. Two vertical themes – Clinical Skills and Professional Growth – run through the curriculum from years one to five. In parallel, pre-clinical extramural studies (PreCEMS) and clinical extramural studies (CEMS) are aligned with core curriculum delivery.

The contributions of individual modules to overall programme outcomes, and to Day One Competences, are highlighted in module descriptors. All module descriptors with associated credits, instruction methods, learning outcomes and assessment types are included in SER Appendix 2.

Expenditure relating to academic instruction and student support has increased over the past three years to support evolving educational needs.

The SVM Programme Board (Governing Body), chaired by the Dean, is ultimately responsible for the regulation and quality assurance of the overall veterinary medicine programme. The programme is governed by a number of academic and administrative roles and structures. These include the Dean, Associate Dean for Teaching and Learning, the SVM Programme Board, Curriculum Review Committee (with its associated Year Curriculum Review Groups), Heads of Subjects, Year and Module Coordinators, Programme Manager, and student year representatives.

The Curriculum Review Committee (CRC) is chaired by The Associate Dean for Teaching and Learning who has responsibility for the veterinary curriculum.

There is ongoing and periodic review of the curriculum at least every 7 years; a significant review was undertaken in 2016.

The main developments included:

- Adoption of an outcomes-based approach
- Comprehensive approach to gathering outcomes data.
- Core experiential communication skills training
- Longitudinal *Professional Growth* and *Clinical Skills* curricula
- Increased case-based learning
- Reduced lecture numbers.
- Comprehensive review of assessment

Data from curriculum mapping, outcomes assessment, student focus groups and module evaluation assist in identifying any curriculum gaps, redundancies and overlaps of content.

Programme learning outcomes are mapped to the ESEVT/VCI competences in SER Appendix 2. In response to the Visitation Team having noted that mapping to Competences 1.5 and 1.20 was not obvious in the SER, there was a satisfactory clarification and correction in the course of the visit.

3.1.1.2. Comments

The curriculum for the MVB degree is a dynamic and progressive one, underpinned by an evidence-based approach. It is responsive to changing needs as demonstrated by the developments after its most recent significant review. It promotes a student-centred and life-long learning culture. Emphasis on clinical relevance is clear and begins early. There is ample evidence of a stimulating, integrated learning environment that allows students to develop Day One Competences and become ethical 21st century veterinary practitioners. Ongoing and imminent curricular advancements are summarised in the SER p36.

3.1.1.3. Suggestions for improvement

None.

3.1.1.4. Decision of the Visitation Team

The School is compliant with substandard 3.1.

3.1.2. Basic Sciences

1.1.2.1. Findings

All of the required Basic Subjects and Basic Science Subjects, as per the ESEVT SOP 2019, are represented in Table 3.1.2. of the SER with an outline of the associated

curriculum hours taken in the two courses.

Relatively few curriculum hours are assigned to Basic Subjects, apart from Biomedical Statistics in the 5-year degree. Incoming students are expected to have obtained an adequate level of achievement in Basic Subjects prior to entry.

Among the Basic Science Subjects, the difference in total curriculum hours between courses is largely explained by the fact that GE students require an adequate standard in Biosciences for admission.

The modular nature of the curriculum integrates several of the basic science subjects within certain topics. For instance, Toxicology is largely integrated with Pharmacology. With Epidemiology, students are introduced to epidemiological principles and evidence based veterinary medicine in Year 1. Diseases in populations and their control are introduced in Veterinary Pathobiology in Year 3 and further developed in the systems modules and in Herd Health and Population Medicine in Year 4. Students reconsider epidemiological principles and learn epidemiological methods in Years 4 and 5.

There is a balance of didactic and practical activities in most of the basic science subjects. There is a strong research orientation to teaching. The basic science departments are very well equipped technically and facilities for practical work are generally excellent. There is a requirement for more lab room identified as a requirement by the SVM in its Risk Register 2020 and referred to in 4.2.2.

3.1.2.2 Comments

The SVM system of teaching is by module. Subjects are being increasingly integrated (both vertically and horizontally) to better prepare graduates to apply knowledge and solve problems. While some basic science subjects appear to have few curriculum hours, Subject Heads have oversight of all the modules within a subject area.

3.1.2.3. Suggestions for improvement

None.

3.1.2.4. Decision of the Visitation Team

The School is compliant with substandard 3.1.2.

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

3.1.3.1. Findings

The SVM states that competence is a habit of lifelong learning, and its aim is "to develop competence through the habitual use of communication, knowledge,

technical skills, clinical reasoning, emotions and values combined with reflection in daily practice."

Students undertake 24 weeks of clinical EMS from the second trimester of Year 3 to develop their skills in the clinical and professional aspects of practice facing practitioners every day.

Clinical examination practical classes start in the Clinical Skills Centre using models in a case-based student-active approach to develop problem-solving skills and clinical reasoning before the clinical year.

Trimester 1 focuses on the principles of veterinary pathobiology and integrated with it, applied anti-pathogen and anti-inflammatory therapies. In trimester 2 students are introduced to the principles of veterinary medicine and surgery, with coordinated input from microbiologists, parasitologists, pathologists and clinicians.

In Year 4 students study the principles of disease prevention, control strategies and biosecurity and are expected to gain an understanding of the epidemiology and control of animal diseases of importance within Ireland, Europe and beyond.

In the final year, Year 5, students further develop their knowledge, skills, and professional competence during clinical rotations in the SVM and other off-campus clinical sites under the guidance of faculty.

How Rotations Work:

There is a common template for rotations well described in the SER.

The responsibility of students is maximised consistent with the law and ethical guidelines (information is detailed in the Student Hospital Handbook), to develop their skills in clinical examinations, diagnostic procedures and problem solving, case management and monitoring, maintenance of case records and client communication. Surgical skills are developed in practicals and tutorials before rotations in small animal surgery in UCDVH and at an animal shelter (DSPCA), which provides opportunities for elective neutering, shelter medicine and a range of first opinion cases.

Rotations
- Small Animal Clinical Studies – Medicine and Intensive Care
- Small Animal Surgery
- Anesthesia
- Diagnostic Imaging
- Paraclinical rotation, students perform a complete necropsy, presentation and discussion of the specific cases.
- Equine rotation

During rotations students perform and interpret a wide variety of routine clinical pathology laboratory tests and when on Out of Hours duties can do a significant

amount of practical 'hands-on' tasks under supervision in the Belfield Pet Emergency Hospital. Extra shifts are optional.

Case and Client Engagement

When appropriate, students take responsibility for case preparation the night before, take the history at the consultation, perform an initial physical examination, and then agree a management plan in consultation with the clinician.

In the case of hospital patients, students are responsible for devising a SOAP (Subjective, Objective, Assessment and Plan) analysis twice daily and give a short presentation of their cases at the board rounds morning and evening.

Notably, no effort is made to avoid student exposure to difficult communications with clients, although they may absent themselves from any traumatic or upsetting situation. These experiences are used to teach students they should remain neutral, calm and non-adversarial when clients make disparaging comments.

Elective Rotation

In their final year, as part of the core curriculum, students are required to take a three-week specialised elective rotation, either internally or externally, allowing deeper study of a discipline (clinical or research) or species of interest. Most students fulfill this requirement by engaging in self-chosen elective externship projects. An appropriate member of the faculty must approve any specialist elective rotation occurring outside of the SVM.

3.1.3.2. Comments

The SVM is commended on this part of the curriculum. It has good objectives, is stimulating, well delivered and places great emphasis on practical application, student involvement and good client and team communication. It is well mapped to Day 1 competences

3.1.3.3. Suggestions for improvement

The Risk Register 2020 has identified a requirement for increased tutorial teaching space and laboratory space. The SVM has acknowledged it needs more space and more academic and support staff to accommodate the increasing workload. The Visitation Team agrees these shortages must be addressed.

3.1.3.4 Decision of the Visitation Team

The School is compliant with Substandard 3.1.3.

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

3.1.4.1. Findings

All students do the full programme and all generalities described in the other sections, particularly 3.1.3.1, apply here. Findings here are described in relation to the specifics regarding food-producing animals.

Practical animal handling skills are taught in years 1 and 2 and are reinforced during pre-CEMS.

The education in clinical sciences in food producing animals is delivered in several modalities with an aim to produce graduates who can build successful careers and add value to society. Individual module learning outcomes are mapped to Day 1 competences. Final year is lecture and lab-free.

The clinical sciences subjects include a higher proportion of clinical work, and this emphasis increases from year 1 as students progress. The different modalities include lectures, seminars, practicals and self-learning, and non-clinical learning.

Farm Animal Clinical Studies (FACS) is delivered through practical rotations under academic staff supervision at the UCDVH. The Farm Animal rotation addresses the individual farm animal in the hospital context and the application of health and fertility management at herd and flock level on co-operating dairy farms and at the UCD Lyons Farm.

24 weeks of External Practical Training (EPT) is required in addition and includes a requirement to complete a prescribed programme of EMS under the supervision of a DAFM Official Veterinarian at an approved abattoir before entering the final year of the programme.

During rotations, students on Herd Health visits perform all relevant work ups, formulate diagnostic/treatment plans, and assist in record keeping. Students on Out of Hours are enabled to perform a significant degree of practical 'hands-on' tasks, including routine procedures and surgeries (e.g., abomasal) under supervision.

Class visits to commercial beef and broiler processing plants are arranged for students during completion of the Veterinary Public Health (VPH) modules during trimester 1 of Year 4

In Final Year, a one-week VPH elective is also offered to students. This includes a placement for two days with Local Authority Veterinary Officers where students can be taken to a range of food premises under their supervision.

As previously described in 3.1.3.1 students take a three-week specialised elective rotation in their final year, in a discipline (clinical or research) or species of interest. Specific farm animal electives offered by the SVM include animal welfare, state medicine/field epidemiology, equine AI, laparoscopic AI and embryo production in

sheep, superovulation and embryo transfer in cattle, and oestrous synchronization in cattle.

3.1.4.2. Comments

Integrating an educational system to deliver day one competences at the end of a five (four) year programme is difficult. Facilitating students to transition from college to a professional workplace is key to producing graduates who can build successful careers and add value to society. The Visitation Team strongly supports the move towards clinical work and problem-based learning to facilitate the creation of real-life workplace scenarios.

3.1.4.3. Suggestions for improvement

Further integration with veterinary practitioners in their specific areas of work to facilitate further educational opportunities is strongly supported. e.g., food animal rotations timed to allow EMS to coincide with the seasonal nature of clinical practice.

3.1.4.4. Decision of the Visitation Team

The School is compliant with substandard 3.1.4.

3.1.5. Food Safety and Quality

3.1.5.1. Findings

Instruction on zoonoses, food safety and environmental health occurs in the two core Veterinary Public Health (VPH) modules delivered in Year 4. The principles of human foodborne outbreak investigations are introduced using epidemiological investigative techniques and case studies. These modules teach students about the main zoonotic and foodborne hazards (biological and chemical), their importance in animal and human populations and the principal transmission/exposure routes. The modules also extensively cover disease prevention/control through the practical implementation of risk management strategies.

Relevant legislation pertaining to monitoring and control of zoonoses, feed and food safety, agricultural policy and international trade is taught in the VPH training.

3.1.5.2. Comments

There is a very high level of vertical and horizontal integration with regard to Veterinary Public Health (VPH) aspects in the Veterinary programme. The sections including Herd Health and Animal Husbandry, Food Safety, the Centre of Veterinary Epidemiology

and Risk Assessment collaborate with regard to the delivery of the VPH programme under a One Health, One Welfare approach

SVM and DAFM are commended on their cooperation to provide a one-week EMS placement in an approved abattoir under the supervision of a DAFM Official Veterinarian (one to one). Placements are arranged for students by the SVM, and students are required to complete a written assignment based on this placement that must be reviewed by the DAFM Official Veterinarian (OV) before submission to the VPH faculty.

3.1.5.3. Suggestions for improvement
None.

3.1.5.4. Decision of the Visitation Team
The School is compliant with substandard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings
Professional knowledge covers six areas related to the functioning of a veterinary career. Business and Law, Ethics and Animal Welfare, Personal Development, Communication, Evidence-based Veterinary Medicine, Health & Safety.

Professional Growth modules develop knowledge of the Code of Professional Conduct, the importance of professional communication and of teamwork, insurance matters, financial and business principles, and risk management.

The Professional Skills module develops knowledge of regulatory frameworks, professional standards, professional behaviour, ethics, fitness to practice, leadership, and the use of social media.

Professional knowledge is, by its nature, possible to acquire throughout the 5 / (4) years of the course particularly through exposure to real life learning for example, during consultations between students and clients - evidenced during the Visitation Team's UCD Vet Hospital visit, UCDVH rotations, on-call, and EMS.

3.1.6.2. Comments
The strong relationship between the wider practising profession and the SVM was clear throughout the visitation, evidenced by the referral of cases in all species to the hospital, the radiographs emailed, the queries from practitioners to clinicians and the CPD provided.

3.1.6.3. Suggestions for improvement
None.

3.1.6.4 Decision of the Visitation Team

The School is compliant with substandard 3.1.6.

3.2 Each study programme provided by the Establishment 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 Establishment must provide proof of a QA system that promotes and monitors the presence of an academic 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 Establishment must also describe how it encourages and prepares students for self-learning and lifelong learning.

3.2.1. Findings

The veterinary programme has seen curricular review since 2015 and uses an outcome-based approach with evidence-based changes, clear learning outcomes. The programme is mapped to Day 1 Competences.

The MVB degree qualification is clearly specified and is a Level 8 degree in the QQI Framework. The professional knowledge modules in the programme emphasise the need for self and life-long learning.

For QA, feedback is gathered from key stakeholders. The methods of engagement and reporting are well described in the SER section 3.2 pp 28-29. The Curriculum Review Committee collates quantitative and qualitative data drawn from internal and external stakeholders and subsequently provides relevant information to the Programme Board, the School Executive Committee, and the Senior Management Team.
Internal and external Stakeholders include student focus groups, graduates, employers, EMS providers, External Advisory Board, External Examiners and External Educational consultants.
Reviews have resulted in a reduction of teacher-led approaches in favour of student-active learning approaches.
The current and planned MVB curriculum review and change will be fully implemented by 2022 (Annex 3.5).

3.2.2. Comments

There is ongoing feedback sought from all stakeholders and the Visitation Team is satisfied that this is seriously considered and acted on where appropriate and possible.

3.2.3. Suggestions for improvement

None.

3.2.4. Decision of the Visitation Team

The School is compliant with substandard 3.2.

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

Programme learning outcomes are regularly reviewed by the Curriculum Review Board and approved by the SVM Programme Board; they do form a cohesive framework.

