School of Veterinary Medicine

Joint visitation by the Royal College of Veterinary Surgeons (RCVS), the American Veterinary Medical Association (AVMA), the Australasian Veterinary Boards Council (AVBC) and the South African Veterinary Council (SAVC)

ADDENDUM to the Self Evaluation Report 2020

COVID-19 Updates

December 2020
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HEAD OF SCHOOL STATEMENT

The response of both staff and students to the pandemic, and the work done to maintain an excellent learning experience, have been outstanding. When the normal was not possible imagination, innovation and a can-do attitude have been brought to bear. Whilst the experience has been different it is clear that aspects of teaching and staff-student interaction have been enhanced. The University, the School, but most importantly the students, deeply appreciate the efforts and dedication shown by professional support and academic staff. To maintain clinical teaching/service and essential face to face classes some faculty and staff have been coming to campus to work and delivering a much greater burden of in person teaching than normal; all the while managing concerns about their own safety and that of their families. For others it has been said that “we have not been working from home” but “at home working”. The modern tendency to be always online, always working, has been exacerbated and the boundaries between work and home life further degraded. If anything, the sense of community at the School is stronger than ever and the efforts of students, faculty and staff to look after each has been humbling. I am deeply grateful to staff and faculty for their extraordinary efforts and greatly admire the work, leadership and maturity of the students during this very challenging time.

Ewan R Cameron
Head of School
Section 1 ORGANISATION

1.3 University of Glasgow Management
The senior officers directly relevant to the School are:
• Principal & Vice Chancellor, Professor Sir Anton Muscatelli
• Vice-Principal & Head of College of Medical, Veterinary & Life Sciences, Professor Iain McInnes*

Deputy Head of School: Professor Chris Loughrey*
Research Co-Conveners: Dr Collette Britton* and Dr Peter Hastie*
Race Equality Co-Champions: Dr Karen MacEachern* and Dr Noelia Yusta*
*new appointments

1.6 School Management Structure
The self-study reported that the School were considering a wholly owned subsidiary company model through which to manage the small animal hospital. Identified goals were to: 1) Enhance the student experience; 2) Ensure sustainability as an excellent teaching platform; 3) Develop clear career pathways for both academic and clinically focussed staff 4) Offer more attractive terms and conditions for specialist clinical staff; 5) Maintain and grow caseload and income streams 6) Ensure that the Small Animal Hospital continues to be premier provider of top-quality care to our pet owning community. This proposal has been halted and the need for this will be reviewed in the first half of 2021. The School is currently trying to pursue the above objectives within normal University governance structures.

COVID-19 impacts

Short Term:
19/20:

1.8 Strategic and operating plan
No major impact at a strategic level on objectives and organisation but operational adaptations required.

1.9 Use of Financial Resources by the School
Temporary freeze on posts and additional approval process for post release but subsequently relaxed.

Medium-Long Term:
20/21: as above and also:
• Incurred/incurring additional costs of adjusting for on- and off-campus teaching.
• Delay in implementation/halt on budget proposals for 20/21.
• Annual planning and budget round for 21/22 set to proceed as normal.

COVID-19 mitigation/actions

Short Term:
19/20: organisational operational adaptations include:
• Working from home, shift working, furlough scheme
• Regular online meetings with other schools (and accrediting bodies) nationally and internationally to share practice on teaching delivery, EMS, health and safety, diversity and inclusion etc

Medium-Long Term:
20/21: as above and also:
• Additional resources approved to deliver adjusted on- and off-campus teaching.
Section 2 FINANCE

COVID-19 impacts

Short Term:

2.4.4. Hospital Income

- National lockdown impacted revenue in commercial areas from mid-March and onwards. Activity levels are now broadly in line with pre-COVID expectations.

Medium-Long Term:

- Plans to operate Small Animal Hospital under a new company model have been put on hold. The School currently believes the desired objectives can be achieved within the current operational structure.
- Student numbers have remained buoyant despite COVID-19; therefore, tuition fee income is in line with pre-COVID expectations.

COVID-19 mitigation/actions

Short Term:

- Additional funding has been made available by the University to the School to facilitate the impact of COVID-19 on teaching.

Medium-Long Term:

- Additional government funding is being made available to universities.
Section 3 PHYSICAL FACILITIES AND EQUIPMENT

COVID-19 impacts

3.1.1 Teaching complex
• In late March 2020 the teaching complex and offices were closed due to lockdown, with teaching and assessment pivoting to online (Section 9 Curriculum)

3.1.2 Small Animal Hospital
• During the initial period of COVID-19 restrictions and lockdown, the small animal hospital continued to provide 24/7 emergency care for referred small animal cases, while elective and non-urgent procedures were temporarily suspended. Again, with the easing of lockdown restrictions the hospital was able to offer its full range of services from July 2020.

3.1.3 and 3.6.2 Glasgow Equine Hospital & Practice (Weipers Centre)
• The new primary care equine practice was due to launch in April 2020. This was delayed due to COVID-19 restrictions, but the delay was short-lived, and the practice formally launched in June 2020.
• During the initial period of COVID-19 restrictions and lockdown, the equine hospital continued to provide 24/7 emergency care for referred equine cases, while elective and non-urgent procedures were temporarily suspended. Again, with the easing of lockdown restrictions the hospital was able to offer its full range of services from July 2020.

