

The University of Edinburgh

Internal Periodic Review

The Royal (Dick) School of Veterinary Studies

Postgraduate Taught provision

19 and 20 May 2022

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## Executive summary

This report comprises the outcomes from the internal review of postgraduate taught provision in the Royal (Dick) School of Veterinary Studies.

The review team found that the School has effective management of the quality of the student learning experience, academic standards, and enhancement and good practice.

The report provides commendations on the School's provision, recommendations for enhancement that the School will be asked to report progress on to the Senate Quality Assurance Committee and suggestions on how to support developments.

### Key Commendations

The review team commended the School for developing a long-term strategy to effective online flexible learning, its well managed flexible portfolio approach, staff commitment across the School to student experience and thoughtful programme design which recognises the needs of the largely professional student cohort. The review team also commended the School on its taught masters route which it identified as an example of good practice. Further commendations are included in the report.

### Key recommendations

The top three recommendations identified by the review team for the School to prioritise were:

- **Support for dissertation students:** reflect on flexibility of topics that can be supported, consider ways for supervisors to share different supervisory practice and for students to share their experiences, for example progress in their own work.
- **Discussion board staff-student interactions:** consider sharing practice and clarifying intended use.
- **Personal Tutor system:** consider workload and effectiveness and monitor implementation of new system.

## Commendations, recommendations and suggestions

### Commendations

Key strengths and areas of positive practice for sharing more widely across the institution.

No	Commendation	Section in report
1	The review team <b>commends</b> the School on developing a long-term strategy for online flexible education. The review team was impressed by the clearly invested staff and their efforts in making this strategy work. School strategy is clearly aligned with the University's Strategy 2030 focus of expanding postgraduate and digital education.	1
2	The courses offered are well organised and managed and the review team <b>commends</b> the School in managing an important number of courses in a stable way while retaining student satisfaction.	1
3	The review team <b>commends</b> staff commitment to student experience across academic, professional services and Digital Education Unit and colleagues are dealing well with increasing student numbers. Academic, professional and digital education groups appear very well integrated which has led to a very inclusive, collaborative culture and a high quality output.	1
4	The review team <b>commends</b> the School's programme teams on the thoughtful programme design, recognising that online learning and teaching is different and involving the Digital Education Unit from the outset.	2.1
5	The review team <b>commends</b> the flexibility of the portfolio approach to programmes. The programme teams have a strong understanding of their student cohort and the needs of professional and clinician students.	2.1
6	The review team <b>commends</b> the School on its taught masters route as an example of good practice.	2.1
7	The review team <b>commends</b> the School on creating the StatsGuru role which provides students with additional expert support for data and experiment design.	2.3
8	The review team <b>commends</b> the development of the Postgraduate Taught Personal Tutor handbook and encourages the School to publish and share this useful resource.	2.3
9	The review team <b>commends</b> the School on having several clear routes for dialogue between students and Programme Teams, for example through Student Staff Liaison Committees where agenda setting and minute taking is student-led.	2.4
10	The review team <b>commends</b> the School on developing a course questionnaire involving input from professional, academic staff and students to produce an agreed set of questions and obtaining buy-in across teams.	2.4

11	The review team <b>commends</b> the School for the support it provides for teaching development and its clear commitment to recognising teaching achievement as a route to promotion.	2.7
12	The review team <b>commends</b> the provision of live digital sessions which are much appreciated by students, and also help in fostering a sense of community for students.	2.8
13	The School clearly benefits from having a Digital Education Unit (DEU) and the review team <b>commends</b> the creation of this unit.	2.8

## Recommendations

Areas for development and enhancement – progress to be reported.

Priority	Recommendation	Section in report	Responsibility of
1	<p><b>Support for dissertation students</b></p> <p>The review team <b>recommends</b> that the School reflect on flexibility of dissertation topics, and monitor its ability to provide appropriate supervisor allocation in view of the promised flexibility and diversity of projects.</p> <p>The review team recognises that different supervisory approaches are the norm, and that there is no single “best practice” method. The review team <b>recommends</b> that the School consider ways to have an annual event for dissertation supervisors to meet and share practices so supervisors can discuss their approaches and gain insight into those used by others.</p> <p>The review team <b>recommends</b> that the School consider an opportunity for dissertation students to meet to share progress (for example a poster presentation), to help mitigate feelings of isolation during the dissertation year (particularly for online students).</p>	2.1  2.2  2.2	School  School  School
2	<p><b>Discussion board interactions by staff with students</b></p> <p>The review team <b>recommends</b> that the School consider facilitating a focused session on discussion boards for staff to share practice, consider the discussion boards’ intended use, student demographic and time dimension of tools that may limit engagement. It is important to clarify expectations of what discussions boards are for to both students and staff. The School may also wish to encourage student-led activity with student reps where different tools may be used.</p>	2.8	School