A description of Day One Competences is published on the UCD website at https://sisweb.ucd.ie/usis/!W_HU_MENU.P_PUBLISH?p_tag=MAJR&MAJR=VTS1 where other details are also available.

The UCD Curriculum Management System, linked with the UCD Registry, defines and publishes curriculum structure and modules where the objectives and learning outcomes of each module are explicitly stated.

Prior to the academic year, curricular information is updated and published online. Curriculum mapping, outcome assessment, student focus group and module evaluation data is shared with faculty, and programme governing committees to support curriculum monitoring.

The full curriculum is regularly reviewed (See also 3.2 Findings).

3.3.2. Comments

The Visitation Team commends the SVM for the clear module descriptors, the dynamic curriculum, and the responsiveness of academic staff to student feedback.

3.3.3. Suggestions for improvement

None.

3.3.4. Decision of the Visitation Team

The School is compliant with substandard 3.3.

3.4 The Establishment 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 on going and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. 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

The SVM has a formally constituted committee structure to oversee and manage the curriculum – see SVM Organisational Chart in Section 1.1

The SVM Programme Board is responsible for regulation and quality assurance of the programme and student academic welfare and is subject to review by the Academic Council. (See also 3.2.1 and 3.3.1)

The Associate Dean of Teaching and Learning chairs the Curriculum Review Committee which oversees the curriculum delivery and reports to the SVM Programme Board chaired by the Dean. Other CRC members include Year Coordinators, student representatives, Lecturer in Veterinary Education, Programme Manager, EMS Supervisors, current project leaders and the Student Adviser.

The CRC remit includes review of the curriculum every seven years, assessing curriculum framework for Day 1 competences, MVB quality, maintenance of accreditation standards, and coherence of the curriculum.

CRC members are involved in CPD activities relating to medical/veterinary education and educational research. Multiple subject External Examiners are appointed at least annually to review module curricula, learning outcomes, content, teaching and assessment. Surveys

of graduating students are carried out in Final Year as well as of alumni and employers, including some of those based in the UK. The School encourages and sometimes incentivises, the completion of these surveys.

As a result, improvements have taken place in business/financial and communication skills teaching and emergency and critical care by embedding these subjects in the programme and introducing OSCEs.

Workshops from external and internal providers are delivered for staff support and development and the VetEd Hub gives support to academic staff.

3.4.2. Comments

There is a very comprehensive structure facilitating constant reflection on the quality and delivery of the curriculum, the learning progress and welfare of students and the needs of the academic staff. Working within its available finances, the SVM is doing well.

3.4.3. Suggestions for improvement

None.

3.4.4. Decision of the Visitation Team

The School is compliant with substandard 3.4.

3.5 External Practical Training (EPT) is compulsory training activities organised outside the Establishment, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).

Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.

3.5.1. Findings

As previously mentioned, the term used by the SVM for EPT is Extra Mural Studies (EMS). Students undertake work placements during the preclinical (PreCEMS) and clinical phases (CEMS) of the programme. These are co-curricular programme progression requirements and complement core learning.

In the pre-clinical year, students undertake 12 weeks of PreCEMS. Students are required to undertake 2 weeks of dairy, sheep, equine, pig, companion animal experience, 1 week of beef experience and 1 week of an alternative enterprise, amounting to 12 weeks in total

In the clinical years they undertake 24 weeks of CEMS. Students identify and record their learning objectives for each placement, online, using the MyProgress app. CEMS must

include a minimum of 2 weeks Equine, 4 weeks Companion Animal and 4 weeks Farm Animal practice and 1 week of Meat Plant experience.

3.5.2. Comments

Pre-CEMS compliments and strengthens the academic education inter alia as it provides students with the opportunity to experience a range of companion animal and farming enterprises and to support the development of animal handling skills for all common domestic species. CEMS works very well in general though some issues could be improved and are dealt with in 3.6.3.

3.5.3. Suggestions for improvement

See 3.6.3.

3.5.4. Decision of the Visitation Team

The School is compliant with substandard 3.5.

3.6 The EPT providers must have an agreement with the Establishment and the student (in order to state 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 Establishment on the EPT programme.
There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

3.6.1. Findings

Placement providers are directed to the SVM EMS webpage (https://www.ucd.ie/vetmed/study/clinicalextramuralstudies/) to prepare for accepting a student on placement. This page provides information on what is taught in each year, expectations of the placement provider and the students on placement as well as an insurance statement.

All CEMS placements must be approved by the CEMS Coordinator before commencement.

Pre-CEMS students are assigned a Pre-CEMS supervisor who must pre-approve all placements through a UCD online Placement System (MyProgress link). Providers are contacted by the student to arrange CEMS.

Students identify and record online their learning objectives for each placement and can give feedback on their overall experience of EMS through online student module questionnaires, and verbally with the module coordinator.

The CEMS web page provides a link where CEMS providers can download the form and submit it in confidence should they not wish to discuss feedback with the student. Contact details for the CEMS administration team and module coordinator are available via this portal if CEMS hosts wish to contact UCD directly about any veterinary student regarding CEMS.

All feedback and comments are assessed, and any issues are addressed directly should they arise. Spot check phone calls and emails are performed regularly after placement forms have been submitted by students to monitor any attempts at falsification of documentation.

Preclinical EMS (Pre-CEMS) providers sign-off, verifying that the student completed the placement and can email or phone the pre-CEMS supervisor with feedback.

3.6.2. Comments

Pre-CEMS and CEMS providers establish an agreement with the student and with the SVM on accepting a student for EMS. There is an evaluation system in place to enable EMS providers to report back to the SVM, confidentially if desired, on their assessment of the performance of students during EMS. Students also record their EMS on MyProgress and there is a mechanism in place to enable students to formally report on the quality of the instruction and experience of EMS placements.

EMS issues did arise during the visitation and the topic was discussed in detail with members of staff involved and the Dean. Students, recent graduates, and employers described varying experiences. Following a good presentation and discussion, the Visitation Team better understands the difficulties of managing the system, especially in relation to non-national students and students doing EMS abroad but considers that an improved arrangement with practitioners here in Ireland is possible.
The Visitation Team is also aware that the practicing profession is voluntarily facilitating EMS, and students depend on the goodwill of practitioners, but it feels there is also much potential upside for vets in practice.
Additionally, the Visitation Team recognises that feedback from students is variable as some experiences in a particular practice may satisfy some students but not others.
The Visitation Team is satisfied that it is a good experience for students, as developing professionals, to take on the responsibility of arranging their own CEMS and to be proactive in optimising for themselves the opportunity EMS provides.

3.6.3. Suggestions for improvement

The SVM is very aware of some weaknesses as identified in its SWOT and is actively working to improve the system. The Visitation Team encourages SVM to continue to improve EMS in the interest of new graduates, animal welfare and the public. A more

proactive contact and communication approach by both the SVM and the profession could result in improved collaboration on the provision of EMS to develop a more structured approach and better, more consistent outcomes for all parties.

3.6.4. Decision of the Visitation Team

The School is compliant with substandard 3.6.

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 Establishment and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The Establishment must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

3.7.1. Findings

A document on Pre-CEMS is circulated to all students in year 1. They are also asked to attain prior approval before undergoing a placement, and to submit feedback.

In Professional Growth 3, students prepare a mind map using the requirements of CEMS and provide a clear plan of how they will meet those requirements, their learning objectives, and their reasoning behind their choice of clinical placement. Students identify their learning objectives for each placement, record them online through the UCD MyProgress link.

As part of the preparation for EMS, students must complete the 'EMS Driving Licence' before commencing EMS.

Student feedback from the practice preceptor is requested at the end of each placement. This is submitted online using MyProgress software.

Students provide feedback on their overall experience of CEMS through online student module questionnaires, programme experience questionnaires, focus groups, and verbally with the module coordinator. Successful completion of CEMS requires the submission of all feedback forms and overall compliance with CEMS regulations.

If an issue arises during EMS, the student is advised to raise it as soon as possible with the EMS coordinator or School Office. Complaints are usually handled at school level as with all student complaints and appeals, addressed at Standard 7.

3.7.2. Comments

The active participation and engagement of students is very important to the success of EMS. See also 3.6.2/3

3.7.3. Suggestions for improvement
None.

3.7.4. Decision of the Visitation Team
The School is compliant with substandard 3.7.

Standard 4. Facilities and equipment

4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary Establishment 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 with reduced mobility, and EU animal welfare and care standards.

4.1.1. Findings
The physical facilities at SVM are well laid out and are conducive to learning. UCD Lyons Farm provides additional teaching facilities and animals for Farm Animal (Bovines, Sheep, Pigs and Poultry) and Equine.

Maintenance (From Standard 4.9 SER response)

Facilities Management is provided by the UCD Buildings and Services Office. The Operations Manager liaises with Buildings and Services for maintenance, which is carried out by the university on a cyclical basis, and other requirements. Some outsourcing of services takes place. Waste disposal, which includes clinical waste, is handled by the SVM through an outside waste disposal company.

The adequacy of Facilities Management by UCD Buildings and Services is monitored through regular meetings between the School Office, Operations Manager, and the Buildings Office, which include inspections as appropriate.

The SVM is compliant with all relevant legislation; SIRC (Safety Insurance Risk Compliance) organize an external audit in addition to in-house oversight by the UCD SVM H&S Committee.

4.1.2. Comments
None.

4.1.3. Suggestions for improvement
None.

4.1.4. Decision of the Visitation Team

The School is compliant with substandard 4.1.

4.2 Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be 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 academic and support staff.

4.2.1. Findings

The Veterinary Sciences Centre and the UCDVH provide excellent teaching, learning, and studying facilities for the students. The Clinical Skills Centre and the VetEd Hub enhance the teaching delivery.

Recreational facilities in the SVM and nearby on UCD campus are very impressive and there is good access to, and availability of, sanitary and food services.

Although space is adequate for academic and support staff at present, the SVM recognize the need to provide space for additional staff in the years ahead and this is a strategic priority for SVM and CHAS.

4.2.2. Comments

The Risk Register 2020 has identified a requirement for increased tutorial teaching space and laboratory space. The Visitation Team observed that laboratory space was somewhat limited in some areas and has noted the identification of increased laboratory space as a requirement by the SVM in its Risk Register 2020.

Planning has been granted for an expansion of the UCDVH. Though the expansion being undertaken now is not as big as originally planned, plans to expand remain in place and the SVM is commended for undertaking this necessary work. The SVM recognises that operating capacity for hospital and staff is under pressure.

4.2.3. Suggestions for improvement

The Visitation Team agrees that more room is required, beyond the planned immediate extension, to accommodate the demand of more clinical work, increasing numbers of students and the increasing number of staff required to deliver the services. The Visitation Team believes that funding is required urgently to address these issues so that teaching can continue to remain at the highest standard.

4.2.4. Decision of the Visitation Team

    The School is compliant with substandard 4.2.

4.3 The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the Establishment 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 and biocontainment**
- **be designed to enhance learning.**

4.3.1. Findings

    In addition to the large animal hospital facilities at Belfield, which are excellent and sufficient in capacity, UCD Lyons Farm also provides facilities and resources for veterinary students. The School of Agriculture and Food Science and the SVM manage the farm jointly. Its mission is to provide for the teaching and research needs of both schools. It has a 200-cow dairy herd, a sheep flock of 350 ewes, an equine unit, and a recently developed poultry flock of laying hens and a pig unit. It is used to teach veterinary students in 4 of the years of the curriculum and the animal nutrition and IVF research laboratories are used for research by SVM staff.

    At the visitation it was obvious that facilities were fit for purpose and generally well maintained and meet the standard 4.3.

    Practical classes in VPH are conducted in Belfield in the VPH teaching laboratory. There is a good collaborative arrangement and relationship with DAFM resulting in slaughterhouse visits and EMS placements for students where they are supervised by DAFM VIs and/or SVM faculty as the situation requires. Learning outcomes are provided in advance for these students on EMS placement.

4.3.2. Comments

    The SVM is commended for its strong collaborative relationship with the School of Agriculture and Food Science in Lyons Farm and the DAFM in the slaughterhouses. The farm is a very good resource and the experience of working with VIs for a week is very beneficial to new graduates practicing VPH.

4.3.3. Suggestions for improvement

    The Visitation Team considers that the facilities at Lyons are a very valuable resource

for the SVM and the student experience especially in relation to food production systems and animal handling and management. On the very well conducted visit (during the COVID pandemic and when the facility was not being used fully) it was noted by the Visitation Team that the student canteen facilities seen should be upgraded to provide a brighter, more comfortable, and supportive learning environment.

In the context of this standard, the Visitation Team recommends that the milking parlor and surrounds at Lyons Farm should be maintained to the highest possible standard in the interest of hygienic milk production and the reputation of the facility as a teaching and research center. Adequate boot and hand washing facilities should be available when entering and leaving buildings.

4.3.4. Decision of the Visitation Team

The School is compliant with substandard 4.3.

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 Establishment must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Substandards, e.g. research-based and evidence-based clinical training supervised by academic 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 Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.

The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.

4.4.1. Findings

The UCDVH provides 24/7 care for all animals under its care and out of hours emergencies are accepted as requested.

The Belfield Pet Emergency Hospital in association with SVM, provides an out of hours emergency service 365 days/year using part of the UCDVH.

The Equine and Farm Animal Clinical Studies provide a comprehensive service in medical and surgical cases. All clinical facilities are of a high standard and very well equipped with modern diagnostic resources (e.g., The Diagnostic Imaging center and in-house diagnostic pathology laboratories), patient handling equipment, hospitalization places and paddocks adjacent to the hospital.

There is a very well-equipped necropsy area accepting a wide range of animal species, including aquatic species from the Seal Sanctuary, and exotic species from Dublin Zoo. About 800 necropsies are performed each year.

Standards of education and clinical research are high and compliant with ESEVT standards. Research teams have a national and international profile. CVERA, based in SVM, is the national resource centre for veterinary epidemiology in Ireland. The Centre provides epidemiological support for the control and eradication of regulatory & non-regulatory animal diseases and a broad range of other animal health and welfare issues. Its work has a significant influence on the undergraduate curriculum.

The academic staff is of high quality, very committed and well trained and supported in teaching and assessment.

The VTH facility is registered with the VCI Premises Accreditation Scheme.

4.4.2. Comments
See Standard 10 Research.

4.4.3. Suggestions for improvement
None.

4.4.4. Decision of the Visitation Team
The School is compliant with substandard 4.4.

4.5 The Establishment must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.

4.5.1. Findings
Students have extensive access to the facilities previously described under 4.3 through a swipe card system and all students are rostered on every rotation.

4.5.2. Comments
None.

4.5.3. Suggestions for improvement
None.

4.5.4. Decision of the Visitation Team
The School is compliant with substandard 4.5.

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 animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.