3.1.5 The Research Complex (incorporating Veterinary Diagnostic Services)
• Within the research complex veterinary diagnostic services (covering histopathology, clinical pathology, infectious disease) continued to provide their support service to the clinical areas of the School.
• All research and the research laboratories were temporarily suspended as a result of COVID-19 restrictions, with the exception of COVID-19 research itself, which was primarily limited to the MRC-University of Glasgow Centre for Virus Research on the Garscube campus. Non-COVID-19 laboratories started to open back up to staff and students from August 2020 onwards, albeit with restrictions in place with regards to occupancy levels.

3.4.5 Off-site facilities (not VEE), and 3.11 Premises used for clinics and hospitals
• Access to off-site facilities were significantly impacted by COVID-19, and this is primarily detailed in Section 4 Clinical Resources.

COVID-19 mitigation/actions

As would be expected, significant resources have been attached to dealing with the COVID-19 pandemic within the University campus, with appropriate measures and advice provided through the University’s webpages for staff and students. There is specific guidance issued to staff and students with respect to COVID-19 safety on campus, coupled with significant budget allocation devoted to determine room occupancies of every area of the campus, safe routes of transit and physical distancing measures. This has been led (in consultation with the School) by the University’s Estates department. A large number of risk assessments were carried out to cover the usage of clinical, laboratory and all teaching areas and activities.
SECTION 4 CLINICAL RESOURCES

COVID-19 impacts

4.2 Adequacy of normal and diseased animals
Due to government restrictions and health considerations final year teaching within the clinics was suspended from March-August 2020. This coincided with the companion animal clinics moving to essential veterinary services only (emergency and urgent) and therefore a significantly reduced caseload.

The final year class of 19/20 received a combination of online and face to face teaching during Block 11, whilst Block 12 was all online.

For the final year class of 20/21 teaching was online between May-August 2020 with the resumption of face to face rotations from end of August 2020 (see Section 9). Tutorial based activity that would normally have been delivered within core clinical rotations was used for online teaching in the summer of 2020 as well as additional material to prepare students for the face-to-face rotations. Clinical based and face to face rotations recommenced with a new 3-week structure rather than the normal 4-week duration.

Small Animal Hospital
- We have adapted teaching practices within the SAH to enable students to continue to gain ‘hands-on’ practical experience with clinical cases, while maintaining physical distancing. Although the SAH saw cases on an emergency-only basis during lockdown, the caseload returned to normal/near-normal levels well in advance of the final year student rotations commencing in August.

Farm Animal
- The summer 2-week online rotation covered tutorial based teaching aligned with production animal learning outcomes.
- Moving the tutorials to the online rotation allowed us to maximise time for practical teaching activity which meant only one day less of practical activity in the three-week rotation compared to the four-week rotation. The 3 weeks were as follows:
  - Galloway.
  - Galloway and herd visits (2 x days out on herd visits).
  - First opinion practice.

Equine
- Due to the COVID-19 pandemic the local partner practices were unable to provide placements for BVMS undergraduates. This was a multifactorial decision made by the private practices, taking into account the concerns of their clients and staff. Risks associated with students being present on premises and within cars could not be fully mitigated, not just for the disease but also for the threat of track and trace policies preventing in contact veterinary surgeons from working for their practice for a prolonged period.
- Teaching has therefore been focused on utilising the Glasgow Equine Hospital (GEH) caseload during a three-week rotation. As has always been practised at the GEH all case-based teaching is focused on first opinion situations, specifically day one clinical outcomes including clinical skills and clinical reasoning. This face to face clinical rotation was preceded by a two-week online course with content mapped to the Professional Phase intended learning outcomes, again with a focus on first opinion work.
- Unfortunately, due to the international, and specifically Moroccan, COVID-19 situation it has not been possible to offer the working equid rotation as a selective.
• It is hoped in early 2021 it may be possible for a proportion of undergraduates to spend selectives with the first opinion practices for further experiential learning. This will depend on the COVID-19 situation or how risks can be mitigated in light of experience from other rotations.

Public Health and Post-mortems
• The last 10 days of final year core PHP rotation moved to online, as did the final four weeks of BVMS1-3 (BVMS4 had already finished).
• BVMS3 and 4 who missed one Specimen Description Class had the material delivered by an online format.
• With the pandemic continuing we moved to interactive Zoom GoPro to ensure students have an interactive post-mortem examination and Specimen Description experience until normal teaching can resume. This has worked well and aspects of GoPro teaching will be retained for the future.
• Submissions through Scotland’s Rural College continue.
• Submission numbers to Veterinary Diagnostic Services (VDS) returned to pre-COVID levels before our core BVMS5 teaching resumed on 12 October 2020.

4.5 Involvement and responsibilities of professional students in the healthcare management of patients (and clients) in clinical programmes of the School

Small Animal Hospital
• Most of the activities previously described in this section continue unchanged in the SAH, although the student numbers around each case are controlled to manage physical distancing – for example in surgery, we will have a single student scrubbed in with each case, whereas before, we might have had two students. The most significant change relates to history taking, which is often being done remotely, in that the student will take the history from the client over the phone, rather than in person.