3	<p><b>Personal Tutor System</b> The review team <b>recommends</b> that the School management team considers the ratio of tutees to staff and how tutors are supported in managing expectations of the tutor role; some staff feel overwhelmed and this in turn leads to an impact on student experience.</p> <p>The review team <b>recommends</b> that the School management team monitors implementation of the new student support system with these points in mind.</p>	2.3  2.3	School management team  School management team
4	<p><b>Communication</b> The review team <b>recommends</b> that the School considers having a single, named, point of contact for postgraduate students. This contact should be clearly visible so that all students know where to go to ask for advice or be directed towards the appropriate service for the student's enquiry.</p>	2.3	School
5	<p><b>Centrally provided digital learning</b> The review team heard from School staff that the pandemic response to moving centrally provided courses online, such as Data Management provided by the Institute for Academic Development, had been beneficial for their online students. However, they thought that with the focus on moving such courses back to on-campus provision only, this would restrict access for both online students and students and staff based at the Easter Bush campus. The review team <b>recommends</b> that the Institute for Academic Development considers whether there are opportunities to retain some of the access, provided by the pandemic response, to its courses.</p>	2.3	Institute for Academic Development

### Suggestions

For noting – progress reporting is not required.

No	Suggestion	Section in report
1	Some of the students the review team met with said they would have liked to have the option of a fully taught route to their Masters degree as work and life commitments can make the dissertation year challenging. The review team <b>suggests</b> that the School explore the options for taught-only routes.	2.1

## Section A – Introduction

### Scope of review

Range of provision considered by the review (see Appendix 1).

The Internal Periodic Review of Royal (Dick) School of Veterinary Studies (postgraduate taught provision) in 2021/22 consisted of:

- The University's remit for internal review (see Appendix 2)
- The subject specific remit items for the review:
  - Support for dissertation students
  - Discussion board interactions by staff with students
- The Reflective Report and additional material provided in advance of the review
- The meeting of the review team including consideration of further material (see Appendix 3)
- The final report produced by the review team
- Action by the School and others to whom recommendations were remitted following the review

### Review Team Members

Professor Roberto Rossi	Convener
Professor Elizabeth Armitage-Chan	External review team member
Dr Chantelle Aftab	Internal review team member
Ana Deligny	Student review team member
Susan Hunter	Review team administrator

### The School

The Royal (Dick) School of Veterinary Students is part of the College of Medicine and Veterinary Medicine. The School incorporates The Roslin Institute and Global Academy of Agriculture and Food Security and works in partnership with the Jeanne Marchig International Centre for Animal Welfare.

### Physical location and summary of facilities

The School buildings are located on the Easter Bush campus, south of Edinburgh city centre and it also has a livestock farm at Langhill. However, most of the postgraduate taught provision is delivered digitally through the Learn platform.

### Date of previous review

15 and 16 March 2016

## Reflective Report

The reflective report was prepared by:

Darren Shaw (Director of Postgraduate Teaching)  
Sharon Boyd (Deputy Director & Senior PGT Tutor)  
Kate Ainsworth (Postgraduate VTO Manager)  
Alex Seguino (School QA Director)  
Fiona Borthwick (PGT QA Director)  
Louise Connelly (Digital Education Unit)

Consultation phase & student input:

Potential remit items were discussed at the Postgraduate Taught Learning and Teaching Committee (PGT L&TC). These potential items came from feedback from students both in post-course reviews and the PTES (Postgraduate Taught Experience Survey) results and free text. PGT L&TC then agreed on the two specific remit items to take forward to the review. In addition, as part of the review process all postgraduate taught students were asked to complete a survey.