4.6.1. Findings

Isolation facilities are available in UCDVH for farm animals and companion animals.

The large animal isolation facility consists of 3 boxes plus a treatment room with stocks contained in a separate enclosed yard.

For small animals, the isolation facility is divided into two distinct sub-units: one for infectious diseases; the second for the patients with multiple drug resistant (MDR) infections.

Strict barrier nursing protocols and well publicised SOPs are in operation including restrictions on staff entering, the wearing of PPE and relevant disinfection protocols for specific disease entities. Facilities to allow effective PPE and disinfection are available both within and outside each isolation facility.

The infection control group within the SVM monitors the facility.

4.6.2. Comments

None.

4.6.3. Suggestions for improvement

None.

4.6.4. Decision of the Visitation Team

The School is compliant with substandard 4.6.

4.7 The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.

4.7.1. Findings

Bovine Herd Health farm visits are conducted with students by board certified specialists and cases from private practices are referred from all areas of the country. On the visit to the SVM, the farm animal clinicians said there is a very good caseload for student teaching.

Additionally, while the students are on UCD Lyons Farm for practical classes, any animals requiring veterinary attention are flagged to the clinician present and investigated and treated by the students under supervision.

Two academic clinicians run the equine field service visiting equine clients within a 20km radius of the campus. Four students attend calls alongside the clinician dealing with a wide variety of cases. The service provides emergency cover backed up by the UCDVH.

4.7.2. Comments
None.

4.7.3. Suggestions for improvement
None.

4.7.4. Decision of the Visitation Team
The School is compliant with substandard 4.7.

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 to prevent the spread of infectious agents.

4.8.1. Findings
This standard is met. Various well-equipped vehicles are used in compliance with EU and national standards. A new crew-cab vehicle has just been fitted out for farm calls.

4.8.2. Comments
None.

4.8.3. Suggestions for improvement
None.

4.8.4. Decision of the Visitation Team
The School is compliant with substandard 4.8.

4.9 Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The Establishment must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The Establishment must have a system of QA to monitor and assure

clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.

4.9.1. Findings

The Dean has responsibility for ensuring the Health and Safety of all staff and students of the SVM and Health and Safety is a standing item on School Executive, Hospital Board and Section meetings. UCD's parent safety statement is used as the basis for developing more detailed safety statements for each academic unit.

In addition to the committee structure, biosecurity, biosafety, and infection control is constantly emphasised throughout the curriculum and in the every-day working of the UCDVH. This was observed by the Visitation Team at the visit demonstrating a clear working commitment to these issues by SVM. (See also 4.6.1)

The SVM Health and Safety Committee regularly reviews safety protocols, holds fire drills and reports on incidents. Risk assessments have been developed for each laboratory and clinical procedure. Any incidents in which the safety of staff or students has been compromised are reported to the UCD Safety Office who investigate and report.

Safety audits carried out over the last few years by independent consultants on behalf of the UCD Safety Office, of specific areas and procedures, have been generally very satisfactory (all passed, no major incidents to report).

4.9.2. Comments

None.

4.9.3. Suggestions for improvement

None.

4.9.4. Decision of the Visitation Team

The School is compliant with substandard 4.9.

Standard 5. Animal resources and teaching material of animal origin

5.1 The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) 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

There is a very extensive range of material made available to the student body for educational use. Evidence of the material available is recorded in the SER from anatomy through to the clinical material and including VPH and post-mortem resources.

There are several arrangements in place to acquire sufficient material for teaching, for example, research project material being used for teaching, post-mortem services offered to the profession, abattoir samples provided for the teaching of VPH.

Equine, porcine, ovine, bovine, caprine and poultry species are all available at Lyons Farm. An equine ambulatory service is offered from the UCDVH. Equine referrals to the hospital are growing as a result of staff efforts and availability of specialist equipment such as CT scanner and specialist fertility services.

The efforts in farm animal herd health have raised the profile of the SVM in this sector thus increasing the material available to the student, both in this module and in growth of referrals to the hospital making use of the excellent facilities.

The companion animal hospital (UCDVH) and the BPEH are very busy and provide a variety of clinical material.

The SVM fosters relationships to facilitate availability of material of animal origin, with access to clinical cases and teaching material also available through DAFM, Village Vets, DSPCA, Dublin Zoo, EMS etc.

Further developments at Lyons will facilitate more material of animal origin being available to the students.

5.1.2. Comments

The success of initiatives to promote further clinical exposure is evidenced in the various formal relationships described above. There is an emphasis on companion animal surgical skills with provision for elective surgeries to be performed by students. The positive relationships between the on-site clinicians and practicing professionals in the field, is a huge advantage to students and a good range of cases and resources result from this. Porcine species experience at Lyons Farm is very welcome and a great initiative but somewhat limited by the size of the pig facilities. In relation to Bull Fertility, bulls are not kept at Lyons Farm for safety reasons. There is a full list of material of animal origin in Table 5.1.1 of the SER.

5.1.3. Suggestions for improvement

The Visitation Team suggests that better opportunities are made available for students to perform routine obstetrical interventions in farm animals including caesarean sections.

Communications with veterinary practitioners to facilitate more farm animal surgical interventions is encouraged so that better opportunities are made available for students to train in routine obstetrical interventions in farm animals including caesarean sections.

It would also be encouraging to see acknowledgement of emerging practice opportunities in less common species such as fish.

5.1.4. Decision of the Visitation Team

The School is compliant with substandard 5.1.

5.2 In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the Establishment.

5.2.1. Findings

The SVM has entered formal relationships with certain off-campus institutions/organizations that are better placed to provide optimum teaching. All students are assigned to each of the following two sites on their individual timetables:

-Small Animal Surgery rotation at the DSPCA (one week)
-Village Vets (multi-branch first opinion practice) (one week)

Students who undertake off-site electives agree the objectives and learning outcomes with an academic supervisor, who must then sign off on the suitability of that elective. Retrospective checking validates student attendance.

CEMS remains a pivotal component of clinical training under direct academic supervision; the programme has undergone numerous recent reviews, and significant time/resources are invested in trying to ensure optimum outcomes for goals and assessment strategies. As previously described an online software system (MyProgress) records and monitors each student's attendance and progress. Some suggestions and comments have been made about EMS in Sections 3.6.3 and 3.7.

5.2.2. Comments

The arrangement with an outside practice to improve first opinion case exposure is commended.

5.2.3. Suggestions for improvement

None.

5.2.4. Decision of the Visitation Team

The School is compliant with substandard 5.2.

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

Training in nursing care/procedures encompasses a wide spectrum of duties that are addressed as they arise on a daily basis. Board rounds are held every morning and are attended by the clinicians, nurses and students with specific tasks subsequently delegated to the nursing and student cohorts. The nursing staff at UCDVH represent the key delivery portal for instructing/supervising students in tasks such as sample collection, diagnostic interventions, treatment interventions, patient preparation for endoscopic procedures, patient monitoring, patient flow management, and surgical nursing. All aspects of teaching infection control, including barrier nursing and disinfection protocols is nurse-led, as is diet selection and feeding protocols, while anaesthesia nurses instruct students in patient monitoring under general anaesthesia.

Student responsibility is maximized to the extent possible by law and ethical guidelines; all this information is detailed within the Student Hospital Handbook. (https://drive.google.com/drive/folders/1PTzrQO26HuzLV24A8uPgvuT21z99xUBt?usp=sharing).

Rotations involve students in direct client exposure and case work up as described in Standard 3.1.3.1 in this report. Students are encouraged to follow their cases right through to discharge and while the patient is in hospital, are expected to have real-time information at morning/evening rounds and for clinically examining and devising a SOAP (Subjective, Objective, Assessment and Plan) analysis twice daily. See also 3.1.1

5.3.2. Comments

It is clear that students are active participants in the clinical workup of patients, including a problem-oriented diagnostic approach together with diagnostic decision-making.

5.3.3. Suggestions for improvement

None.

5.3.4. Decision of the Visitation Team

The School is compliant with substandard 5.3.

5.4 Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.

5.4.1. Findings

UCDVH operates the computer management system, Vetscope, which the SVM states is in full compliance with General Data Protection Regulations. Retrieval of case information on Vetscope for teaching or research purposes is possible using key search words/terms, including specifying precise diagnostic tests. Hard copy files are stored on site for 15 years. Data that originate off site for UCD patients (e.g., EFS) are placed on the Vetscope system when the staff returns on-site. DI and Heard Health records are also kept on electronic systems.

5.4.2. Comments

The SVM states that a new computer management system is in the process of being procured.

5.4.3. Suggestions for improvement

None.

5.4.4. Decision of the Visitation Team

The School is compliant with substandard 5.4.

Standard 6. Learning resources

6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. 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.

6.1.1. Findings

The University has outlined its Educational Strategy 2015-2020 emphasising the value of a holistic education; one that stimulates learning in a research-intensive environment

and encouraging students to develop their personal and professional qualities while studying at UCD.

This strategy relies on the actions of the following core units for support, development, and hosting of learning resources:

- UCD Library
- UCD IT Services which provides all central IT applications, support and infrastructure for staff and students throughout the University and hosts the e-learning environment Brightspace.
- UCD Teaching and Learning, a dedicated unit which supports staff to deliver inclusive, innovative, and research-informed teaching that leads to engaging and meaningful learning experiences for all UCD students.

Students receive an IT induction introducing them to key services including their UCD Connect account, IT facilities on campus, software, UCD apps, wireless services, online safety, the virtual learning environment and where to find help and advice. They receive training and ongoing support for, MyProgress, PathXL and ePortfolio software from the educational technologist.

Library induction: When the trimester begins Peer Mentors, trained by the Liaison Librarian, bring small groups of students on a tour of the library to demonstrate the facilities and teach them how to optimise their use of the library.

Staff

University College Dublin provides a comprehensive programme of development opportunities for academic and professional staff.

A specific half-day course, the UCD Orientation Programme, is presented for new staff providing information on, among other topics, strategy, organisational structure, and services across the University.

Collections Services Unit (CSU)

The CSU staff is responsible for selecting, ordering, and processing library materials at every stage of their lifecycle. Books listed on the module reading list in the module descriptor are normally given priority.

New technologies judged important to assist the SVM, are licensed by the SVM after consultation with UCD IT Services, UCD Legal, and advice from the Educational Technology Advisory Network (ETAN) system. The acquisition of these technologies is approved by the Dean.
Examples include Tutor - a virtual microscopy platform, MyProgress - a workplace-based assessment platform, Sofia - a curriculum mapping platform.

Faculty members are offered training and support by staff in the VetEd Hub team, to integrate these platforms into the programme.

In 2018 the institutional Virtual Learning Environment (VLE) was migrated from Blackboard to D2L BrightSpace.

6.1.2. Comments
None.

6.1.3. Suggestions for improvement
None.

6.1.4. Decision of the Visitation Team
The School is compliant with substandard 6.1.

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 an IT expert, an e-learning platform, and all 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 Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment through a hosted secured connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings

UCD Library (https://www.ucd.ie/library/) comprises five libraries with four library sites on Belfield Campus. UCD Students have access to all UCD Libraries and three are situated in close proximity to each other - the School of Veterinary Medicine library, the Health Sciences Library, and the James Joyce Library.

The UCD SVM library is in the SVM with 90,000 user visits on average each year providing access to a world-class electronic library service and subscribes to other databases including CAB Direct, the key Veterinary Medicine Database.

The Client Services Team is responsible for the development and management of high-quality services responsive to user needs.

- The User Services Manager is responsible for the management of the Veterinary Medicine Library.

- The SVM Liaison Librarian (SLL) is a member of the Programme Board and Staff/Student Liaison Committee and among other duties, supports Teaching & Learning, and provides Library Orientation and training for 1st year undergraduates.
- The Collection Development & Resource Description Librarian is responsible for the collection development/selection & acquisition of materials, cataloguing, and deciding on what is currently present in the collection.

Opening hours: These are very extensive from 08:00-22:00 most days with extended hours available in the 6 weeks before examinations.

Capacity: The Veterinary Library has recently increased the study desk capacity by 25% to a total of 133 seats. In total, UCD Library provides over 3,000 study spaces for groups and individuals with two well-equipped library hubs for collaborative work / group study and another 24 group study rooms across all sites.
All are well equipped, and some run a laptop lending service.

UCD also hosts an extensive Online Research Library providing 24/7 remote access.

The library office, centrally located, provides on-site support for students and academics in the SVM.

BrightSpace is the institutional VLE that enables online delivery of modules. All programme modules have a presence on BrightSpace providing blended learning and online assessment opportunities for students.

Technology Support

The SVM has licensed the three main software packages mentioned above to support the attainment of key programme outcomes and UCD IT Services provide additional software and support for multimedia, available to students and staff online, through drop-in clinics and an IT Helpdesk.

Human and Physical Resources in Learning and Instructional Materials

The SVM has a Veterinary Education Team (VetEd Hub) to support active student learning and it provides hardware and software supports for enhanced multimedia resources. UCD Teaching and Learning and UCD IT Services run events and workshops covering the design and delivery of on-line materials. The SVM hosts an informal Teaching and Learning **Special Interest Group** to share best practice.

One faculty member of the SVM is currently undertaking a UCD Fellowship in Teaching and Academic Development examining the blended learning approaches using BrightSpace.

Full Access: All academics, staff and registered students are issued with an individual ID and Login to the 'UCD Connect Portal' enabling them to access electronic library resources. High speed wireless access is available campus wide and UCD Connect users can also access the network via Eduroam. A VPN is available to staff.

6.2.2. Comments

There is easy access for students and staff to a huge information resource and full support from the library and IT staff for teaching and learning. Students are reported to be happy with the new ventilation and heating system that has made the SVM library much more comfortable and healthier to be in, especially in the current circumstances of the pandemic.

6.2.3. Suggestions for improvement

None.

6.2.4. Decision of the Visitation Team

The School is compliant with substandard 6.2.

6.3 The Establishment must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). 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

The Veterinary Library currently has over 12000 books in its collection. Most of these are available on open access in two main collections - the General Long Loan Collection and the Short Loan Collection.

Online library resources

Over 400 e-books are available within the library catalogue. The library purchases journal titles in digital format but maintains print journal titles if an electronic version is unavailable. It contains most of the relevant veterinary journal titles published in English.

Technology on-line

Access to learning resources is available online both on and off campus via BrightSpace where all modules have a presence. The VetEd Hub team encourages and supports best pedagogical practices. SOFIA, the SVM's curriculum mapping platform, provides

evidence of teaching and learning alignment to module and programme learning outcomes supported by the systems in InfoHub.

Outcome assessment/evaluation

Outcomes assessment continues throughout the academic year. At the end of each module the student is offered a feedback survey through InfoHub and data at module, year and programme level provide insights for module coordinators to evaluate their teaching and provide enhancements where appropriate.