PDSA and Scottish SPCA
• As access to the PDSA and Scottish SPCA sites was not possible mobile clinics were installed on the Garscube site and clients have been redirected to the Vet School.
• Cases are sourced/provided through the Scottish SPCA outpatient list, Inspectorate and the Low-Cost Neutering Scheme partnership between the Scottish SPCA and the University of Glasgow.
• When the restrictions started and we entered a lockdown, the Scottish SPCA closed its doors to non-essential staff, therefore the last 2-3 weeks of rotations for the final year class of 19/20 ran via an online format.
• The 2020-2021 cohort started on their Scottish SPCA Surgery Rotation during week 2 of Block 3 once the mobile unit arrived on-site at Garscube.
• The Core SAP rotation currently runs over three weeks (Monday-Wednesday: Scottish SPCA Surgery; Thursday & Friday: PDSA Surgery; Monday-Thursday: PDSA Consults)
• We aim to provide students with exposure to the four, main small animal neutering procedures: bitch and cat OVH, and dog and cat castration, depending upon case availability.
• Students will also be exposed to induction and maintenance of general anaesthesia in small animal patients.
• Students will be exposed to the admit and discharge of patients on the day - interacting with clients via telephone and socially distant face-to-face.
• There will be opportunity for certain students to be offered an additional catch-up surgical day throughout the academic year should this be required.
• Students participate in afternoon case-based and procedural discussions in addition to practising hand-ties and suturing within the surgical unit.

4.8 Response to changes in clinical resources
• As described above a decision was made in March 2020 to adjust the final year rotations (core and selectives) to three weeks and to reassign students to those (internal) selectives that we knew we could run successfully even in a global pandemic. Whilst some external rotations were substituted with increased activity on campus, work continued to run as many of the external selectives as possible; in addition, a new Exotics selective was developed with an external provider close to Glasgow.
• International placements e.g., Morocco, South Africa, Malawi have been problematic in the global pandemic: students have been reassigned appropriate UK based selectives or are engaging in selective related project work on a case by case basis.
• Some US selectives/externships have run under COVID-19 regulations.
• New selectives this year: SVM based Equine ambulatory: practice now established and selective places will be offered towards the end of Class of 2021 final year – COVID-19 regulations allowing, Ark Exotics, Remote and Rural, Disease Investigation and Surveillance also new and running under Covid-19 regulations.
• UK based selectives – fish production – cancelled last minute due to COVID-19 numbers in the Highlands, students reassigned to alternative selectives.
• UK based selectives – some had to be adapted – e.g., altered relationship with RZSS meant that students could complete a three-week selective at Edinburgh Zoo rather than two weeks Edinburgh Zoo and two weeks Royal Dick School of Veterinary Studies (Edinburgh).

4.9 Maximising the teaching value of each case across the curriculum
The principle described remains the same. However where previously students may have physically followed the case – for example moving from oncology into radiography to watch the imaging, social distancing rules mean that the oncology students would wait outside the imaging suite (allowing the imaging students to process the case), and would then review the images separately.

4.12 Rotation group sizes
Group sizes have increased slightly to 4-5 (12-13 per three-week block, as opposed to 12-16 per four- week block).

4.13 Materials used in practical anatomy training
• Anatomy teaching was largely completed at the time of shutdown.
• Online anatomy review sessions were made available.
• Zoom sessions used for revision purposes.
• Practical anatomy teaching is largely moving online; photographs and videos of the existing specimens (embalmed, plastinated, bones, radiographs, etc) have been created and combined into online moodle lessons (photos, video demos and review questions). Pre-existing videos showing staged dissections of the canine and ovine abdomen which will be used during the year.
• Abdominal dissections (BVMS1) and thoracic dissections (BVMS2) will be onsite in the lab during modules 6/12 respectively subject to logistics (room occupancy, etc).
• An open-lab session for review of the specimens seen online is being discussed and will go ahead subject to logistics (room occupancy, etc).
• Interactive online anatomy teaching resources developed in Articulate, H5P, Moodle lesson and Moodle quiz all delivered via the core Moodle platform.
• The practical spot exam will be online this year (as this is how most of the anatomy will have been taught).

4.14 Availability of animals and products of animal origin for the practical teaching of students

Food Hygiene and Public Health
• PM submissions are at a level sufficient for the teaching despite the global pandemic.
• Due to Covid-19, the last two weeks of core PHP 2019-20 were delivered via online tutorials for most activities (Only three students didn’t have direct access to PM material). Current 2020-21 cohort have access to the PM material and are taught in line with health and safety protocols.
• BVMS4 VPH: All BVMS4 teaching was unaffected by COVID restrictions. Current 2020-21 cohort are using interactive access to the limited number of specimens available via GoPro.
• BVMS3 Specimen Description VPH/Pathology: Online materials available as well as a newly developed Lung Inspector App which allows the students to work through the six most common lung “pathologies” then test their knowledge using a quiz.
• Additional GoPro-Zoom live sessions will commence as soon as access to abattoirs is possible allowing interactive learning sessions while maintaining social distancing, it is hoped that face to face teaching of small groups will resume in semester two.
Other formal external placements used for core teaching comprise:

**Abattoirs and food processing facilities**
- Due to COVID restrictions visits to abattoirs have been cancelled. As contingency plan we are using the Virtual Abattoir programme, an app that simulates the experience of visiting an abattoir through an Oculus 3D device for five species (pig, poultry, cattle, sheep, deer).
- The app also provides a learning tool in 2D that provides a guided tour with embedded quiz and scenarios.
- The scenarios are discussed in a face to face session.
- In addition, the students provide a reflection (500 words) on one of the points previously covered by the audit in the context of the virtual visit.