## Section B – Main report

### 1 Strategic overview

The School currently offers 13 online postgraduate taught programmes and two on-campus postgraduate taught programme (MSc Applied Animal Behaviour and Animal Welfare, Professional Doctorate in Veterinary Medicine). Students come from around 70 countries worldwide. The majority of students are online learners who are already in full time employment and seeking to develop their expertise in particular areas, or to obtain a career development qualification. As online students are located in their home countries around the world, learning is asynchronous and students engage in teaching to suit their professional, life and global time zone needs. The online programmes are still maturing and the School expects postgraduate taught student numbers to grow without increasing the number of programmes offered. The review team **commends** the School on developing a long-term strategy for online flexible education. The review team was impressed by the clearly invested staff and their efforts in making this strategy work. School strategy is clearly aligned with the University's Strategy 2030 focus of expanding postgraduate and digital education.

The School offers bespoke programmes where students can take a portfolio of courses including core and elective elements. Programme teams have a clear understanding of their student demographic and commitment to delivering learning that supports professional and career development. This level of commitment was visible across professional services, academic and digital learning staff. The courses offered are well organised and managed and the review team **commends** the School in managing an important number of courses in a stable way while retaining student satisfaction. The review team **commends** staff commitment to student experience across academic, professional services and Digital Education Unit and colleagues are dealing well with increasing student numbers. Academic, professional and digital education groups appear very well integrated which has led to a very inclusive, collaborative culture and a high quality output.

### 2 Enhancing the student experience

#### 2.1 The approach to enhancing Learning and Teaching

The School created a Digital Education Unit to support its online learning strategy. Programme teams are typically made up of a Programme Director, Programme Co-ordinator, Programme Administrator and Digital Education Unit Officer. This helps to ensure consistency of presentation and the review team were impressed by the integrated approach involving academic and professional staff. The review team **commends** the School's programme teams on the thoughtful programme design, recognising that online learning and teaching is different and involving the Digital Education Unit from the outset.

As discussed above, the Vet School's postgraduate taught student demographic has a high proportion of working professionals. Students are able to follow a part-time, intermittent mode of study and can also "mix and match" the courses they take to achieve their degree. The students the review team met appreciated the flexibility afforded by the mode of study and ease of access to the learning platform and lessons. However, some students thought there was not as much choice as they had expected before joining their programme and some had experienced difficulty in either generating project topics or being able to pursue the dissertation topic they would have most enjoyed. The review team **commends** the flexibility of the portfolio

approach to programmes. The programme teams have a strong understanding of their student cohort and the needs of professional and clinician students. However, the flexibility on offer was leading to unreasonable student expectations in some cases. The review team **recommends** that the School reflect on flexibility of dissertation topics and monitor its ability to provide appropriate supervisor allocation in view of the promised flexibility and diversity of projects.

The review team **commends** the School on its taught masters route as an example of good practice. This allows students to obtain a Masters degree through a portfolio of taught course credit, providing flexibility for working professionals. Some of the students the review team met with said they would have liked to have the option of a fully taught route to their Masters degree as work and life commitments can make the dissertation year challenging. The review team **suggests** that the School explore the options for taught-only routes.

## 2.2 Assessment and Feedback

As part of this review, the School had asked the review team to explore support for dissertation students. As noted above, the flexibility of the postgraduate taught programmes is a clear strength. However, the review team heard from both staff and students about the difficulties in finding appropriate dissertation supervisors and that student experience of dissertation support was varied. The review team recognises that different supervisory approaches are the norm, and that there is no single “best practice” method. The review team **recommends** that the School consider ways to have an annual event for dissertation supervisors to meet and share practices so supervisors can discuss their approaches and gain insight into those used by others. This could potentially be a social event, within programme, and could be framed as a get together rather than training or support.

The students that the review team met with reported that the dissertation year, in contrast to their previous experience, could feel isolating and that they had little contact with their peers or academic staff during this time. This isolation possibly confounds perceptions of dissatisfaction felt by some students, as they may not experience opportunities to share challenges and recognise these are also experienced by others. The review team **recommends** that the School consider an opportunity for dissertation students to meet to share progress (for example a poster presentation), to help mitigate feelings of isolation during the dissertation year (particularly for online students).

The staff the review team met with recognised that there could be challenges in providing timely formative feedback to students and students also reported that feedback could be late in arriving. This is a particular challenge for clinical staff and programme teams are thinking about assessment in course design in terms of the volume of marking. Students are kept informed if there is going to be a delay in providing feedback on their work.

## 2.3 Supporting students in their learning

In response to student feedback, the School provides additional support to dissertation students in the form of the StatsGurus. The review team were impressed by the level of service and support that is available through the StatsGurus to all postgraduate taught students. The review team **commends** the School on creating the StatsGuru role which provides students with additional expert support for data and experiment design.