CSC

The Clinical Skills Centre is an integral part of both the Veterinary Medicine and Veterinary Nursing curriculum and can be used during self-directed learning sessions or during practical classes. The capacity is currently 28 students allowing for small sized group practical sessions and classes.

It is student focused helping students to learn and improve their practical skills such as, bandaging, injection techniques, catheter placement and management, blood sampling and suturing in a relaxed collegial environment using small and large animal mannequins, simulations, and models. There is also a laboratory and anaesthesia station.

The skills practiced are aligned with learning outcomes of module content to prepare the students for clinical placements and assessments (OSCEs and DOPs). All the material has been developed with support from the lecturers and clinicians and from international experts and is constantly being reviewed

A Clinical Skills Tutor is available to assist students and give feedback from 8am-5pm Monday to Friday, and students can also gain access to the Centre outside of these times, by using a stored key and agreeing to abide by the clearly displayed House Rules.

Security cameras operate 24/7 to monitor Health and Safety and ensure student safety.

6.3.2. Comments
The SVM is commended for the refurbished Clinical Skills Centre which is impressive, popular with students and a valuable addition to the facilities.
The COVID-19 crisis placed significant extra work pressure on the Educational Technologist and the SVM has requested additional support from the university. The VetEdHub, ref 6.2, supports the pedagogical approach demonstrated in CSC.

6.3.3. Suggestions for improvement
The Visitation Team believes that increasingly, blended learning will be a feature of veterinary education and suggests that SVM seek the funds that will be required to develop and deliver the best available student learning experience.

6.3.4. Decision of the Visitation Team
> The School is compliant with substandard 6.3.

Standard 7. Student admission, progression and welfare

7.1 The Establishment 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 Establishment must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students.
Formal cooperation with other Establishments must also be clearly advertised.

7.1.1. Findings
> Applicant information is available through the University's website for the prospective student https://www.ucd.ie/registry/prospectivestudents/. Descriptions of the veterinary medicine degree programs are linked from that site (Annex 7.1).

> Undergraduate Prospectus: https://www.myucd.ie/ucd-prospectus/

> Graduate Prospectus: https://www.ucd.ie/graduatestudies/studywithus/viewprospectus/

> Information can be seen on the course structure and content and provides links to the module descriptors for all modules of the programs. The module descriptors provide content information, teaching and learning methodology, learning outcomes, prerequisites, and assessment and remediation strategy.

> Secondary School pupils from diverse backgrounds make visits to the UCDVH. There is a 2-week summer school for secondary pupils with 5 places reserved for widening participation. The SVM participates in the September Higher Options Career fair in Dublin, UCD Open Day as well as 3-4 Outreach events annually.

> An SVM Admissions Committee Working Group established in 2019 to review access to Veterinary Medicine and Nursing will be expected to recommend new entry routes in line with other disciplines within UCD.

> The School Executive Committee, Curriculum Review Committee, Admission Committee, Student Progression Committee, Vet Athena SWAN Team and External Advisory Board are mentioned in Annex 1.2 Organisation: Position of the SVM in the University Structure.

7.1.2. Comments

The Visitation Team welcomes the reservation of places for those from disadvantaged backgrounds in the summer school for secondary students and supports further efforts to achieve wider access and participation.

7.1.3. Suggestions for improvement

None.

7.1.4. Decision of the Visitation Team

The School is compliant with substandard 7.1.

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

7.2.1. Findings

The SVM has the capacity to accommodate approximately 140 to 150 students per annum and increases in this number are dictated by the size of physical facilities (lecture theatres, UCD Lyons Farm etc.), staff numbers as well as UCDVH facilities and case load. There are Government and Graduate Entry constraints - The Higher Education Authority of Ireland sets the limit for EU places in the 5-year course at 82 and the graduate entry is limited to 50.

Tables 7.2.1 to 7.2.5 demonstrate adequate consistency of pertinent parameters from 2016-2018.

7.2.2. Comments

None.

7.2.3. Suggestions for improvement

None.

7.2.4. Decision of the Visitation Team

The School is compliant with substandard 7.2.

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 Establishment 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 Establishment.

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

As mentioned, the SVM offers two Veterinary Medicine Programmes: A 5-year Undergraduate Programme and 4-year Graduate Programme each having its own admission criteria, tailored to the population of students eligible to apply.

European Union applicants (https://www.myucd.ie/courses/veterinary-medicine/veterinary-medicine-graduate-entry/ and International Applicants (http://www.ucd.ie/vetmed/study/internationalstudents/) are considered separately.

Five-Year Programme applicants need to:
Meet the University Matriculation entry requirements (http://www.ucd.ie/registry/prospectivestudents/admissions/undergraduateapplicants/minimum entryrequirementsmatriculation/)
 as determined by performance in the State Leaving Certificate (https://www.examinations.ie/)(or equivalent) exam.

 (2) Have a minimum of 60 hours animal handling or eterinary practice experience with at least two of the following four animal categories: Pets (Dogs and cats); Horses; Farm animals (cattle, sheep, pigs, goats); Wildlife/zoo, independently verified by the SVM (http://www.ucd.ie/registry/admissions/vet.html).

The selection process for undergraduate entrants to the five-year veterinary medicine programme, is managed by the national Central Applications Office. Students are offered places, based on the number available, in order of Leaving Certificate points score, or equivalent. The CAO has an Independent Appeals Commission (IAC).

UCD is compliant with the Higher Education Authority of Ireland Higher Education National Plan for Equity of Access (https://hea.ie/assets/uploads/2017/06/National-Plan-for-Equity-of-Access-to-Higher-Education-2015-2019.pdf). Ten out of eighty places on the undergraduate programme are reserved for disadvantaged applicants. This policy is coordinated by the UCD Widening participation committee and the SVM has direct representation on this committee.

Graduates with an honours degree in the biological sciences are eligible to apply for admission to the 4-Year Graduate Entry Programme (up to 50 places). There are two entry routes to this programme, EU Applicants (5-8 places), and International Applicants (40-45 places).

Student intake to both the 5-year undergraduate and 4 graduate entry programs is reported to be stable and predictable and varies little from year to year. Any increase in enrolment is planned 12 to 24 months in advance by the UCD Admissions Committee, the Dean and Senior Management Team, in consultation with the SVM Programme Board and the SVM Admissions Committee. This is agreed and communicated with the staff of the SVM usually via the school forum or by direct communication. Currently there are no deficits in teaching facilities to accommodate existing student numbers. Resources are continuously considered by the SVM Senior Management Team and SVM Executive and appropriate action implemented to ensure sufficient capacity.

If insufficient students of a suitable standard accept places to fulfil the year target, the SVM choose not to fill all places rather than reduce entry standards. There are no plans currently to further change the number admitted to the MVB Programme. Admission intake numbers are reviewed annually by the UCD Admissions Committee and the SVM Associate Dean for Admissions in consultation with the Dean and Senior Management Team of the SVM.

The selection process for all non-EU students and all those applying through the graduate entry route is managed by the University Admissions Office and the SVM Admissions Committee. The Admissions Committee, subject to UCD Admissions Policy (https://www.ucd.ie/registry/t4media/Admissions-Policy.pdf), defines admission criteria and selects students for entry to the SVM. The committee is chaired by the Associate Dean for Admissions and Student Progression and is comprised of 6 academics (including the Associate Dean) from across the SVM with administrative support from the programme office. It reports to the SVM Programme Board and the Dean.

Members are appointed following application via expression of interest and selected by the Admissions Committee in consultation with the Dean. The committee must have a minimum of 40% male and 40% female members and meet appropriate EDI balance as detailed by the UCD policy on diversity (https://www.ucd.ie/equality/information/policies/). Members normally serve for a period of 3 years. New members are inducted by training with the Associate Dean for Student Admissions and are paired with experienced committee members. All members of the admissions committee are expected to undertake training relevant to their roles (e.g., interview technique, unconscious bias training) where appropriate. The committee conducts an annual process review at the end of each admission cycle and reports to the SVM Programme Board and Dean.

The student recruitment process will be supplemented from 2021 by the inclusion of two external veterinary practitioners on the Admission Committee.

7.3.2. Comments,

The Visitation Team commends the proposal to add two practitioners to the Admissions Committee. This is a welcome addition and will help inform the selection of students to reflect the requirements of the profession currently and in the medium term. The Visitation Team believes the presence of non-national and non-EU students enhances the educational and life experience of all students and is positive for the profile and the programme of SVM.

7.3.3. Suggestions for improvement
None.

7.3.4. Decision of the Visitation Team
The School is compliant with substandard 7.3.

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
All students with disability or significant ongoing illness are considered for programme entry within the framework of meeting ESEVT Day One Competences at graduation. Student support via UCD Access & Lifelong Learning Unit includes examination and classroom accommodations such as technology or person support. Student advisors, peer mentors and programme office staff are mentioned. Student attendance and engagement is tracked by Year and module coordinators.

7.4.2. Comments
None.

7.4.3. Suggestions for improvement
None.

7.4.4. Decision of the Visitation Team
The School is compliant with substandard 7.4.

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 Establishment 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 Establishment 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

The University Academic Regulations set out the University's formal regulations in relation to how a degree programme is structured, its workload, assessment, progression requirements and award classification.

All grades, for all modules, are reviewed by the Examination Board attended by all module coordinators and progression criteria are clear.

The UCD Extenuating circumstances policy is applied to situations where ground is lost because of ill health. Student supporting documentation is forwarded to the Module Coordinator and possibly on to the Examinations Board.

The SVM Programme office will contact students who may have fallen short with their credit load progression and arrange representative, or student progress committee meetings as required. 2020 has seen a new University wide support policy to identify and intervene in potential continuation concerns. A Governing Board will review and refer, if necessary to the Academic Council. If considered ineligible, the Academic Council would discontinue registration.

The SVM is subject to UCD regulations on academic misconduct and fitness to practice. The total percentage of veterinary students graduating on time for both programmes (4 and 5 year) in 2019 was 86.8%. The main reasons for attrition are academic and 4.5% choose to leave.

Undergraduate selection is the preserve of the Central Applications Office; the graduate entry admission is carried out by the SVM admissions Committee, and the process is regularly reviewed at the end of each admission cycle and reports are sent to the SVM Programme Board and the Dean.

7.5.2. Comments

None.

7.5.3. Suggestions for improvement

None.

7.5.4. Decision of the Visitation Team

The School is compliant with substandard 7.5.

7.6 Mechanisms for the exclusion of students from the programme for any reason must be explicit.
The Establishment'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

The SVM follows established University policies. Student information is available linked from the UCD Student Engagement, Conduct, Complaints and Appeals (SECCA) website (https://www.ucd.ie/secca).

The SVM is subject to UCD regulations on academic misconduct and fitness to practice and this determines the mechanism for exclusion of students. The UCD Student Code (https://www.ucd.ie/secca/studentconduct/) describes the University's regulations and expectations in respect of student behavior and conduct and describes the policy and procedures for managing student academic misconduct.

The University policy and process for assessing and managing fitness to practice are detailed on the UCD website (https://www.ucd.ie/secca/studentfitnesstopractise/).
The SVM has a Fitness to Practice Committee comprised of 3 senior academics who report to the School Programme Board and the Dean of Veterinary Medicine and meet on an ad-hoc basis to address cases as they arise. Information for students on appealing decisions is linked from SECCA website listed above.
The UCD Assessment Appeals Policy describes the circumstances under which students may submit assessment appeals and the procedures that are followed (http://www.ucd.ie/secca/assessmentappeals/). Appeals of continuation and readmission are described under the policy section listed here (http://www.ucd.ie/secca/continuationandreadmission).

7.6.2. Comments

None.

7.6.3. Suggestions for improvement

None.

7.6.4. Decision of the Visitation Team

The School is compliant with substandard 7.6.

7.7 Provisions must be made by the Establishment 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 of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.

There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).

7.7.1. Findings

The SVM provides a range of support services associated with the university including the UCD student advisor role for pastoral support, UCD Chaplaincy, UCD Student Health and Counselling, Access, and Lifelong Learning, UCD Global for extra support for international students and the UCD Student's Union.

The SVM has an integrated School and Programme Office for support, liaising with the mentioned UCD support structures. A member of Academic staff in each module liaises with each year group as coordinator, involving regular meetings with Class reps and Staff-Student Liaison Committee.

The Peer Mentor programme trains students to act as mentors for new students from orientation week.

The UCD Process for resolution of student grievances is available. The UCD Dignity and Respect policy sets out the framework for complaints for bullying and harassment. Student illness, impairment and disability measures are referred to in Section 7.4.

7.7.2. Comments

The SVM is commended for its level of support to students. In discussions with the staff and students, it was obvious there is a very supportive structure in place for the students and the student adviser and staff are continually available to help, when necessary, both at a personal and programme level.

At the visitation, feedback from students, residents and post qualification graduates was very positive. They spoke of a common theme - "Very supportive", "Found all the lecturers very approachable", and "Listened to our feedback".

7.7.3. Suggestions for improvement

None.

7.7.4. Decision of the Visitation Team

The School is compliant with substandard 7.7.

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

ESEVT Substandards.

7.8.1. Findings

Module Questions for student feedback are used and Focus Groups are arranged by SVM at the end of each year for student opinion, including Staff Student Liaison Committees. There is a prominent confidential post box for students who wish to raise issues anonymously.

7.8.2. Comments

The Visitation Team found that the SVM is receptive and responds to feedback. An example is the division of the Pathobiology module into 2 parts recently following representations by students.

7.8.3. Suggestions for improvement

None.

7.8.4. Decision of the Visitation Team

The School is compliant with substandard 7.8.

Standard 8. Student assessment

8.1 The Establishment must ensure that there is a clearly identified structure within the Establishment 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

The Academic Council Committee on Examinations (ACCE) acts as the central oversight body for assessment and grading practices in UCD. A Subject Extern Examiner is appointed to exercise oversight of a subject or subject area. The latter submits an annual report for the subject area. In conjunction with each Subject Extern Examiner, the quality of modules, the assessment practices and the grade-outcomes are assured by the Schools, the Heads of Schools, the Heads of Subjects, and the Module Coordinators,
It is mandatory practice in UCD that assessment strategies for modules are defined and recorded via the *Curriculum Management System* and published in the module descriptor before students commence a module.

The SVM's assessment strategy is informed by educational best practice in veterinary medical education and is developed in consultation with faculty and external assessment

consultant expertise. Module assessment strategies are designed by module coordinators in consultation with the relevant Subject Head(s) with guidance from the Veterinary Education Team in VetEd Hub, led by the Associate Dean for Teaching and Learning. The guidance offered aligns to the new curriculum design and assessment strategy for the programme. The Curriculum Review Committee, Stage Coordinators, and relevant administrators, review the spread, nature, and volume of assessment for students across a given trimester and its alignment with programme goals.