**Partner farms used during the Herd Visits week of Core Production animal rotation**
During the Core production animal herd visit week students attend two farms (out of the five listed below):
- Meldrum Farm (large dairy enterprise milking approximately 800 cows) – all students.
- Cochno Farm (university farm milking approximately 50 cows, with 35 beef cows and 400 sheep) – all students.
- Kaimhill Farm (family run dairy milking approximately 200 dairy cows) – 50% students.
- Portnellan Farm (family run organic beef herd with approximately 40 breeding cows and followers) – 50% students.
- Rossiebank Farm (large dairy enterprise milking approximately 500 cows) – ~45% students.

**4.18 Adequacy of patients (numbers, species, and variety of cases) for the clinical teaching programme**

**Equine Clinical Sciences**
- In order to safeguard staff health and protect services, the equine hospital reconfigured its staff work in three “bubbles” during the “lockdown” period of the national response to the COVID-19 pandemic (23 March–26 July 2020). This enabled the hospital to maintain a service for emergency and urgent cases over the period. From 27 July hospital staffing and operation returned to normal, with measures in place to control COVID-19. Case numbers over August & September have been at/above pre-pandemic levels.

The school has worked hard with external providers to run as many selectives as possible under COVID-19 regulations (specialist sheep, dairy, Scottish wildlife and conservation) and in addition has developed several new selectives which will run (Remote and Rural, Disease Investigation and Surveillance).

**4.19 Balance between first opinion and referral cases used for training students**
- Restructure of rotations due to COVID has adjusted this slightly: five weeks first opinion small animal (two weeks surgery, one week consults, two weeks out of hours), two weeks production animal first opinion (one week external, one week herd visits). Equine first opinion suspended at practices request but key ILOs delivered in online rotation and in equine core rotation.
- Core weeks spent in referral environments: three weeks anaesthesia and imaging, three weeks small animal specialist, one week production animal specialist, three weeks equine specialist.

**EMS**
- EMS requirements are under review by RCVS and latest updates can be found [here](#).
- School deadlines for PC-EMS extended to allow for lambing.
- Individual EMS opportunities assessed for each student as they arise.
- Clear guidelines available on EMS Mahara pages: development of ‘COVID’ EMS page and ‘online’ EMS page.
- Year-group and open EMS Q&A zoom sessions.
4.22 Demonstrate the following aspects of clinical teaching are in place:
Small group clinical teaching by staff who have advanced clinical experience and a commitment to student learning
- Clinical Reasoning Workshops will be given as live Zoom workshops on Production Animal and Companion Animal Dermatology.
- As a team, Clinical Skills and Primary Care provided a significant amount of material for the online part of the primary care rotation which ran earlier in the year, which included a number of Moodle lessons, live events and the CVM SDL resources which are all listed on Moodle with estimates of duration of activity https://moodle.gla.ac.uk/course/view.php?id=19747.

Pathology table footnotes (Table 4.9)
Indicate the nature and extent of any additional sources of material for the teaching of necropsies and pathological anatomy, including slaughterhouse material.
- BVMS2 students’ classes will use the Zoom GoPro approach to ensure an interactive learning experience.
- BVMS3 and BVMS4 - additional Live GoPro Zoom interactive link new innovation this year.
- BVMS5 farm animal students continued to attend Clyde Vets despite the global pandemic.

Abattoir materials
- BVMS3 will use an app that allows to navigate common conditions in sheep lungs presented for slaughter in 3D with a 2D learning tool and quiz.
- BVMS4 will have specimen description as before but reduce groups. The students will check specimens on their own followed by the tutor presentation via GoPro.

Describe the circumstances in which these necropsies occur (e.g. teaching class, final year rotation)
- Two weeks of the last core PHP was replaced by online format.

Core PHP restarted 12.10.2020, students are completing PMs as above with social distancing and enhanced PPE.
SECTION 5 INFORMATION RESOURCES

COVID-19 impacts

Short Term:
5.1 Describe and comment on the adequacy of information retrieval and learning resources
As noted in the original submission the School uses a blended learning approach for delivery of learning material and resources, hence we were in a strong position to pivot to an online delivery during the initial lockdown. This initial approach was used to complete teaching in BVMS 1-4 as required in March and April and also used extensively to support the new BVMS 5 students (from May 2020) for the period when access to clinical teaching environments was not possible. Medium term we aim to evaluate our blended learning delivery to identify successful pedagogy with the long-term goal of disseminating and embedding best practice.

5.1.2 The Library
The Library has a section on Glasgow Anywhere that provides advice to students and staff on accessing online resources, whether they be e-books, e-journals or our databases.

5.3.1 Availability of learning resources support
Changes to Library opening hours and study spaces have changed throughout the COVID-19 period depending on the various levels of Scottish Government restrictions. These changes are communicated to students through the School Weekly Newsletter and through the Library webpages.

5.3.5 Core Off-Site IT provision
In order to facilitate the move to remote teaching, the ‘Glasgow Anywhere Desktop’ service was launched. This is a cloud based service that can be scaled to meet teaching needs as appropriate, providing both general access virtual machines (which mimic the physical CSCE student environment) as well as reserved systems provided for classes, with specialist teaching packages on them. Students can access these systems with the University credentials via a web browser from anywhere in the world. Further information on the service is available at https://www.gla.ac.uk/myglasgow/anywhere/desktop/

5.5.1 Orientation and Induction
The normal Orientation and Induction resources were expanded and supported with additional Zoom Q&A sessions in the month leading up to the start of the academic session. In place of the face to face drop in sessions we ran an equivalent using Zoom with breakout rooms to provide one-to-one support for all who required it (featured in the UoG LEADS Learning & Teaching Podcast series: Online Induction https://youtu.be/xiusjFtub0).