The Personal Tutors the review team met with were clearly committed to the role and cared about the support they provide students with. However there were some concerns about having enough time to do the role properly and uncertainty regarding the new student support system being rolled out across the University. Staff also found it difficult to navigate the support information available across the University. The review team **commends** the development of the Postgraduate Taught Personal Tutor handbook and encourages the School to publish and share this useful resource. The review team **recommends** that the School management team considers the ratio of tutees to staff and how tutors are supported in managing expectations of the tutor role; some staff feel overwhelmed and this in turn leads to an impact on student experience. The Postgraduate Taught Personal Tutor handbook may help as it provides a toolkit for difficult issues. The review team heard from staff that increasing numbers of complex student cases absorbs more staff time and that staff were concerned about their ability to deal with these appropriately. Clinicians appeared to feel this particularly keenly due to their other commitments. The review team **recommends** that the School management team monitors implementation of the new student support system with these points in mind.

The students the review team met with said they were not always sure who they could contact when they had questions about academic issues or pastoral support. The review team **recommends** that the School considers having a single, named, point of contact for postgraduate students. This contact should be clearly visible so that all students know where to go to ask for advice or be directed towards the appropriate service for the student's enquiry. It will be important to bear in mind the risk of a single point of failure here, but similar mechanisms available in other Schools could be explored (for example the Business School).

The review team heard from School staff that the pandemic response to moving centrally provided courses online, such as Data Management provided by the Institute for Academic Development, had been beneficial for their online students. However, they thought that with the focus on moving such courses back to on-campus provision only, this would restrict access for both online students and students and staff based at the Easter Bush campus. The review team **recommends** that the Institute for Academic Development considers whether there are opportunities to retain some of the access, provided by the pandemic response, to its courses.

#### 2.4. Listening and responding to the Student Voice

The School has a high satisfaction and response rate in the Postgraduate Taught Experience Survey (PTES) and embeds PTES analysis as part of development and enhancement initiatives.

The School has embedded the student voice in its joined-up approach to developing course design. Each programme provides opportunities for student feedback and for teams to respond on what changes have been made as a result. The main route is through the Student Staff Liaison Committees but programme teams also use live sessions, questionnaires and describe feedback as an ongoing conversation. The review team **commends** the School on having several clear routes for dialogue between students and Programme Teams, for example through Student Staff Liaison Committees where agenda setting and minute taking is student-led.

The School has developed a standard course questionnaire to obtain student feedback. This was developed with consultation across programme teams, including staff and students. The review team **commends** the School on developing a course questionnaire involving input from professional, academic staff and students to produce an agreed set of questions and obtaining buy-in across teams.

## 2.5 Accessibility, Inclusivity and Widening Participation

As noted above, the School strategy in developing online provision is aimed at providing accessible learning for professional and clinical students who are located worldwide. The Programme Teams try to ensure a variety of live session times so that students in different global time zones can have access to synchronous content. All live sessions are recorded so that students can access them later. The postgraduate taught courses available include a range of Continuing Professional Development options and the School is exploring options for students to take single courses to support Postgraduate Professional Development.

## 2.6 Development of Employability and Graduate Attributes

As the postgraduate taught programmes focus on professional development, employability is clearly embedded in the curriculum. As discussed above, the majority of students are already in employment and seeking to develop their skills and career progression through their study at the University of Edinburgh. The School has strong links with the professions and draws on these for external dissertation supervision and tutoring.

## 2.7 Supporting and developing staff

The School provides induction and training days for all new staff and also offers external partners the opportunity to attend training days. There is strong participation by School staff in the Edinburgh Teaching Award and all staff are encouraged to take part. The School has good structures in place to support and mentor academic staff in completing the Edinburgh Teaching Award and achieving AdvanceHE fellowship. Fellowship is clearly linked to career progression. The review team **commends** the School for the support it provides for teaching development and its clear commitment to recognising teaching achievement as a route to promotion.

The review team heard from professional services staff that they felt well supported in their roles. They also felt that academic colleagues were good at acknowledging their skills and contribution. Professional services staff were often involved in learning design sessions and felt a clear sense of inclusion in course teams. As discussed above the review team found a clear sense of integration across academic and professional services staff with a team approach to supporting the student experience.