Assessment is underpinned by a programmatic approach ensuring the assessment type is appropriate. Mapping software (Sofia) is used to map the curriculum to intended learning outcomes, domains of competence and accreditation standards.

The SVM continues to develop assessment to ensure that an appropriate blend of methods is implemented: assessing knowledge, skills, and professional attributes to produce a coherent and integrated strategy, assuring progressive development towards Day One entry-level competences. A variety of theoretical knowledge testing formats is used, aligning with Miller's pyramid of clinical competence including Objective Structured Clinical Examination (OSCE) and Direct Observation of Procedural Skills (DOPS). The assessment strategy is summarized in the MVB Assessment Matrix (Annex 8.1).

In final year, there is consistent use of Work Based Assessment forms for end of clinical rotation feedback and evaluation. Students must meet a satisfactory standard in their end of rotation evaluation, which assesses professional attributes. The summary of final year assessment is shown in Annex 8.3.

8.1.2 Comments

It is noted that a suggestion for improvement is proposed on p85 of the SVM Self Evaluation Report: '*Currently, reports from external examiners regarding the assessment process are disseminated to the relevant Head of Subject and Section and discussion predominantly occurs at the level of the Module Coordinator. Given the strategic direction of the new spiral scaffolded curriculum, there will be a need to have a more 'joined up' higher level discussion at the level of the SVM Programme Board and its sub-committee, the Curriculum Review Committee'.* The Visitation Team acknowledges and welcomes the SVM's ongoing endeavors in that direction and given comments from employers at the visit, believes the assessment system is working well.

8.1.3. Suggestions for improvement

None.

8.1.4. Decision of the Visitation Team

The School is compliant with substandard 8.1.

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 Establishment 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

Assessment information is provided to students in a timely way through the published module descriptors and also through specific details provided by the module coordinator on BrightSpace (UCD's virtual learning environment). Guidelines for students who undertake examinations in UCD are available at: https://www.ucd.ie/registry/staff/registryservices/assessment/.

All assessment tasks and grading criteria for each module are published. Requirements to pass are explicit. UCD Assessment has quality assurance processes in place for all assessment types to ensure that assessment items are correctly formatted, testing time is sufficient and exam papers are internally and externally reviewed.

The grading system for assessments is outlined on p83 of SER. Feedback must be provided no later than twenty working days after the deadline for submission of each piece of assessed work. Timelines for posting provisional and final examination results are published online as the Grade Approvals Process Schedule.

Students may appeal the results of the examination process to the Academic Council Committee on Assessment Appeals (ACCAA). Procedures and policy are published online for students: https://www.ucd.ie/secca/assessmentappeals/. The UCD Assessment Appeals Policy outlines circumstances under which students may submit assessment appeals and the procedures that will be followed.

8.2.2. Comments

None.

8.2.3. Suggestions for improvement

None.

8.2.4. Decision of the Visitation Team

The School is compliant with substandard 8.2.

8.3 The Establishment 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

The SVM's student assessment strategy is reviewed at year and programme level by the Curriculum Review Committee (CRC). Review includes analysis of assessment results at examination boards, and student and faculty feedback. UCD Gradebook is complemented by a suite of InfoHub reports to assess and compare all assessment information.

The SVM gathers outcomes data that helps evaluate assessment approaches across the programme to support timely and effective change when required. These data are channelled into the SVM Management Team, the SVM Executive and critically the SVM Programme Board, the CRC and the Stage Curriculum Review Groups (SCRGs).

Processes are in place to ensure the accuracy of procedures. Online examinations (administered through BrightSpace) provide basic psychometric item analysis on MCQ/SBA assessment types. Similar assessment types administered through SpeedWell OMR provide equivalent data.

Module coordinators analyse this data to determine the reliability of their assessments, address any errors and judge the quality of the assessment. External examiners from UK and European Veterinary Schools and external consultants review teaching within modules, assessment approaches and exam performance. As a result, the SVM has modernised assessments and developed the MVB Assessment Matrix to collate information across the curriculum and demonstrate alignment with Miller's pyramid.

The SVM continues to develop a programme of assessment to ensure that there is an appropriate blend of assessment methods to assess the learning outcomes in knowledge, skills, competences, and professional attributes, that form the basis of assessment design and decisions on progression.

8.3.2. Comments

There is good evidence of a strong and dynamic approach by the SVM to the ongoing review and development of its student assessment programme, with several examples of recent outcomes-informed changes. The SVM is commended for this work.

The Visitation Team notes that a new set of programme assessment blueprints were designed in 2019 by the SVM and implemented through curriculum mapping software

(Sofia). These blueprints aim to identify the alignment of assessments to programme learning outcomes, module learning outcomes and accreditation standards. Work is ongoing to finalise assessment blueprints with all module coordinators.

8.3.3. Suggestions for improvement
None.

8.3.4. Decision of the Visitation Team
The School is compliant with substandard 8.3.

8.4 Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study.
The Establishment 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
Assessment tasks and grading criteria are available by module. Student achievement is certified at the level of the programme and at modular level (not at subject level). It is an objective of the curriculum enhancement project to further integrate subjects to better prepare graduates to integrate and apply knowledge to solve problems in the workplace. The University focus on module learning demonstrates the drive towards student-centred learning in the curriculum and the SVM programme is increasingly ensuring that students take an active role in creating the learning process. An example is provided in Professional Growth 3 (includes preparing a mind map, provision of a clear plan, identification of learning objectives, and reasoning behind clinical placement choice). Students identify their learning objectives for each placement and record them online through the UCD Placements system. There is subsequent approval by the module coordinator. Assessment reflects the approach taken by the student to active creation of the learning process.

8.4.2. Comments
None.

8.4.3. Suggestions for improvement
None.

8.4.4. Decision of the Visitation Team
The School is compliant with substandard 8.4.

8.5 Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment 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 quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.

8.5.1. Findings

The SVM continues to review and develop its programme of assessment to ensure that graduates have achieved its programme outcomes and Day One Competences.

The MVB Assessment Matrix (Annex 8.1) demonstrates a range of direct and indirect assessment methods that are used summatively and formatively across the programme. Assessment of developing competence is based on Miller's Pyramid.

Module coordinators provide formative/low stakes summative assessments to students (eg peer assessments, online quizzes, in-class quizzes, mid-trimester MCQs) and peer assessment to increase feedback opportunities, particularly in clinical skills development. This helps students identify gaps in their knowledge and /or skills.

During clinical rotations, faculty evaluates students as they work alongside them in the provision of clinical service. Enhanced uniformity of approach in evaluating the students and providing feedback was adopted across the rotations in 2019. Feedback is given mid-rotation and a remediation plan is put in place when deficiencies in clinical skills, knowledge or professionalism are identified.

Pre final year, assessment is increasingly moving to the Objective Structured Clinical Examination (OSCE) format. In the final clinical year, DOPS (Annex 3.4) is the principal form of assessment of clinical skills and Day One Competences. All students must pass all 18 DOPS in final year.

The logbook information is now contained on the app, MyProgress, which shows what procedures the student has completed. This information is visible to the appropriate staff and can serve as an early warning system if a student's performance is below expectation.

An e-portfolio is used throughout the Professional modules where students complete a range of individual and group activities and tasks, with an associated reflection.

8.5.2. Comments

It is noted that the SVM envisages an increased use of carefully constructed single-best answer MCQs in the years ahead, with a greater reliance on e-technology to facilitate this process. The SVM is engaging with senior management in UCD regarding the acquisition of

appropriate examination software to facilitate the process and deliver appropriate on-line exam proctoring. The Visitation Team is keen to emphasise that adequate oversight of this process would be an essential requirement.

8.5.3. Suggestions for improvement
None.

8.5.4. Decision of the Visitation Team
The School is compliant with substandard 8.5.12.

Standard 9. Academic and support staff

9.1 The Establishment 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 training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching.
Most academic staff (calculated as FTE) involved in 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
The SVM mission as an inclusive community, delivering excellence in education, research and clinical endeavour is reported as part of its strategic plan 2019-2024. As mentioned, Athena SWAN Bronze Award is in place. UCD has recently put in place a new Central Pool Academic Appointments initiative, aligned with university strategy key objectives such as the UCD Ad Astra Fellows Programme and a new Assistant Professor (an early career veterinarian) was recruited in 2020. The SVM advertised internationally, to the level of Full Professor, an externally funded Chair in Veterinary Ethics and Welfare and this position has been filled. There is mention of a new externally funded residency programme in morphological pathology.

UCD provides a comprehensive programme of development opportunities for academic and professional staff. Expertise is brought in to cover niche areas such as pig and poultry medicine and aspects of food safety.

Three mentorship programmes for Faculty, Postgraduate students and Postdoctoral Research Fellows were launched recently. Workshops explain the promotion process. Over 70% of academic staff in the SVM are veterinarians and deliver over 2/3 of the programme's instruction. However, the SVM notes that 'in the context of the One Health-

One Welfare strategy, integration and collaboration of our non-veterinary colleagues in SVM and CHAS is a vital ingredient for the delivery of excellence in teaching and research'.

9.1.2. Comments
None.

9.1.3. Suggestions for improvement
None.

9.1.4. Decision of the Visitation Team
The School is compliant with substandard 9.1.

9.2 The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment'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, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.

9.2.1. Findings
Tables 9.2.1 to 9.2.4 display Academic staff, percentage of veterinarians in academic staff, support staff and research staff from 2017-2019. All figures are consistent over the period, with the exception of Residents (FTE) dropping from 22 to 18, and Researchers dropping from 19.8 to 17.

A three-year induction period is in place for all permanent lecturer/assistant professor appointments. The SVM has a strong commitment to excellent teaching and assessment skills within the staff. Academic staff, residents, interns, and temporary faculty are invited and encouraged to attend Faculty Development activities. Invited experts provide seminars and a School Teaching and Learning Special Interest Group meets monthly to share practice and experience relating to teaching, assessment, and feedback. Staff Development courses are available to administrative personnel supported under the Performance for Growth (P4G) programme.

Feedback from students (See 9.5.1) and the external examiner system is used to ensure the standard of teaching and assessment.

The P4G programme, involving the UCD's InfoHub, Office Manager and the SVM HR partner, provides a review of achievements and challenges of the previous year, goals and

objectives for the coming year are agreed, a personal development plan if required is discussed and agreed and career aspirations are explored and supported if possible. The SVM also provides opportunities for all staff to undertake programmes of development, education and training aligned with their role.

The requirements for faculty tenure include certification from the Dean of SVM of evidence of satisfactory performance in lecturing and teaching and student feedback on teaching quality is gathered using Course Experience and Module Feedback questionnaires.

UCD has a Consultancy and External Work Policy to permit faculty members to engage in external consulting to expand and maintain professional competence. This does not exceed 20% of working time or interfere with the performance of normal academic duties or conflicts of interest.

9.2.2. Comments

None.

9.2.3. Suggestions for improvement

None.

9.2.4. Decision of the Visitation Team

The School is compliant with substandard 9.2.

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 Establishment must clearly define any systems of reward for teaching excellence in operation.

Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. They 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

The SVM speaks of development opportunities such as development in T&L, from standalone modules to Professional Certificate/Diploma. Other development opportunities include courses for new Staff (UCD Orientation programme), leadership and management training, mentoring, coaching, personal effectiveness, academic/research development, financial management and team building. There are opportunities to apply for teaching awards and to publish.

Several female members of faculty have been successful with applications to the Aurora Leadership programme aimed at women up to Associate Professor.

UCD has a research sabbatical leave policy for all permanent members of faculty engaged in teaching.

9.3.2. Comments

Through both the SER and formal discussions with staff, the Visitation team has found there are vibrant and inclusive staff conditions at the SVM with advancement and leadership opportunities. In general, despite career path deficiencies referred to elsewhere (See 9.4.3), the Visitation Team found that SVM staff enjoy, and are passionate about, their work.

9.3.3. Suggestions for improvement

None.

9.3.4. Decision of the Visitation Team

The School is compliant with substandard 9.3.

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

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

Promotion criteria for academic 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

As mentioned earlier, the Performance for Growth (P4G) system is in operation and that includes a review and mentoring as described in 9.3.1.

Figure 9.1 (SER p 95) illustrates the three dimensions that form the basis of UCD Academic Promotion - Research, Scholarship, and Innovation, Teaching and Learning and Leadership and Contribution.

Academic career structure includes the grades of Assistant Professor, Associate Professor, Professor and Full Professor. Additional promotional pathways, through Competitive Retention or Senior Administrative pathways, also exist. The University's Promotion and Tenure policies document is available at http://www.ucd.ie/hr/promotions/.

All applications are judged on an individual basis against the DFF (Development

Framework for Faculty). No internal quota system exists for faculty promotions. Normally a period of continuous employment of three years at UCD is expected prior to applying for promotion. Simultaneous applications for promotion to different levels are not permitted. An applicant's work is evaluated under three dimensions of Table 9.1.

The DFF grades as satisfactory, substantial, outstanding, and exceptional. The DFF takes account of part time staff on fixed term contracts and staff that have taken periods of leave. All candidates are given written feedback with the opportunity for oral feedback to unsuccessful candidates.

9.4.2. Comments

The SVM expressed awareness that financial and capacity limitations mean it is a very busy workforce with potential limitations on scope for promotion. This is to be expected and whilst they are under pressure there is a strong sense of pride, commitment, and collegiality among staff. The Visitation Team is of the view that the form of assessment of teaching, mentoring and development of academic staff is satisfactory and is producing positive results.

9.4.3. Suggestions for improvement

Pro-rata increases in staff is essential to avoid slippage in terms of capacity for the evolving workload and a more dynamic career path is strongly encouraged especially in the area of clinical staff.

9.4.4. Decision of the Visitation Team

The School is compliant with substandard 9.4.

9.5 A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.

9.5.1. Findings

UCD SVM use formal student surveys, focus groups and informal feedback. Structured group feedback allowed students and staff to contribute to feedback with a degree of anonymity. UCD SVM uses an online questionnaire for Course experience and Module feedback. Module feedback is made available to all academics teaching on the module. (See also 9.2)

9.5.2. Comments

The SVM staff offered positive comments to the visitation team regarding the value of feedback by students on staff assessment. The system of assessment of teaching staff looks robust.

9.5.3. Suggestions for improvement

None.

9.5.4. Decision of the Visitation Team

The School is compliant with substandard 9.5.