5.5.3 Faculty Training in IT
Staff training was provided initially both locally and with support from the College and University to provide “Upskilling sessions” on a range of technologies to staff across the School; this was coupled with a series of more focussed sessions to explore the best ways to capitalise on our existing blended teaching resources, learn lessons from our early experiences and accelerate the provision of more extensive resources to support teaching in the new academic session (September 2020 onwards). Staff have embraced the challenge and used the VLE platforms to provide a range of engaging and interactive resources. Staff have presented their teaching innovations to colleagues via Zoom sessions highlighting the pedagogical and technology aspects. In the medium term we will build up a bank of staff presentations to be augmented, in the long term, by more advanced level upskilling sessions.
5.5.5 Client Relationship and Case Management
Off-Campus access to StringSoft is now provided via a secure gateway, allowing students and staff to access the patient management system from anywhere via PC or Mac.

Medium-Long Term:

5.3.1 Availability of learning resources support
Analysis of reading lists was undertaken in June, and e-books were purchased to increase the availability of key reading for students. This analysis was repeated in December, ahead of Semester Two. As of December, 92% of titles appearing on reading lists were available in e-book format. Faculty staff have been proactively liaising with the College Librarian to source alternative textbooks where we are unable to source e-book versions.

The College Library Support and Reading List teams updated reading lists so that they linked to e-book versions of texts rather than their print equivalents; they continue to do so for new purchases.
SECTION 6 STUDENTS

COVID-19 impacts

6.4 Student support services
- Due to COVID the office is not manned but support staff are available for one on one Zoom meetings.
- The Student Support Office makes regular contact with the student body and has encouraged students with issues to come forward for support, and this has been working well.
- Advisers have been meeting students via zoom.
- Advisers recommended to contact students regularly to check they are managing.
- The Student Support Officer made himself available to students as a resource to work through mental health concerns, financial concerns, or other impacts of COVID.
- Vet Life Skills is a new initiative and brings together the ‘soft skills’ that are present in the BVMS programme and beyond. It will be the go-to page where students can find about these areas with links to support, wellbeing, resilience, diversity and inclusion and more. [https://moodle.gla.ac.uk/course/view.php?id=23266](https://moodle.gla.ac.uk/course/view.php?id=23266).

Inclusion and Equity
- We are promoting diversity and inclusion in both the BVMS and BSc programmes and the wider community. There is online information for both staff [https://moodle.gla.ac.uk/course/view.php?id=13109](https://moodle.gla.ac.uk/course/view.php?id=13109) and students [https://moodle.gla.ac.uk/course/view.php?id=15849](https://moodle.gla.ac.uk/course/view.php?id=15849) (enrolment key is ‘Inclusion’).
- The students have an Unconscious Bias exercise in BVMS1, and a reflection is required for their portfolio.
- Cultural competencies are planned for BVMS2.
- A D&I book club for staff and students has been started.
- A student D&I committee feeds into the staff committee.
- Events in the University Black History Month (October 2020) calendar of events were planned, including the McCall Lecture with Dr Mandisa Greene, RCVS President.

6.5 Academic support
Additional Staff Support provided to students as a result of COVID-19:
- A Communications Committee was quickly established which included key members of staff and student representation to relay information and student opinion when COVID lockdown measures were initially put in place, and as they changed, and term approached:
  • Information on decision to make exams online.
  • Decision to make exams formative or summative.
  • Advice and discussion on best ways to continue teaching online for year groups who had not yet completed the term, and for BVMS5 initial online rotations.
  • Communication to incoming class about support for their arrival, visa support, quarantine support for international students, and general support for anyone struggling with all the changes occurring globally.
- Weekly meetings with Programme Leader and student representatives to specifically focus on the approach to providing clinical rotations and guiding communication to students.
- Frequent updates via Moodle forum posts on the upcoming academic year.
- Staff led virtual talent show in final year online teaching.
- Staff led live sessions with online rotations.
- Live sessions integrated into teaching for BVMS1-4 (including seminar sessions, Q&A sessions, Go-Pro live post-mortem evaluation (with live question answering), consults and ultrasounds live streamed to students, initial and follow-up consultations from the Small Animal Hospital, ultrasound live stream).
• Integration of new technology and resources to complement online learning:
  • Go-Pro.
  • Live stream or zoom sessions.
  • Moodle quizzes.
  • Virtual Learning Environment updated videos (Mahara).

6.6.8 Clubs and Organisations
As a result of COVID-19 GUVMA were particularly active and provided the following student support:

BVMS5
• Created the Virtual Support Network via social media to encourage outreach.
• Created the Vet Bake Share to pass along recipes to promote activities that improve mental health.
• Virtual pub quizzes to encourage social activity in an isolating time.

BVMS1
• Planned a socially distanced in-person Freshers’ Fayre to encourage extra-curricular activity engagement.
• “Glasgow Scavenger Hunt” to encourage incoming first years to “walk around” Glasgow virtually (on Google Maps) before arriving in the UK or in Glasgow.