## 2.8 Learning environment (physical and virtual)

The majority of postgraduate taught programmes are online, with currently two on-campus programmes. Due to recent pandemic restrictions, much of the on-campus teaching has necessarily been digital over the past two years. The review team **commends** the provision of live digital sessions which are much appreciated by students and also help in fostering a sense of community for students.

The School clearly benefits from having a Digital Education Unit (DEU) and the review team **commends** the creation of this unit. By leading and responding to discussion, the DEU supports the provision of consistency in presentation and content for Learn material and consistency of approach and buy-in from colleagues.

As part of this review, the School had asked the review team to consider discussion board interactions by staff with students. The review team heard from both staff and students that the discussions boards were not working as well as they might. However, it was also clear that in some cases the discussion boards, the ways they are used and what they are intended to achieve, are working very well. The review team **recommends** that the School consider facilitating a focused session on discussion boards for staff to share practice, consider the discussion boards' intended use, student demographic and time dimension of tools that may limit engagement. It is important to clarify expectations of what discussions boards are for to both students and staff. The School may also wish to encourage student-led activity with student reps where different tools may be used.

### 3 Assurance and enhancement of provision

The School has appropriate mechanisms in place for setting, maintaining and reviewing academic standards. It operates assessment, progression and programme and course approval in line with University policies within well-established governance structures. Analysing and responding to key themes from External Examiner reports is embedded within the School's processes.

The School has mature quality assurance processes which are aligned to University annual monitoring, review and reporting. There is also an established Quality Assurance Committee within the School.

The College was asked to review the Reflective Report in terms of academic standards scrutiny and confirmed that it is satisfied that the School has appropriate approaches in place.

## Appendices

### Appendix 1 Range of provision considered by the review

Advanced Clinical Practice (MVetSci) (Online Learning) - 3 Years (Part-time)  
Advanced Clinical Practice (MVetSci) (Online Learning) (ICL) - 6 Years  
Advanced Clinical Practice (PG ProfDev) (Online Learning) (ICL) - 1-2 Years  
Animal Biosciences (MSc)  
Applied Animal Behaviour and Animal Welfare (MSc) - 1 year (External Intercalating)  
Applied Animal Behaviour and Animal Welfare (MSc) (Full-time)  
Applied Animal Behaviour and Animal Welfare (MSc) (Part-time) - 2 Years  
Applied Animal Behaviour and Animal Welfare (MSc) (Part-time) - 3 Years  
Applied Conservation Genetics with Wildlife Forensics (MSc) (Online Learning) - 3 Years (Part-time)  
Applied Conservation Genetics with Wildlife Forensics (MSc) (Online Learning) (ICL) - 3-6 Years  
Applied Conservation Genetics with Wildlife Forensics (PgCert) (Online Learning) (ICL) - 1-2 Years  
Applied Poultry Science (Online Learning) (MSc) (SRUC) - 3 Years  
Clinical Animal Behaviour (Online Learning) (ICL) (MSc) - 6 Years  
Clinical Animal Behaviour (Online Learning) (ICL) (PG ProfDev) - 1-2 Years  
Clinical Animal Behaviour (Online Learning) (MSc) - 3 Years (Part-time)  
Clinical Animal Behaviour (PgCert) (Online Learning) (ICL) - 2 Years  
Clinical Animal Behaviour (PgDip) (Online Learning) (ICL) - 4 Years  
Conservation Medicine (MVetSci) (Online Learning) (Part-time)  
Conservation Medicine (Online Learning) (ICL) (MVetSci) - 3-6 Years  
Conservation Medicine (Online Learning) (ICL) (PgCert) - 1-2 Years  
Conservation Medicine (Online Learning) (ICL) (PgDip) - 2-4 Years  
Conservation Medicine (PG ProfDev) (Online Learning)(ICL) - 2 Years  
Equine Science (Online Learning) (ICL) (MSc)  
Equine Science (Online Learning) (ICL) (PgCert)  
Equine Science (Online Learning) (ICL) (PgDip)  
Applied Conservation Genetics with Wildlife Forensics (PgDip) (Online Learning) (ICL) - 2-4 Years  
Applied Conservation Genetics with Wildlife Forensics (PG ProfDev) (Online Learning) (ICL) - 2 Years  
Applied Poultry Science (Online Learning) (ICL) (MSc) (SRUC) - 3-6 Years  
Applied Poultry Science (Online Learning) (ICL) (PgCert) (SRUC) - 1-2 Years  
Applied Poultry Science (Online Learning) (ICL) (PgDip) (SRUC) - 2-4 Years  
Applied Poultry Science (Online Learning) (ICL) (PG ProfDev) (SRUC)  
International Animal Welfare, Ethics & Law (Online Learning) (MSc) (Parttime)  
One Health (Online Learning)(ICL) (MSc) - 3-6 Years  
One Health (Online Learning)(ICL) (PG ProfDev) - 2 Years  
Equine Science (Online Learning) (PG ProfDev)  
Food Safety (MSc) (Online Learning) (ICL) - 3-6 Years  
Food Safety (PgCert) (Online Learning) (ICL) - 1-2 Years  
Food Safety (PgDip) (Online Learning) (ICL) - 2-4 Years  
Food Safety (PG ProfDev) (Online Learning) (ICL) - 2 Years  
Global Food Security and Nutrition (MSc) (Online Learning) (ICL) (SRUC) -3-6 Years  
Global Food Security and Nutrition (Online Learning) (ICL) (PgCert) (SRUC)  
Global Food Security and Nutrition (Online Learning) (ICL) (PgDip) (SRUC) -2 - 4 Years  
Global Food Security and Nutrition (Online Learning) (ICL) (Pg Professional Development) (SRUC) - 2 Years  
Global Food Security and Nutrition (Online Learning) (MSc) (SRUC) - 3Years (Part-time)