Standard 10. Research programmes, continuing and postgraduate education

10.1 The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.

10.1.1. Findings

SVM's vision under its 2019-2024 Strategic Plan is to be a flourishing Veterinary School, positively impacting health, animal welfare, and the environment. The SVM is a research-intensive university, with global impact, that has a number of areas of research excellence, including One Health, translational research, veterinary epidemiology, and national disease control (CVERA) and veterinary clinical studies. The research informs teaching and supports the national effort to eradicate disease. Faculty staff sit on many external research panels, advisory and editorial boards.

The UCD One Health research programme comprises scientists, engineers, and both veterinary and medical clinicians, working collaboratively to maximise the health and wellbeing of humans, animals and the environment through academic excellence, education, and outreach.
The School of Medicine has had success in Clinical Research and lessons learned there will be applied in the SVM programmes. There are currently at least 10 research groups with a national or international profile according to the Associate Dean.

10.1.2. Comments

Impactful & Innovative Research is a key strategic goal to which the SVM is clearly committed. The Visitation Team commends the SVM for its research and its collaboration with other schools within the college and encourages further development.

10.1.3. Suggestions for improvement

The Visitation Team supports the proposed development of a strategic research plan which

will be a vehicle for continuous improvement.

10.1.4. Decision of the Visitation Team

The School is compliant with substandard 10.1.

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

10.2.1. Findings

There is an emphasis on research skills and experience at each year of the undergraduate curriculum. Students initially focus on research principles and methods; however, this evolves during the clinical years to the appraisal and integration of research in veterinary medicine.

Throughout the undergraduate curriculum, the SVM places considerable emphasis on evidence-based veterinary medicine, with a focus on the critical review of literature relevant to veterinary medicine to improve clinical practice and decision-making.

Within the recently revised curriculum, the spiral Professionalism Strand includes an evidence-based veterinary medicine theme which will interdigitate with existing modules within each year to enhance the progressive development of research skills.

Research is integrated into teaching (e.g., VET20180: Introduction to One Health-Bridging Human & Veterinary Medical Science) to ensure that the student body is aware of relevant new advances.

Translational research is integrated into the teaching of veterinary medicine to highlight new advances across these various areas (e.g., VET40390 Evaluation of poor performance; VET30160 Introduction to clinical medicine and surgery).

During CEMS, students have the opportunity to participate in research projects for up to 6 weeks.

Student training grants such as the Thomas O'Hanlon award and Student Summer Research Awards (SSRA) also provide opportunities for undergraduate veterinary medicine students to participate in translational research.

Students are encouraged to participate in the UC Davis STAR (Students Training in Advanced Research) programme, an undergraduate research exchange programme which provides opportunities for students to gain insight into a research career. Competitive funding is available from Zoetis and UC Davis.

10.2.2. Comments

There are ample opportunities for student participation in research including through the CEMS and the STAR programme. The Visitation Team observed a project during the SVM tour where a vet student and a medical student were working together on feline lymphoma.

10.2.3. Suggestions for improvement

None.

10.2.4. Decision of the Visitation Team

The School is compliant with substandard 10.2.

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

10.3.1. Findings

Each year, students commence MSc and PhD research degrees with Principal Investigators within the SVM.

The SVM also offers a Doctor of Veterinary Medical Specialisation (DVMS) programme which is conducted in parallel with a variety of residency programmes approved in UCD by the European Board of Veterinary Specialisation.

Within the UCDVH, interns are hired for one year only as staff members, and as such do not undertake formal postgraduate training. Residents undergoing specialist training must be enrolled in a European Board of Veterinary Specialisation residency programme (or equivalent).

Through the UCD CVE Educational Portal and graduate certificate programmes, a range of flexible online distance modules and programmes is available to veterinary practitioners and veterinary nurses.

Graduate certificate programmes are offered to those holding a degree in veterinary medicine, who wish to attain a post-graduate award through online delivery. These programmes range from 12 – 16 months in duration.

The SVM offers an annual one-day conference, and veterinary practitioners and veterinary nurses from across the country are invited to enrol.

10.3.2. Comments

There is clear evidence of continuous increases in participation in post-graduate research programmes. The SVM is an important partner in the postgraduate CPD space. Through the UCD CVE Educational Portal, the SVM offers a range of flexible online, distance and on-campus further education and CPD courses for veterinary practitioners and veterinary nurses, helping veterinary practitioners and veterinary nurses to achieve the CPD required by the Veterinary Council of Ireland.

10.3.3. Suggestions for improvement
None.

10.3.4. Decision of the Visitation Team
The School is compliant with substandard 10.3.

10.4 The Establishment 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 veterinary teaching programmes.

10.4.1. Findings
Research within the SVM is overseen by the Associate Dean for Research Innovation and Impact with support from the Research Committee. The Research Committee members are drawn from each of the school sections, plus a postgrad/postdoc representative, representatives from UCD Research and administrative support. The Research Committee meets regularly, generally monthly.

The role of the Associate Dean is to foster, support, promote, and communicate research (& innovation and impact) within (and as relevant outside) the SVM, to provide leadership and vision, including the development of strategic and implementation plans for research in the SVM and to represent research (& innovation and impact) within the SVM, the College, and the University.

10.4.2. Comments
The implementation of the strategic plan, developed in 2018 by the Research Committee is important. Research conducted by clinicians and early career academics has been identified as an area requiring particular assistance, a decision reinforced following annual quantitative review. The Visitation Team notes the SVM's suggestions for improvement in scientific writing.

10.4.3. Suggestions for improvement
None.

10.4.4. Decision of the Visitation Team

The School is compliant with substandard 10.4.

11. List of Indicators

	Name of the Establishment:	UCD School of Veterinary Medicine, University College Dublin				
	Name & mail of the Head:	Michael Doherty michael.doherty@ucd.ie				
	Date of the form filling:					26-Aug-20
	Raw data from the last 3 full academic years	Year -1	Year -2	Year -3	Mean	
1	n° of FTE academic staff involved in veterinary training	100	99	95.6	98.20	
2	n° of undergraduate students	592	566	563	573.67	
3	n° of FTE veterinarians involved in veterinary training	82	81	77.6	80.20	
4	n° of students graduating annually	114	96	123	111	
5	n° of FTE support staff involved in veterinary training	93.9	94.2	97.8	95.3	
6	n° of hours of practical (non-clinical) training	883	883	883	883	
7	n° of hours of clinical training	992	992	992	992	
8	n° of hours of FSQ & VPH training	200	200	200	200	
9	n° of hours of extra-mural practical training in FSQ & VPH	48	48	48	48	
10	n° of companion animal patients seen intra-murally	7956	7801	7951	7902.66667	
11	n° of ruminant and pig patients seen intra-murally	403	408	420	410.333333	
12	n° of equine patients seen intra-murally	1290	1211	1547	1349.33333	
13	n° of rabbit, rodent, bird and exotic patients seen intra-mura	64	24	24	37.3	
14	n° of companion animal patients seen extra-murally	0	0	0	0.0	
15	n° of individual ruminants and pig patients seen extra-mura	2	1	3	2.0	
16	n° of equine patients seen extra-murally	929	789	959	892.3	
17	n° of visits to ruminant and pig herds	99	83	75	85.7	
18	n° of visits of poultry and farmed rabbit units	0	0	0	0.0	
19	n° of companion animal necropsies	236	241	286	254.3	
20	n° of ruminant and pig necropsies	182	167	114	154.3	
21	n° of equine necropsies	54	45	42	47.0	
22	n° of rabbit, rodent, bird and exotic pet necropsies	159	166	146	157.0	
23	n° of FTE specialised veterinarians involved in veterinary tr	39	37	37	37.7	
24	n° of PhD graduating annually	22	11	7	13.3	

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

Name of the Establishment:	UCD School of Veterinary Medicine, University College Dublin				
Date of the form filling:	26/08/2020				
Calculated Indicators from raw data		Establishmen values	Median values[1]	Minimal values[2]	Balance[3]
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate studer	0.171	0.15	0.13	0.045
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating an	0.723	0.84	0.63	0.093
I3	n° of FTE support staff involved in veterinary training / n° of students graduating an	0.859	0.88	0.54	0.319
I4	n° of hours of practical (non-clinical) training	883.000	953.50	700.59	182.410
I5	n° of hours of clinical training	992.000	941.58	704.80	287.200
I6	n° of hours of FSQ & VPH training	200.000	293.50	191.80	8.200
I7	n° of hours of extra-mural practical training in FSQ & VPH	48.000	75.00	31.80	16.200
I8	n° of companion animal patients seen intra-murally / n° of students graduating annua	71.195	62.31	43.58	27.615
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annual	3.697	2.49	0.89	2.807
I10	n° of equine patients seen intra-murally / n° of students graduating annually	12.156	4.16	1.53	10.626
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating an	0.336	3.11	1.16	-0.824
I12	n° of companion animal patients seen extra-murally / n° of students graduating annu	0.000	5.06	0.43	-0.430
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students gradua	0.018	16.26	8.85	-8.832
I14	n° of equine patients seen extra-murally / n° of students graduating annually	8.039	1.80	0.62	7.419
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	0.772	1.29	0.54	0.232
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.000	0.11	0.04	-0.045
I17	n° of companion animal necropsies / n° of students graduating annually	2.291	2.11	1.40	0.891
I18	n° of ruminant and pig necropsies / n° of students graduating annually	1.390	1.36	0.90	0.490
I19	n° of equine necropsies / n° of students graduating annually	0.423	0.18	0.10	0.323
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annual	1.414	2.65	0.88	0.534
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students gr	0.339	0.27	0.06	0.279
I22*	n° of PhD graduating annually / n° of students graduating annually	0.120	0.15	0.07	0.050
1	Median values defined by data from Establishments with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from Establishments with Accreditation/Approval status in May 2019				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

Foot note: PhDs graduating annually is combined PhDs and DVMS

12. VCI Addendum to EAEVE Standards

12.1 VCI Addendum 1. External Practical Training (EPT)
The school should clearly demonstrate that EPT is an integral part of the education and training of veterinary students. There must be a structured system to enable students to undertake 12 weeks of pre-clinical animal husbandry related EPT in the early years of the programme, and 24 weeks of clinically related EPT in the later years of the programme. There must be a member of the academic, or academically related staff, responsible for the overall supervision of both categories of EPT, including liaison with EPT providers. Students should have access to a suitable database of EPT placements and must be able to seek and obtain advice and guidance on the suitability of EPT placements. There should be a system in place to enable EPT providers to report back to the school on their assessment of the performance of students during EPT.   Students should also record their EPT and there should be a mechanism to enable students to formally report on the quality of the instruction and experience of EPT placements.

12.1.1. Findings

See also 3.6.2/3 of the report

Under the CEMS Support team, the UCD requirements align themselves to those set out by the RCVS. The SVM is part of Veterinary Schools Council and meets regularly with the RCVS.

The Module coordinator is supported by an administrator, educational and developmental technologists, and a lecturer in veterinary education.

Pre-CEMS is 12 weeks: 10 weeks (2 weeks each) consisting of Dairy, Sheep, Equine, Pig, and Companion Animal experience. 1 week of Beef experience, and 1-week of an alternative enterprise.

CEMS is 24 weeks: Minimum 2 weeks of Equine, 4 weeks of Companion Animal, 4 weeks of Farm Animal/Mixed Practice, and 1 week in a meat plant. Students then complete 13 weeks of free choice in any type of practice in a minimum of 2-week blocks, and they may choose to do a research project for a maximum of 6 weeks.

A document on pre-CEMS is circulated to all students in year 1. The preparation process of student induction for CEMS takes place in Year 3 and a Support resources/Student handbook is provided. There is a Year 3 clinical skills and professional growth module to complete before CEMS. Initial individual CEMS is planned in Professional Growth 3.

The student will complete a CEMS 'Driving Licence' to optimize learning and hopefully avoid potential problems. Students are assigned a supervisor for pre-CEMS who must pre-approve all placements through a UCD online Placement System.

The SVM is developing a database of practices willing to have students for EMS, the database is maintained on Brightspace. A placement webinar is provided free to EMS providers which

counts as CVE. Students will make their own arrangements with farms/establishments that they wish to attend. They are encouraged to develop a 'base practice' to develop an ongoing relationship and build up mutual trust and opportunities to be more involved clinically. The EMS experience is mainly on the island of Ireland (75.9% for MVB and 41% for Graduate Entry) but placements take place across the world. The EMS Supervisor will offer guidance if any student struggles to make their own EMS arrangements.

Students identify and record, online their learning objectives for each placement. Students use a feedback form and discuss feedback verbally with the module coordinator. The SVM EMS website enables students to provide feedback confidentially in addition to the form available in My Progress which has a flexible design to capture placements and a range of evidence through the app on a mobile phone or desktop. Student progress is tracked with placement completion and is audited regularly by the SVM.

Successful completion of EMS requires the submission of all feedback forms and overall compliance with clinical EMS regulations.

CEMS review and development get feedback from students annually. In September 2021, a new EMS tutorship scheme was introduced where a tutor meets with the student twice yearly. Students value EMS for its opportunities, the chance to complete professional skills and the benefits of seeing the realities of practice.

Placement providers can provide feedback through the EMS webpage (https://www.ucd.ie/vetmed/study/clinicalextramuralstudies/). Students will see feedback from EMS providers but cannot edit the feedback. There is an option for a practice to provide additional confidential feedback, if required, directly to UCD.

A recent review of employers reveals overall employer satisfaction with UCD students.

The Irish Health and Safety at Work Act 2005 is pertinent. Students are defined as employees. Students arrange their own Health travel insurance and must discuss the Health and Safety policy of the practice with the practice on arrival. Approved placements carry UCD insurance, public liability, and professional indemnity insurance. There is also AVMA professional liability insurance available, and from this year the University now underwrites any potential personal claim for up to 100,000 Euros.

12.1.2. Comments

A thorough, dynamic, and progressive system is in place to support and track EMS opportunities. However, there are issues that need to be addressed. See section 3.6.2 of this report.

12.1.3. Suggestions for improvement

See section 3.6.3 of this report.

12.1.4. Decision of the Visitation Team

The School is compliant with substandard (VCI addendum) 12.1.

12.2 VCI Addendum 2. Facilities, Equipment, and Clinical Resources

In relation to clinical education, the Council expects that both normal and diseased animals of various agricultural, domestic, and exotic species are available for instructional purposes, either as clinical patients or provided by the school. To ensure sufficient educational experience in a clinical context, it is essential that a diverse and sufficient number of surgical and medical patients are available during on-campus clinical activities. Experience can also include exposure to clinical education at off-campus sites, provided the college reviews these clinical experiences and educational outcomes. The teaching hospital(s) must provide nursing care, instruction in nursing procedures, and foster a knowledge of the veterinary nurse role in practice. Council expects that students are active participants in the workup of the patients, including physical diagnosis and diagnostic problem-oriented decision making. Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the college. In addition, tutoring in relation to the requirements of GDPR is essential.