BVMS1-5
• Virtual coffee meetups to engage students that are in quarantine or isolating.
• Virtual bingo and pub quizzes open to all year groups to encourage meeting one another.
• “Virtual Games” with weekly challenges to encourage going out (in a safe manner) and participation.
• Student lead Facebook Live sessions to answer questions from current and incoming students related to vet school and the academic year ahead.
• “Friendship Speed-Dating” via zoom to help first years get to know one another and learn about the Peer Wellbeing Support service.
• “First and Foremost” – a six week stress management short-course for first years.
• “Bake Along” event for students to virtually bake cookies together and create a space to chat.
• Journal club.
• Spooky season game nights.

GUVMA & GUVMA Pages
• Use already established social media platforms to communicate activities and events to students (including a full calendar of events).
• GUVMA.co.uk
• Contains PDF of the GUVMA Gazette, which features all the teams, clubs, and societies on campus which are continuing to engage their members virtually.
• Facebook @GUVMA; Twitter @GUVMA; Instagram@guvmavets.
• Full zoom account access shared amongst all groups on campus to make virtual events accessible to all.
• Supporting sports teams to continue training according to guidelines from the national organizations of those sports to maintain safety but get students up and active.
• Provide first years with “We Love You Glasgow” t shirts to celebrate the achievement of starting vet school and feel welcomed despite their more virtual induction week.
• GUVMA gazette  https://www.guvma.co.uk/gazette
6.10 Student Orientation

- There was a two week period at the beginning of term where we operated a help desk in the Mary Stewart Building.
- We kept in touch with students arriving in the UK and delivered necessary supplies to those in private accommodation – we actually shopped for and delivered groceries to just under 60 students.
- Induction team and Student Support worked with GUVMA to plan for an in-person Freshers’ Fayre, spread across 2 days so that all the clubs and societies could be featured.
- Likewise, the annual Freshers’ Forum, traditionally taking place at The Old Schoolhouse during the first week, was held in a virtual form with members of GUVMA committee and any other students wishing to participate.
- ‘Facebook live’ sessions were held by GUVMA to answer questions that primarily incoming first years have. The session was open to everyone in the School.
- Introductory lectures and welcome and the induction breakfast, where BVMS1 meet their advisers went ahead spread over five mornings rather than on one day to allow for social distancing.
SECTION 7 ADMISSIONS

Overview
The entry requirements for A Level students were changed in 2019/20 from A*AA to AAA in line with other UK veterinary schools.

COVID-19 impacts

Short Term:
- In person Open Days cancelled.
- In person interviews for entry in 2021 unable to take place.
- Ethical Reasoning test usually taken at the SVM unable to take place.
- Applicants will not have had the opportunity for work experience prior to application.
- Applicant pools, UK and overseas, have increased.
- UK school examinations grading system has led to an almost 100% increase in applicants eligible for interview.
- Recruitment visits with partner schools in USA not possible.
- Summer School cancelled in 2020.

Medium-Long Term:
- Applicants will not have had the opportunity for work experience prior to application.
- Summer school may not be possible in 2021.

MITIGATING ACTIONS

Short Term:
- We have conducted two ‘virtual’ open days.
- Increased social media presence including videos of campus and hospitals as applicants will not have campus tours.
- All interviews will be conducted by Zoom.
- Interviews moved to between January and March for UK applicants to enable Admissions Committee to review the increased applicant pool.
- One interview panel for 30-minute interview consisting of two panel members for 30 minutes, rather than two 15-minute interviews.
- Ethical Reasoning test link e-mailed to applicants and they are asked to complete on-line.
- We participated in the development of a MOOC developed through the Veterinary Schools Council that centred around veterinary careers.
- We will accept an on-line MOOC relative to work experience, and applicants advised to undertake some on-line research into the veterinary profession.
- Conducted a series of virtual presentations at partner schools in the USA.

Medium-Long Term:
- We will accept an on-line MOOC relative to work experience, and applicants advised to undertake some on-line research into the veterinary profession.
SECTION 8 FACULTY

COVID-19 impacts

Short Term:

8.3 Staff allocation in the School
Due to financial uncertainty the University’s scrutiny on the release of vacant posts increased and caused a delay in recruitment. However, this has now been relaxed and vacant posts submitted by the School have been approved and released.

8.4.2 Performance management (P&DR)
The University normally runs its Performance and Development Review at the end of the summer. In light of current circumstances informal review meetings have been encouraged but formal P&DR has been cancelled for 2020. The promotion process will still run but the start was delayed until January 2021.

8.11 Opportunities and financial provisions for academic staff to attend scientific meetings and take sabbatical/study leave
Financial uncertainty has impacted on non-pay expenditure as the School was working with an undefined non-pay budget from 1 August 2020. This resulted in the temporary reduction of spend on training and conference support, although this was also affected by the inability of staff to travel.

Medium-Long Term:

8.14 Measures taken to attract and retain a diverse faculty
Workload pressures on staff have increased as the University moved to a blended learning approach and in person classes had to repeated more often due to physical distancing and small class sizes. These additional strains have also affected the clinics where balancing clinical and clinical teaching responsibilities have stretched staff. This together with ever increasing external competition for specialist staff have resulted even more retention pressures, particularly for the small animal hospital.
SECTION 9 CURRICULUM

Overview

COVID-19 impacts

Short Term: Teaching delivery (2019-20) - Suspension of face to face teaching, course materials placed online (from 14 March 2020)
   a. BVMS1 impact: 2 weeks of didactic teaching in module 6 plus revision week
   b. BVMS2 impact: 1 week of didactic teaching in module 12 plus revision week
   c. BVMS3 impact: 4 weeks of didactic teaching in module 19
   d. BVMS4 impact: no impact as all didactic teaching completed
   e. BVMS5 impact: blocks 11 and 12 affected

Medium-Long Term:
Teaching 2020-21 – an overall reduction of face to face teaching on campus.