Infectious Diseases and One Health (Joint with Université de Tours) (MSc) -1 Year (Full-Time)

Infectious Diseases and One Health (Joint with Université de Tours) (MSc) -5 Months (Full-Time)

International Animal Welfare, Ethics & Law (Online Learning) (ICL) (MSc)

International Animal Welfare, Ethics & Law (Online Learning) (ICL) (PgCert)

International Animal Welfare, Ethics & Law (Online Learning) (ICL) (PgDip)

International Animal Welfare, Ethics & Law (Online Learning)(ICL) (PG ProfDev)

Equine Science (Online Learning) (MSc) (Part-time) PTMSCEQUIS1P

Veterinary Epidemiology (Online Learning) (ICL) (SRUC) (PG Prof Dev) - 1-2 Years

Veterinary Epidemiology (Online Learning) (MSc) - 3 Years (Part-time)

Veterinary Medicine (DVM) - 4 Years (Full-time)

VS Infectious Diseases and One Health (International Masters) - 1 Year (Fulltime)

VS Infectious Diseases and One Health (International Masters) - 5 Months

## Appendix 2 University remit

The University remit provides consistent coverage of key elements across all of the University's internal reviews (undergraduate and postgraduate).

It covers all credit bearing provision within the scope of the review, including:

- Provision delivered in collaboration with others
- Transnational education
- Work-based provision and placements
- Online and distance learning
- Continuing Professional Development (CPD)
- Postgraduate Professional Development (PPD)
- Provision which provides only small volumes of credit
- Joint/Dual Degrees
- Massive Open Online Courses MOOCs (even if non-credit bearing)

### 1. Strategic overview

The strategic approach to:

- The management and resourcing of learning and teaching experience,
- The forward direction and the structures in place to support this.
- Developing business cases for new programmes and courses,
- Managing and reviewing its portfolio,
- Closing courses and programmes.

### 2. Enhancing the Student Experience

The approach to and effectiveness of:

- Supporting students in their learning
- Listening to and responding to the Student Voice
- Learning and Teaching
- Assessment and Feedback
- Accessibility, Inclusivity and Widening Participation
- Learning environment (physical and virtual)
- Development of Employability and Graduate Attributes
- Supporting and developing staff

### 3. Assurance and Enhancement of provision

The approach to and effectiveness of maintaining and enhancing academic standards and quality of provision in alignment with the University Quality Framework:

- Admissions and Recruitment
- Assessment, Progression and Achievement
- Programme and Course approval
- Annual Monitoring, Review and Reporting
- Operation of Boards of Studies, Exam Boards, Special Circumstances
- External Examining, themes and actions taken
- Alignment with SCQF (Scottish Credit and Qualifications Framework) level, relevant benchmark statements, UK Quality Code
- Accreditation and Collaborative activity and relationship with Professional/Accrediting bodies (if applicable)