12.2.1. Findings

The SVM is a very impressive establishment with excellent facilities and clinical resources available, both on and off site, to deliver its programme of veterinary education in the Irish context. Students are very actively involved in the clinical management of cases and are encouraged to follow their cases through to discharge. Medical record keeping is very adequate but is being upgraded and awareness of GDPR is high. The UCDVH provides nursing care and teaching and fosters the role of the veterinary nurse by offering excellent training and having veterinary and veterinary nurse students working together in clinical settings.

12.2.2. Comments

The SVM is commended for its standard of facilities and its fostering of the veterinary nurse role in practice.

12.2.3. Suggestions for improvement

None.

12.2.4. Decision of the Visitation Team

The School is compliant with substandard (VCI addendum) 12.2.

12.3 VCI Addendum 3. Supports for Resilience, Mental Health, and Wellbeing

The school must clearly demonstrate that students are afforded appropriate training and support in the realm of professional resilience, mental health, and wellbeing as part of their education and training to becoming qualified veterinary practitioners. Training relating to resilience, mental health, and wellbeing should be treated with openness and proactivity. Support systems for students and staff must be available as appropriate and where required. There should be appropriate systems in place throughout the duration of the programme to manage career expectations and generate an awareness of the general mental health and wellbeing challenges faced by the profession on a whole. Graduates must be prepared in order to enter the profession with a sense of knowledge about the challenges they and their peers may encounter, and a knowledge about the assistance resources that are available.

12.3.1. Findings

The SVM has substantially introduced a new *Professional Growth* curriculum (now in its second year) - with planned full introduction by end 2023 – which incorporates *Personal Development* as one of its six sub-themes.

The concept of professionalism is introduced in Year 1. It is progressed in Third Year with lectures, open discussions, and the maintenance of a reflective portfolio by each student. Fourth Year includes lectures and workshops, with resilience training a core part of the professional growth module. Mental health and wellbeing topics are covered, along with aspects including the need for goals, causes of stress, managing relationships in relation to both student and professional/working life, reflective listening, and assertive communication.

Training is treated openly and proactively. Wellbeing, mental health, and resilience are openly discussed. There is input, with lectures in third year, from the SVM's dedicated student advisor. Workshops in Year 4 incorporate active and open engagement for students. Workplace stress and the challenges vets face within the profession are addressed. Training includes input from practicing vets and veterinary nurses who have trained in counselling. Students learn about different tools they can use in times of stress, including workbooks and apps designed specifically for the veterinary profession.

An extensive array of supports is available to students, both from within the SVM and from wider UCD services. The SVM's dedicated Student Advisor, who works closely with the Dean and the School Programme Board, offers time and space to students to explore issues of concern to them and provides assistance in finding pathways to deal with personal, social and emotional issues. A proactive peer mentor programme also operates. In Fourth Year, students are made aware of veterinary support networks in Ireland (and internationally).

The SVM runs an Alumni Mentoring Programme for new graduates, designed to support them in their first, challenging year post-graduation. The SVM also organises a 'Starting Out in Practice' day about 15 months post-qualification.

Support systems are available as appropriate for staff from among wider UCD services. These include the UCD Wellbeing Hub, Mental Health First Aid Peer Support Group and EDI (Equality, Diversity, and Inclusion) supports.

12.3.2. Comments

The extent and quality of support afforded by the SVM merits very particular commendation. A wide array of support mechanisms exists, with the dedicated Student Advisor playing a key role. In the course of the Visitation Team discussion session with students, there was hugely positive and repeated emphasis placed by students on the readily available supports afforded to students and to those newly qualified by dedicated SVM staff.

In addition, notable extra supports were put in place in the early stages of the COVID-19 pandemic. The SVM's senior management team used Zoom and WhatsApp to coordinate and give clear communication to staff and students. The senior veterinary student representative from VetSoc was invited to join ZOOM meetings of the SMT; this facilitated the relaying of student-friendly, accessible messaging from the VetSoc rep to students. The Student Advisor provided pastoral support and, with the SVM's Communication Manager, initiated a special student newsletter with a focus on mental wellbeing. Throughout, it is again clear that members of staff contributed significantly to supporting students.

The introduction of the remaining Professional Growth Modules (in second and final year) is in train and is expected to be completed in 2023. The final year component, which will have a strong focus on preparing to enter the workplace, should be of very significant support to the new graduate.

12.3.3. Suggestions for improvement

None.

12.3.4. Decision of the Visitation Team

The School is compliant with substandard (VCI addendum) 12.3.

12.4 VCI Addendum 4. Business Management Studies

The school must provide business management studies early-on and throughout the programme in order to provide graduates with the foundations of knowledge required to lead a successful and sustainable career within the profession, be it as a business owner, an employee, self-employed or otherwise.

Training should cover factors such as business sustainability, income expectations, indemnity insurance, tax management, strategy management, staff management, and any other topics deemed to be relevant to fostering a knowledge of veterinary business and management.

12.4.1. Findings

The new vertical Professional Growth Curriculum which spans years one to five of the programme has six sub-themes one of which is Business & Law (See 3.1.6.1). In first year, students are introduced to the standard business cycle adapted for veterinary business. They learn about the planning required to set up and run a business, insurance matters, and the monitoring and reviewing of actual performance that is required to update the business plan. In Stage 3 they are introduced to approaches to generating estimates, billing for services, and working within a budget. Personal financial planning and debt management is addressed in Stage 4. Clinical rotations, including ambulatory services, allow students to consider the financial aspect of providing veterinary services in a variety of species across a spectrum of contexts from rescue to referral. Students are encouraged to set learning outcomes on EMS which relate to understanding the financial context of veterinary practice.

There are several opportunities for the student to experience real life scenarios in relation to the economics of animal treatment i.e., EMS, equine ambulatory service, equine rescue cases, UCDVH quotations etc.

12.4.2. Comments

None.

12.4.3. Suggestions for improvement

None.

12.4.4. Decision of the Visitation Team

The School is compliant with substandard (VCI addendum) 12.4.

12.5 VCI Addendum 5. Communication and Professionalism

The Veterinary Council considers that strong communication skills and professionalism underpin every aspect of best veterinary practice and knows that undesirable outcomes combined with poor communication skills can lead to complaints. The school is expected to demonstrate its provision of training to promote good professional conduct and strong communication skills in order to mitigate the occurrence of complaints and communication break-down in practice. Training should cover factors such as listening skills, showing empathy and concern, giving instructions, setting expectations, answering questions, training support staff, written communication, professional behaviour and demeanor, and any other areas deemed to be relevant to fostering strong communication skills and professionalism.

12.5.1. Findings

The SVM substantially promotes good professional conduct and strong communication skills by means of its longitudinal professionalism curriculum. It aims to prepare students

for ever-changing societal expectations and has been informed by outcomes assessment data from recent graduates and employers. Currently there are professional modules in place in Years 1, 3 and 4, with full implementation incorporating Years 2 and 5 planned to be in place by 2023.

In Year 1, the concept of professionalism is introduced, and the attributes expected of new graduates are outlined. Topics include exploring personal values, team working, leadership styles, responsible use of social media, understanding regulatory frameworks and professional standards, fitness to practice, wellness, business, and professional identity development. Professional modules in Years 3 and 4 builds upon students' understanding of the professional attributes required to contribute as an effective member of the veterinary profession. CEMS, which commence in Year 3, allow students further opportunities to develop insight into professional aspects of practice.

Communication skills are introduced in lecture format in Year 1. Facilitated training takes place in Years 3 and 4 with role-play/simulated client interactions, active student engagement and feedback. Basic communication skills, including body language and listening skills, are taught in Year 3 as students work with clinical cases. The Calgary-Cambridge consultation model is practiced in Year 4, with more clinically complex and difficult conversation scenarios. Inter-professional and written communication is also covered.

Clinical rotations and varying client interaction in Year 5 offer students repeated opportunities to build on their communication skills training. Students are assessed on communication skills in this setting by means of a communication skills DOPS assessment.

12.5.2. Comments

Substantial and commendable emphasis on professionalism and strong communication skills has been introduced into the MVB curriculum. The introduction of the remaining Professional Growth Modules (in second year and final year), with a Professionalism Week in final year to focus on transitioning to the workplace as a new graduate, will further strengthen the curriculum focus on these crucially important skill sets.
In discussions with employers of graduates, it was noted that they commented on how good SVM graduates were at presenting themselves and communicating with colleagues and clients and how well prepared they were for entry to the profession.

12.5.3. Suggestions for improvement

None.

12.5.4. Decision of the Visitation Team

The School is compliant with substandard (VCI addendum) 12.5.

12.6 VCI Addendum 6. Veterinary Public Health
In view of the importance of this subject to Ireland as a food producing nation the Council will take a particular interest in ensuring that graduates from the veterinary school have the breadth and depth of knowledge required on graduation.

12.6.1. Findings
Principles of One Health are introduced, and an elective module entitled "One Health-Bridging Human & Veterinary Medical Sciences" is available as an elective in year 2.

Many MVB students participate in UCD's One Health Society events (https://societies.ucd.ie/onehealth/). This is an interdisciplinary institutional initiative engaging the university community across many disciplines including veterinary medicine, medicine, nursing, agricultural and environmental science.

Infectious (and zoonotic) diseases of domestic and global significance are addressed in years 3 and 4 (5yr) in the first trimester and consideration of disease in both contexts continues in the later systems modules. Instruction on zoonoses, food safety and environmental health occurs in the two core Veterinary Public Health (VPH) modules delivered in Year 4. These modules teach students about the main zoonotic and foodborne hazards (biological and chemical), their importance in animal and human populations and the principal transmission/exposure routes.

Tuition demonstrates the inter-relationship of animals and the environment in the context of dissemination and spread of zoonotic pathogens among animal populations and to humans in Ireland, the European Union, and worldwide.

The 'One Health' concept is reinforced throughout both VPH modules to illustrate to students the challenges and risk mitigation options associated with the various public health hazards originating in animal populations. The roles of the veterinarian in public health protection, zoonoses control and food safety are demonstrated in the context of clinical practice and food-chain risk management at local, national, and international levels.

The principles of human foodborne outbreak investigations are introduced using epidemiological investigative techniques and case studies.

12.6.2. Comments
The One Health Message is posted throughout the SVM. It is clear that it is embedded into the entire curriculum.

12.6.3. Suggestions for improvement
The opportunity for interdisciplinary training could be pursued by the SVM and CHAS. Joint lectures, if and when feasible, for all undergraduate CHAS students, in areas such as AMR

would help to further embed the already established One Health culture.

12.6.4. Decision of the Visitation Team

The School is compliant with substandard (VCI addendum) 12.6.

13. ESEVT & VCI Rubrics

Standard 1: Objectives, Organisation and QA Policy	C	PC	NC
1.1 The Establishment must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, 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 Establishment must develop and follow its mission statement which must embrace all the ESEVT Substandards.	✔		
1.2 The Establishment must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process of the Establishment must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Substandards.	✔		
1.3 The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.	✔		
1.4 The Establishment 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 quality assurance, within their Establishment. To achieve this, the Establishment must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the Establishment'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.	✔		
1.5 The Establishment must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.	✔		
1.6 The Establishment 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 Establishment 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. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.	✔		
1.7 The Establishment 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.	✔		
Standard 2: Finances			
2.1 Finances must be demonstrably adequate to sustain the requirements for the Establishment 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).	✔		
2.2 Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.	✔		

The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Substandards.			
2.3 Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	✔		
Standard 3: Curriculum			
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 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), Food Safety and Quality, and Professional Knowledge. **3.1.1. General findings**	✔		
3.1.2. Basic sciences	✔		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)	✔		
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	✔		
3.1.5. Food Safety and Quality	✔		
3.1.6. Professional Knowledge	✔		
3.2 Each study programme provided by the Establishment 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 Establishment must provide proof of a QA system that promotes and monitors the presence of an academic 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 Establishment must also describe how it encourages and prepares students for self-learning and lifelong learning.**	✔		
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.**	✔		

3.4 The Establishment 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 and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. 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.**	✔		
3.5 External Practical Training (EPT) is compulsory training activities organised outside the Establishment, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH). Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.	✔		
3.6 The EPT providers must have an agreement with the Establishment and the student (in order to state 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 Establishment on the EPT programme. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	✔		
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 Establishment and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The Establishment must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.	✔		
Standard 4: Facilities and equipment			
4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary Establishment 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 with reduced mobility, and EU animal welfare and care standards.	✔		
4.2 Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be 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 academic and support staff.	✔		
4.3 The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the Establishment 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 and bio-containment** • **be designed to enhance learning.**	✔		
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 Establishment must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Substandards, e.g. research-based and evidence-based clinical training supervised by academic 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 Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.			
4.5 The Establishment must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.	✔		
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 animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.	✔		
4.7 The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	✔		
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 to prevent the spread of infectious agents.	✔		
4.9 Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The Establishment must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The Establishment must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.	✔		
Standard 5: Animal resources and teaching material of animal origin			
5.1 The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) 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.	✔		
5.2 In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the Establishment.	✔		
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.	✔		
5.4 Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.	✔		
Standard 6: Learning resources			
6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. 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.	✔		

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 an IT expert, an e-learning platform, and all 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 Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment through a hosted secured connection, e.g. Virtual Private Network (VPN).	✔		
6.3 The Establishment must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). 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.	✔		
Standard 7: Student admission, progression and welfare			
7.1 The Establishment 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 Establishment must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students. Formal cooperations with other Establishments must also be clearly advertised.	✔		
7.2 The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	✔		
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 Establishment 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 Establishment. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	✔		
7.4 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.	✔		
7.5 The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The Establishment 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 Establishment 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.	✔		
7.6 Mechanisms for the exclusion of students from the programme for any reason must be explicit. The Establishment's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	✔		
7.7 Provisions must be made by the Establishment 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 of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	✔		
7.8 Mechanisms must be in place by which students can convey their needs and wants to the Establishment. The Establishment must provide students with a mechanism, anonymously if they wish, to offer suggestions,			

comments and complaints regarding compliance of the Establishment with national and international legislation and the ESEVT Substandards.	✔		
Standard 8: Student assessment			
8.1 The Establishment must ensure that there is a clearly identified structure within the Establishment 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.	✔		
8.2 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 Establishment 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.	✔		
8.3 The Establishment 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.	✔		
8.4 Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study. The Establishment 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.	✔		
8.5 Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment 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 quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	✔		
Standard 9: Academic and support staff			
9.1 The Establishment 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 training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most academic staff (calculated as FTE) involved in 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.	✔		
9.2 The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission. A procedure must be in place to assess if they 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, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.	✔		
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 Establishment must clearly define systems of reward for teaching excellence in operation. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff must have a balanced workload of teaching, research and	✔		

	C	PC	NC
service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.			
9.4 The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures. **Staff must have the opportunity to contribute to the Establishment's direction and decision-making processes.** **Promotion criteria for academic 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.**	✔		
9.5 A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.	✔		
Standard 10: Research programmes, continuing and postgraduate education			
10.1 The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	✔		
10.2 All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.	✔		
10.3 The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.	✔		
10.4 The Establishment 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 veterinary teaching programmes.	✔		
Standard 12: VCI Addenda			
VCI 12.1 External Practical Training (EPT)	✔		
VCI 12.2 Facilities, Equipment, and Clinical Resources	✔		
VCI 12.3 Supports for Resilience, Mental Health, and Wellbeing	✔		
VCI 12.4 Business Management Studies	✔		
VCI 12.5 Communication and Professionalism	✔		
VCI 12.6 Veterinary Public Health	✔		

C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)

Executive Summary

The School of Veterinary Medicine (SVM) at University College Dublin (UCD) was established in 1946 and was initially located in Ballsbridge, Dublin until 2002 when it relocated to UCD's Belfield campus.