Actions and Mitigations

Short Term:
Teaching delivery for academic year 2019-20 moved online where possible:
- Module, rotation and course leaders created action plans to inform students how remainder of teaching will be implemented for March/April.
- Reduction in requirements for DOPS.
- Suspension of core rotations (optional EMS style placements available where possible).
- Completion of selective rotations optional.

Note: any classes that could not go online were noted and will be delivered in the future where possible.

Medium-Long Term:
Teaching delivery for academic year 2020-21 moved online where possible:
   a. BVMS1-4
      - blended approach adopted across the curriculum with practical and clinical skills teaching prioritised for face to face instruction with appropriate social distancing and PPE.
      - some classes which could not be delivered face to face nor converted to an online format have been noted and will be delivered in the future where possible.
      - Additional weekly Q&A sessions and regular drop in style sessions (via Zoom) have been added to the timetable to encourage engagement and interaction and provide the opportunity for staff/student discussions/contact which would normally be available through our open door policy.
      - Supplementary copies of timetables for detail of approach in each module are available.

   b. BVMS5 approach:
      - Online teaching for all students from May-August 2020 (one week of online teaching for each Core Rotation).
      - Resumption of face to face rotations from end of August 2020.
      - Rotations rescheduled from August 2020-May 2021 comprising seven x 3-weeks core rotations.
      - Mobile clinics on campus to enable us to continue to deliver clinical teaching associated with PDSA and Scottish SPCA.
      - One x 3-week selective (internal) with limited external selectives available.
      - Note - further details on adjustments to clinical rotations is provided throughout Chapter 4, Clinical Resources.
c. All years - Students supported through online collaborative software (Zoom, Teams etc) and interactive resources created in Moodle and Mahara to deliver case discussions, tutorials, Q&A discussions.

9.10 Current plans for curricular revisions
Ongoing evolution, some planned developments were accelerated by COVID including an increased use of blended and active learning. We will review these changes over the coming session to see which of these will be retained post COVID.

9.12 Testing/grading system and procedures for upholding academic standards
See addendum for Chapter 10b.8, 10b.9 and 10b.10.

9.14 Academic and support staff responsible for the overall supervision of EMS
- EMS requirements are under review by RCVS and latest updates can be found here.
- School deadlines for PC-EMS extended to allow for lambing.
- Individual EMS opportunities assessed for each student as they arise.
- Clear guidelines available on EMS Mahara pages: development of ‘COVID’ EMS page and ‘online’ EMS page.
- Year group and open EMS Q&A zoom sessions.
- Graduating class 2020 - requirement reduced from 38 to 30 weeks.
- Continued regular communication between UK EMS coordinators group, Veterinary Schools Council-Education Committee, EMS liaison group and RCVS.

9.17 Arrangements for teaching in abattoirs and premises for food production
- See Clinical Resources Chapter (section 4.14).
SECTION 10 RESEARCH

COVID-19 impacts

10.2.a Current opportunities for participation in research, including summer research programmes
Unfortunately, it was not possible to run summer projects in 2020 that had field or laboratory based components. At the onset of the pandemic and lockdown all research activity involving the aforementioned components was ceased, with the exception of COVID-19 based research. Access to labs and fieldwork started to recommence in late July and August, unfortunately too late for summer research projects. These projects are anticipated to commence as normal in the summer of 2021.

10.2.c Efforts by the College that facilitate the link between veterinary medical student research and subsequent or concurrent graduate education, and that enhance the impact of College research on the veterinary professional programme
As mentioned above, COVID-19 significantly affected all research activity in the university, including the progress of research projects of our postgraduate community. Similarly, progress occurred as we came out of lockdown, and where relevant (and where mitigation was not possible) students are able to apply for submission (and in some cases funded) extensions to their masters or PhD programmes.
SECTION 10b  RCVS/AVBC- ASSESSMENT

10b.8 overview of assessment

Impact:
Suspension of on campus assessment for the 2019-20 academic year (from 13 March 2020)

Mitigation:
Changes to assessment for academic year 2019-20:
• Years 1-4 examinations changed to formative after the formal exam period (summer 2020), portfolio submission remains a course requirement (must pass requirement for FEEPASS to enable completion of their home programme), OSCEs (years 2-4) cancelled, DOPS and EMS requirement adjusted.
• Year 5 summative examination as planned however transferred to online delivery (via Moodle) over a 24-hour period for each examination.
• Changes to assessment for academic year 2020-21:
• Planning towards online assessment using Moodle (Quiz/assignment as appropriate). Currently exploring options for proctoring in line with RCVS requirements. Details TBC.

10b.9 methodology for assessment of clinical skills and meeting D1C
• Practical outcomes for all students progressing to BVMS5 were collated across BVMS1-3 and mapped to outcomes for each individual.