### Appendix 3 Additional information considered by review team

#### Prior to the review visit:

- Reflective Report
  - appendix 3 Student Questionnaire
  - appendix 4 Organisational Structures
  - appendix 5a Programmes
  - appendix 5b Programmes Courses
  - appendix 6 PGT Personal Tutor handbook
  - appendix 7 external examiners
  - appendix 8 PTES
  - appendix 9 Graduate Outcomes Survey
- School Quality Assurance Reports:
  - 2020-2021
  - 2019-2020
  - 2018-2019
- External Examiners summary reports:
  - 2017-2021
    - Reports
    - Comments
- School Organisation Chart
- Current Subject Area staff information
- Programme Handbooks
  - Integrated PhD One Health Models of Disease 2021-22
  - MSc Equine Science 2021-22
  - MSc Food Safety 2021-22
  - MSc Global Food Security and Nutrition 2021-22
  - MSc Infectious Diseases and One Health 2020-21
  - MSc Applied Animal Behaviour and Animal Welfare 2021-22
  - MSc Applied Conservation Genetics with Wildlife Forensics 2021-22
  - MSc Applied Poultry Sciences 2021-22
  - MSc Clinical Animal Behaviour 2021-22

- MSc Animal BioSciences 2019-20
  - MSc VAA 2021-22
  - MSc Veterinary Epidemiology 2021-22
  - MVetSci Advanced Clinical Practice 2021-22
  - MVetSci Conservation Medicine 2021-22
  - Professional Doctorate in Veterinary Medicine 2020-21
  - RCVS Certificate in Advanced Veterinary Practice 2021-22
  - MSc International Animal Welfare, Ethics and Law 2021-22
  - MSc One Health 2021-22
- Programme specification information
    - [http://www.drps.ed.ac.uk/21-22/dpt/drps\\_vet.htm](http://www.drps.ed.ac.uk/21-22/dpt/drps_vet.htm)
  - Statistical Information:
    - Statistical reports
    - School Graduate Outcomes Data
    - Careers Service Support
  - Postgraduate Taught Experience Survey (PTES) 2021 results
  - Student Staff Liaison Committee meeting minutes 2020/21
    - Applied Animal Behaviour and Animal Welfare - February 2021
    - Applied Conservation Genetics with Wildlife Forensics - February 2021
    - Applied Conservation Genetics with Wildlife Forensics - June 2021
    - Applied Poultry Science - April 2021
    - Equine Science - February 2021
    - Food Safety - March 2021
    - One Health - June 2021

### **During the review visit**

- The Evolved Model of Student Support - in a nutshell (Without Pillars)

Appendix 4 Number of students

<b>Vets PGT - Entrants</b>							
<b>Session Year</b>	<b>2015/6</b>	<b>2016/7</b>	<b>2017/8</b>	<b>2018/9</b>	<b>2019/20</b>	<b>2020/1</b>	<b>2021/2</b>
<b>Entry Programme Name</b>	<b>Entrant s count</b>						
Advanced Clinical Practice (MVetSci) (Online Learning) - 3 Years (Part-time)				1			1
Advanced Clinical Practice (MVetSci) (Online Learning) (ICL) - 6 Years		6	12	6	9	3	11
Advanced Clinical Practice (PgCert) (Online Learning) (ICL) - 2 Years		4	2	3	2	1	
Advanced Clinical Practice (PgDip) (Online Learning) (ICL) - 4 Years							1
Animal Biosciences (MSc)	9	10	8	9	5	0	0
Applied Animal Behaviour and Animal Welfare (MSC) - 1 year (External Intercalating)	1			1			
Applied Animal Behaviour and Animal Welfare (MSc) (Full-time)	32	27	27	23	20	14	24
Applied Animal Behaviour and Animal Welfare (MSc) (Part-time) - 2 Years	1	2	0	0	0	1	1
Applied Animal Behaviour and Animal Welfare (MSc) (Part-time) - 3 Years		0	0	1	0	0	1
Applied Conservation Genetics with Wildlife Forensics (MSc) (Online Learning) - 3 Years (Part-time)				2	1	3	
Applied Conservation Genetics with Wildlife Forensics (MSc) (Online Learning) (ICL) - 3-6 Years				5	2	2	10
Applied Conservation Genetics with Wildlife Forensics (PgCert) (Online Learning) (ICL) - 1-2 Years				0	1	3	3
Applied Conservation Genetics with Wildlife Forensics (PgDip) (Online Learning) (ICL) - 2-4 Years				0	0		2
Applied Poultry Science (Online Learning) (ICL) (MSc) (SRUC) - 3-6 Years				5	0	6	0
Applied Poultry Science (Online Learning) (ICL) (PgCert) (SRUC) - 1-2 Years				3	3	4	0
Applied Poultry Science (Online Learning) (ICL) (PgDip) (SRUC) - 2-4 Years				0	1	0	0
Clinical Animal Behaviour (Online Learning) (ICL) (MSc) - 6 Years		17	17	28	22	22	30
Clinical Animal Behaviour (Online Learning) (MSc) - 3 Years (Part-time)			1	4	5	13	7
Clinical Animal Behaviour (PgCert) (Online Learning) (ICL) - 2 Years		10	14	8	3	5	9
Clinical Animal Behaviour (PgDip) (Online Learning) (ICL) - 4 Years		1	2	3	0	1	2
Conservation Medicine (Online Learning) (ICL) (MVetSci) - 3-6 Years	7	17	16	21	12	24	18
Conservation Medicine (Online Learning) (ICL) (PgCert) - 1-2 Years	3	1	2	2	1	5	2
Conservation Medicine (Online Learning) (ICL) (PgDip) - 2-4 Years	1	1		2	1	1	1
Equine Science (Online Learning) (ICL) (MSc)	17	15	24	16	11	16	18
Equine Science (Online Learning) (ICL) (PgCert)	2	2	6	5	1	4	2