In conjunction with the European Association of Establishments for Veterinary Education (EAEVE), the Veterinary Council of Ireland (VCI) previously carried out an evaluation of the SVM in 2010 which resulted in full accreditation. This enabled the SVM to both remain on the EAEVE approved list and to be re-approved by the VCI to provide veterinary medicine education in the Republic of Ireland. Consequently, the SVM veterinary graduates are entitled to registration with the VCI.

The SVM also retains full accreditation status with the American Veterinary Medicine Association (AVMA), and more recently with the Royal College of Veterinary Surgeons (RCVS). The SVM's EAEVE re-evaluation is due to take place in the second half of 2021.

This, the latest evaluation, took place from June 21st to June 23rd 2021 having been delayed due to the Covid-19 pandemic. On behalf of the Veterinary Council of Ireland, the Visitation Team would like to thank the Dean, all of the academic, administrative and support staff for their welcome and their hard work in preparation for the visit particularly in the circumstances of the pandemic. The Team appreciates the huge adjustments that were necessary in 2020 and 2021 to allow the education programme to be completed and great credit is due to all involved. We would also like to thank the staff who helped to present the School in very good condition and the students and others who made time to discuss the issues relating to the SVM at the various meetings. The visitation was extremely well organised, and the co-ordinators did a very impressive job in adapting the full visitation schedule to a remote format within the Covid-19 public health restrictions, providing all of the requested information and ensuring the meetings ran efficiently. The Team, apart from one member, did manage to visit the SVM and Lyons Estate in compliance with the Covid-19 restrictions and we got a good appreciation of the physical infrastructure and how the School layout works. This was very helpful.

The SER was provided on time and written in agreement with the VCI SOP 2021.

Replies to the pre-Visitation questions from the Visitation Team were supplied before the start of the Visitation without hesitation and all of the very few inaccuracies identified in the SER were corrected satisfactorily during the Visitation.

If there were comments to be made in an effort to be helpful, it might be worth mentioning that the SER, though very comprehensive, was intense and difficult to follow in places. While the difficulty in compiling a readable report from various sources is understood, it would have benefitted from clearer alignment to the VCI/ESEVT Standards. It may also be considered by the appropriate body that the Standards be reviewed so as to produce a more

coherent and focussed wording and layout so as to reduce crossover and repetition and better facilitate clear responses.

Regarding the meetings, the Visitation Team felt that some would have benefitted from being longer in duration and having a 15-minute interval between them for Team discussion. Although on the whole the virtual meetings worked very well, it goes without saying that the pandemic made the visitation more difficult for all concerned and gave less opportunity to discuss issues in depth.

There have been considerable changes since the last review as outlined in the introduction. The Visitation Team was impressed by the ethos of the SVM - well articulated in the Strategic Plan, and at the visitation by the Dean and other members of the academic and administrative staff. We were also impressed by all of the staff we met; they were highly motivated and committed to producing resilient veterinary practitioners to the highest standard and the students and graduates were very positive about their experiences of the SVM and its supportive family atmosphere. Employers were very complementary of the graduates.

The Visitation Team feels the School is well run, has a high standard of teaching and research, has excellent facilities and produces graduates of high quality that meet all Day One Competences required by the Veterinary Council.

To enable continued oversight of the programme by the Veterinary Council of Ireland and continuing accreditation of approved programmes of veterinary medicine in the State, the SVM is asked to furnish an annual report to the Council, detailing any changes, developments, or improvements to the programme in the preceding year.

The Visitation Team, in an effort to assist, has provided some commendations in addition to some suggestions for improvement as follows:

Commendations:

- The Visitation Team commends UCD and CHAS for their strong support of the SVM, and their recognition of its particular significance in the context of agriculture in the State.
- The School is commended for its Strategic Plan and its emphasis on a One Health, One Welfare ethos and its programme vision.
- The Dean and his management team are commended for their leadership resulting in high standards of teaching, clinical work, research, and the very positive SVM culture demonstrated by the collegiality, enthusiasm and commitment of staff and students.
- The School is commended for its innovative and progressive curriculum, and its alignment with the Day One competences. It places great emphasis on practical

application, student involvement and good client and team communication. The professional modules and those concerned with mental health are relatively recent additions and are an asset to all graduates and ultimately the profession as a whole.

- The Visitation Team commends the SVM for its approach to teaching and learning and the responsiveness of academic staff to student feedback. It is clear that learning is student-centred, and students are actively involved with the clients and in the clinical workup of patients in a problem-oriented approach to diagnostics and treatments

- The SVM is commended for the emphasis on professionalism and strong communication skills in the curriculum, ensuring students meet the VCI Day One Competency to be "fully conversant with, and follow, the Veterinary Council of Ireland Code of Professional Conduct."

- The SVM is commended for fostering and promoting the role of the veterinary nurse in veterinary practice.

- The SVM is commended for the standard of its facilities generally and for the developing Clinical Skills Centre, which is impressive, popular with students and a valuable addition to the facilities.

- The SVM's student welfare resources are exceptional. The extent and quality of support afforded by the SVM merits very particular commendation. A wide array of support mechanisms exists, with the dedicated Student Advisor playing a key role. Overall feedback from students, residents, and post qualification graduates spoke of a very supportive and approachable SVM team.

- The Visitation Team is of the opinion that SVM as a body is self-aware and very proactive in identifying areas for improvement and continued development. There is good evidence of a strong and dynamic approach by the SVM to the ongoing review and development of its curriculum and student assessment programme. The SVM is commended for this work.

- The SVM is commended for fostering collegial interaction between the national working profession and the academic staff, particularly the clinicians. The associated benefits of these close working relationships for undergraduates and graduates are clear and very positive.

- The SVM is commended for its strong collaborative relationship with the School of Agriculture and Food Science in Lyons Farm and for the plans for the creation of a sustainable 'UCD Herd Health Hub' on UCD Lyons Farm in association with the School of Agriculture and Food Sciences (SAFS).

- SVM and DAFM are commended on their cooperation to provide a one-week EPT placement in an approved abattoir under the supervision of a DAFM Official Veterinarian (OV).

- The Visitation Team commends the proposal to add two practitioners to the Admissions Committee. This is a welcome addition and will help inform the selection

of students to reflect the requirements of the profession currently and in the medium term.

- Impactful & Innovative Research is a key strategic goal to which the SVM is clearly committed. The Visitation Team commends the SVM for its research and its collaboration with other schools within the college and encourages further development.

Suggestions for improvement:

- The Visitation Team suggests more direct student involvement in the drafting of the next Strategic Plan.
- The Visitation Team is conscious the SVM management is aware of the need to have an improved career path for clinical staff and, cognisant of UCD's role in staff policy, encourages the SVM to promote this issue vigorously and effectively for reasons of staff morale, recruitment and retention and in the public interest. Continued strategic investment in facilities, staff, and clinical teaching is crucial.
- The SVM has acknowledged it needs more tutorial, office and laboratory space and more academic and support staff to accommodate the increasing workload. The Visitation Team agrees these shortages are real and must be addressed.
- The Visitation Team agrees that more room is required in the VTH, beyond the planned immediate extension, to accommodate the demand of more clinical work, increasing numbers of students and the increasing number of staff required to deliver the services. The Visitation Team believes that funding is required urgently to address these issues so that teaching can continue to remain at the highest standard. Pro-rata increases in staff are essential to avoid slippage in terms of capacity for the evolving workload.
- The SVM is very aware of some weaknesses in EPT as identified in its SWOT analysis and is actively working to improve the system. The Visitation Team encourages SVM to continue to improve EPT in the interest of new graduates, animal welfare and the public. A more proactive contact and communication approach by both the SVM and the profession could result in improved collaboration on the provision of EPT to develop a more structured approach and better, more consistent outcomes for all parties.
- Further interaction with veterinary practitioners in their specific areas of work to facilitate further educational opportunities is strongly supported e.g., food animal rotations timed to allow EPT to coincide with the seasonal nature of clinical practice. Communications with practising professionals to facilitate more farm animal surgical interventions is encouraged so that better opportunities are made available for students to train in routine obstetrical interventions in farm animals including caesarean sections.
- The Visitation Team encourages exposure to emerging practice opportunities in less common species such as fish.
- The Visitation Team believes that increasingly, blended learning will be a feature of

veterinary education and suggests that SVM seeks the funds that will be required to develop and deliver the best available student learning experience.

- In relation to maintenance of facilities as required in Standard 4.3, the Visitation Team recommends that the milking parlour and surrounds at Lyons Farm be maintained to the highest possible standard in the interest of hygienic milk production and the reputation of the facility as a teaching and research centre. The addition of more boot and hand washing facilities especially between buildings and at the entrance to the canteen facilities at Lyons Farm is encouraged in the interest of continued biosecurity, health, and safety. Disinfection footbaths were plentiful but not always associated with a boot and a hand washing facility.

- The Visitation Team recommends that the student canteen environment at Lyons Farm be improved to match the facilities throughout the rest of the SVM.

- The Visitation Team welcomes the diversity of the veterinary student population in the school and in UCD with its positive contribution to the student experience and school life but recommends that the SVM closely monitors the impact a significant financial dependence on non-EU students may have, from a strategic and risk perspective, on its sustainability and international standing.

Glossary

ADTL   Associate Dean for Teaching and Learning
AVMA   American Veterinary Medical Association
BCG   Bacillus Calmette–Guérin
BPEH   Belfield Pet Emergency Hospital
bTB   Bovine Tuberculosis
BVD   Bovine Viral Diarrhoea
CAO   Central Admissions Office
CEMS   Clinical Extra-Mural Studies
CHAS   UCD College of Health and Agricultural Sciences
COE   Council of Education
CRC   Curriculum Review Committee
CSC   Clinical Skills Centre
CVERA   UCD Centre for Veterinary Epidemiology and Risk Analysis
CT   Computerised tomography
DAFM   Department of Agriculture, Food and the Marine
DFF   Development Framework for Faculty
DI   Diagnostic Imaging
DOPS   Directly Observation of Clinical Skills
DSPCA   Dublin Society for the Prevention of Cruelty to Animals
DVMS   Doctor of Veterinary Medical Specialisation
EAB   External Advisory Board
EAEVE   European Association of Establishments for Veterinary Education
EBVS   European Board of Veterinary Specialisation
ECG   Electrocardiograph
EDI   Equality Diversity and Inclusion
EFS   Equine Field Service
EMS   Extramural studies
ESEVT   European System of Evaluation of Veterinary Training
FACS   Farm Animal Clinical Studies
FTE   Full-Time Equivalent
GAMSAT Graduate Australian Medical Schools Admission Test
GE   Graduate Entry
GPA   Grade Point Average
HEA   Higher Education Authority
HOS   Head of School
HR   Human relations
ICSI   Intra-cytoplasmic sperm injection
ICU   Intensive care unit

LAS   Large Animal Surgery
LIMS   Laboratory Information Management System
MCQ   Multiple Choice Question
MDR   Multiple drug resistant
MRI   Magnetic Resonance Imaging
MVB   Bachelor of Veterinary Medicine (the undergraduate programme)
OSCE   Observed Clinical Structured Exams
OV   Official Veterinarian
P4G   Performance for Growth
PC   Personal computer
Pre-CEMS Pre-Clinical Extra Mural Studies
PM   Postmortem
PO   Programme Outcome
PPE   Personal Protection EquipmentSER
QA   Quality Assurance
QQI   Quality and Qualifications Ireland
RCVS   Royal College of Veterinary Scientists
SALI   Senior Academic Leadership Initiative
SAM   Small Animal Medicine
SAS   Small Animal Surgery
SBA   Single best answer
SC   Service Chief
SCRG   Stage Curriculum Review Group
SFI   Science Foundation Ireland
SISWEB   Student Information System
SMT   Senior Management Team
SSRA   Summer Student Research Awards
SVM   School of Veterinary Medicine (the SVM)
T&L Teaching and learning
UCD   University College Dublin
UC Davis University of California Davis
UCDVH   UCD Veterinary Hospital
UMT   University Management Team
VCI   Veterinary Council of Ireland
Vet-ASAT Vet Athena SWAN Action Team
VetSoc   The UCD veterinary society for students
VI   Veterinary Inspector
VLE   Virtual learning environment
VPH   Veterinary Public Health

Standardised terminology:

Accreditation: status of an Establishment that is considered by VCI as compliant with the VCI Standards normally for a 5-year period starting at the date of the last (full) Visitation.

School: the official and legal unit that organise the veterinary degree, a university, faculty, establishment, department, institute.

Ambulatory clinic: clinical training done extramurally and fully supervised by academic trained teachers.

School's Dean: the person who officially chairs the above-described Establishment, i.e., Rector, Dean, Director, Head of Department, President, Principal.

External Practical Training: clinical and practical training done extramurally and fully supervised by non-academic staff (e.g., registered veterinary practitioners).

Major Deficiency: a deficiency that significantly affects the quality of education and the Establishment's compliance with the VCI Standards.

Minor Deficiency: a deficiency that does not significantly affect the quality of education or the Establishment's compliance with the VCI Standards.

Visitation: a full visitation organised on-site in agreement with the VCI SOP in order to evaluate if the veterinary programme provided by the visited school is compliant with all VCI Standards; any chronological reference to 'the Visitation' means the first day of the full visitation to the School.

Visitation Report: a document prepared by the Visitation Team, corrected for factual errors, and finally issued by the VCI; it contains, for each VCI Standard, findings, comments, suggestions and identified deficiencies.

Decision of the Council

The Veterinary Council of Ireland concluded that no deficiencies were identified.

The School of Veterinary Medicine at University College Dublin is therefore classified by the Veterinary Council of Ireland as holding the following status:

FULL VCI ACCREDICATION