10b.10 How assessment supports learning
• All students were issued with a Personal Learning Plan (PLP) at the beginning of clinical rotations, including any remediation. Extra assessment opportunities were identified for students requiring remediation to be completed as they progress through BVMS5.
COVID-19 impacts

Short Term:

11.1.a. Evidence of direct observations of students performing and/or having attained entry level competence in skills that demonstrate mastery of the nine clinical competencies. Processes must be in place to provide remediation for any of the nine competencies in which students do not demonstrate competence.

Session 2019-20 OSCEs in BVMS2, 3 and 4 cancelled resulting in a deficit in opportunities for direct observation of student attainment during programme.

Session 2019-20 movement online of core rotations in March-April 2020 reduced opportunities for DOPs for a small number of students, this was heterogeneous due to the individual nature of timetables.

11.1.f Demonstration of achievement of RCVS Day One Competencies

The overall progression towards the attainment of the AVMA and RCVS Day 1 competencies is outlined in the BVMS assessment matrixes. See 11.1.a.

11.5 Complete AVBC Ratios (Table 11.4)

Table 11.4 AVBC ratios
Theoretical, practical and clinical training ratios
Session 2019-20
BVMS1-4
8/24 weeks of delivery moved online with a cessation of practical training
Up to 8/24 weeks core teaching moved online (impact on individual students heterogeneous)

Medium-Long Term:

11.1.a. Evidence of direct observations of students performing and/or having attained entry level competence in skills that demonstrate mastery of the nine clinical competencies. Processes must be in place to provide remediation for any of the nine competencies in which students do not demonstrate competence.

The deficit in direct observations in BVMS1-4 will persist until all affected students have completed the programme and the pattern of OSCE assessment has been re-established.

11.1.f Demonstration of achievement of RCVS Day One Competencies

The overall progression towards the attainment of the AVMA and RCVS Day 1 competencies is outlined in the BVMS assessment matrixes.

See 11.1.a.
11.5 Complete AVBC Ratios (Table 11.4)

Table 11.4 AVBC ratios
Theoretical, practical and clinical training ratios
Session 2020-21
The delivery of “face to face” practical teaching (primarily BVMS 1-4) revised, focusing on skills that are essential.

Clinical training in BVMS5 has been restructured to provide 30 weeks of clinic-based instruction delivered as 21 weeks core, 3 weeks selective, 6 weeks EMS/externship supported by 6 weeks of structured interactive online learning.

COVID-19 mitigation/actions

Short Term:
11.1.a. Evidence of direct observations of students performing and/or having attained entry level competence in skills that demonstrate mastery of the nine clinical competencies. Processes must be in place to provide remediation for any of the nine competencies in which students do not demonstrate competence.

Students graduating 2020
Longitudinal mapping across BVMS1-5 of all direct observations (including OSCE stations and DOPS) to AVMA competencies was undertaken. This confirmed that all graduating students had good evidence of the attainment of the 9 realms of competency over the duration of the programme and completed 30 weeks of clinical teaching in BVMS5 (senior year).

Students graduating 2021
Longitudinal mapping of BVMS1-4 of all direct observations to AVMA competencies was undertaken. The BVMS5 feedback system reporting was enhanced to report on progress against competency and to alert both staff and students of concerns and provide mapping of direct and indirect observations against competencies. All students had a Personal Learning Plan (PLP) created to inform their progression through BVMS5 to ensure their assessment opportunities were tailored to their progression towards the attainment of the competencies. As the impact of COVID was heterogeneous on students for some individuals the PLP included additional assessment opportunities to be delivered during BVMS5, with regular reviews to track progress.

BVMS1-4
Progression to following year did not include OSCE outcome and for each cohort the untested skills were recorded for assessment planning in the future to ensure the skills are captured.

A policy to acknowledge the impact of COVID and associated restrictions (in particular repeated self-isolation) on attendance at scheduled clinical skills teaching was introduced for session 2020-21. The assessment strategy will allow progression, in suitably documented circumstances, for individuals who have been unable to complete practical skills training. The skills training and assessments will be deferred to subsequent years for these individuals.

11.1.f Demonstration of achievement of RCVS Day One Competencies
The overall progression towards the attainment of the AVMA and RCVS Day 1 competencies is outlined in the BVMS assessment matrixes.
See 11.1.a.
11.5 Complete AVBC Ratios (Table 11.4)

Table 11.4 AVBC ratios
Theoretical, practical and clinical training ratios
Ratios not updated for session 2019-20

Medium-Long Term:
11.1.a. Evidence of direct observations of students performing and/or having attained entry level competence in skills that demonstrate mastery of the nine clinical competencies. Processes must be in place to provide remediation for any of the nine competencies in which students do not demonstrate competence.

BVMS5
Progress towards the attainment of competencies will be monitored longitudinally over BVMS1-5. Each cohort will have different requirements related to the impact of COVID on the delivery of direct observational assessments (OSCEs and DOPS) in BVMS1-4 (see above). This will facilitate ensuring individuals have the assessment opportunities they require to demonstrate competencies.

BVMS1-4
OSCE and DOPS are planned for delivery in session 2020-21.

11.1.f Demonstration of achievement of RCVS Day One Competencies
The overall progression towards the attainment of the AVMA and RCVS Day 1 competencies is outlined in the BVMS assessment matrixes.
See 11.1.a.

11.5 Complete AVBC Ratios (Table 11.4)
Table 11.4 AVBC ratios
Theoretical, practical and clinical training ratios
Ratios not updated for session 2020-21.