Equine Science (Online Learning) (ICL) (PgDip)	1	1	2	0	1		
Equine Science (Online Learning) (MSc) (Part-time)			0	1	3	2	2
Food Safety (MSc) (Online Learning) (ICL) - 3-6 Years				2	3	0	6
Food Safety (PgCert) (Online Learning) (ICL) - 1-2 Years				1	2		1
Food Safety (PgDip) (Online Learning) (ICL) - 2-4 Years				0		0	
Global Food Security and Nutrition (MSc) (Online Learning) (ICL) (SRUC) - 3-6 Years				0	14	18	14
Global Food Security and Nutrition (Online Learning) (ICL) (PgCert) (SRUC)				1	3	4	2
Global Food Security and Nutrition (Online Learning) (ICL) (PgDip) (SRUC) - 2 - 4 Years				0		0	0
Infectious Diseases and One Health (Joint with Université de Tours) (MSc) - 1 Year (Full-Time)					4	8	
Infectious Diseases and One Health (Joint with Université de Tours) (MSc) - 5 Months (Full-Time)					19	14	
International Animal Welfare, Ethics & Law (Online Learning) (ICL) (MSc)	20	17	18	19	22	18	23
International Animal Welfare, Ethics & Law (Online Learning) (ICL) (PgCert)	4	9	3	11	5	10	9
International Animal Welfare, Ethics & Law (Online Learning) (ICL) (PgDip)	2	2	1	1	4	0	3
International Animal Welfare, Ethics & Law (Online Learning) (MSc) (Part-time)			6	2		2	0
One Health (Online Learning)(ICL) (MSc) - 3-6 Years	6	9	8	15	13	18	16
One Health (PgCert) (Online Learning)(ICL) - 1-2 Years	1	1	1	2	4	6	2
One Health (PgDip) (Online Learning)(ICL) - 2-4 Years	2	2		0	1	1	1
Veterinary Anaesthesia and Analgesia (Online Learning) (ICL) (MSc) 3 - 6 Years		6	5	8	8	5	8
Veterinary Anaesthesia and Analgesia (Online Learning) (ICL) (PgCert) 1-2 Years		3	6	3	12	6	4
Veterinary Anaesthesia and Analgesia (Online Learning) (ICL) (PgDip) 2-4 Years		1	1			2	3
Veterinary Epidemiology (Online Learning) (ICL) (MSc) (SRUC) - 3-6 Years		0	2	2	4	0	
Veterinary Epidemiology (Online Learning) (ICL) (SRUC) (PgCert) - 1-2 Years		1	1	1			
Veterinary Epidemiology (Online Learning) (ICL) (SRUC) (PgDip) - 2-4 Years			1				
Veterinary Epidemiology (Online Learning) (MSc) - 3 Years (Part-time)					0		
Veterinary Medicine (DVM) - 4 Years (Full-time)			3	10	12	12	4