

Central Qualifications Accreditation Visit

15-16 November 2022

Report to the Veterinary Nurses Council of the Royal College of Veterinary Surgeons (RCVS)

Contents

List of Panel Members	1
Summary of the Panel's findings	2
Programme details	3
Standard 1 – Learning culture.....	4
Standard 2 – Governance and quality	12
Standard 3 – Student empowerment	21
Standard 4 – Educators and assessors	311
Standard 5 – Curricula and assessment.....	366
Standard 6 – Effective clinical learning	477

List of Panel Members

Jasmine Curtis RVN – RCVS Qualifications Assessor (observer)

Victoria Hedges RVN – RCVS Examinations Manager

Carla Husband RVN – Student representative

Katherine Kissick RVN – Chair of RCVS Panel

Alison Simpson RVN – Educator representative

Anne Ward RVN – Employer representative

Key Staff met

Martin Barrow – Chair of Governors

William Barrow – Operations Manager

Denise Burke – Quality Assurance Manager

Jacqui Garrett – Responsible Officer

Summary of the Panel's findings

- Central Qualifications (CQ) submitted an application for reaccreditation of the following programmes:

CQ Level 3 Diploma in Veterinary Nursing Small Animal Practice

CQ Level 3 Diploma in Veterinary Nursing Equine Practice

- The accreditation event took place between 15 and 16 November 2022 at the CQ Head Office in Elmswell, Suffolk. Student and staff interviews were conducted as part of the accreditation process.
- Approved delivery sites and affiliated training practices (TPs) were visited by members of the RCVS Veterinary Nursing Department in the preceding weeks ahead of the accreditation event.
- The Panel received a warm welcome from the staff and are grateful to all those who were responsible for preparing the visit, arranging the schedule and providing supplementary information when requested. The experience of the CQ team and its delivery sites was notable.

The team found the following:

- CQ is to be **commended** for its annual graduation ceremony celebrating student and lecturer success.
- CQ is to be **commended** for the development of a buddy system for new delivery sites, ensuring that more experienced delivery sites can offer mentoring support.
- CQ is to be **commended** for enhancing interprofessional interaction by encouraging the use of multiple Clinical Supervisors for a team approach to training. This is in addition to ensuring a Clinical Supervisor is allocated to each student, who is responsible for their training.
- CQ is to be **commended** for the use of a short answer scenario based SA18 Ethics paper, which supports students in their assessment of professional behaviours, and empowers them to have a deeper understanding of ethical dilemmas that may arise.
- CQ is to be **commended** for the speed and ease with which it is able to make changes to the CSL, enhancing its use and to further improve communications.
- Areas for further review included CQ having a greater understanding around delivery site delivered assignments, reviewing all documentation to ensure accuracy and consistency, the utilisation of stakeholder feedback and student empowerment.

The findings in this report are based on the RCVS panel's review. The panel are not the decision makers and their commendations, suggestions and actions may be subject to amendment during the committee process.

Programme details

Requirements	Details
Name of organisation awarding the licence to practise qualification	Central Qualifications
Main address and contact details for the above organisation	Elmtree Business Park Elmswell Bury St Edmunds Suffolk IP30 9HR
Name of Principal or Chief Executive Officer	Jacqui Garrett
Proposed programme(s) title:	CQ Level 3 Diploma in Veterinary Nursing Small Animal Practice CQ Level 3 Diploma in Veterinary Nursing Equine Practice
Address and contact details of proposed site/s for delivery of licence to practise qualification	Central College of Animal Studies (Ipswich, Kent, Exeter) Bottle Green Training Ltd City College Norwich Plumpton College Myerscough School of Veterinary Nursing Salford City College Abbeydale – Vetlink Veterinary Training Ltd Bridgend College Coleg Llandrillo Group Glynllifon Coleg Sir Gar East Durham College
Pattern of delivery	Face to face and blended learning
Intakes and student numbers	Approx 200-300 per year

Standard 1 – Learning culture

The learning culture prioritises the safety of people, including clients, students and educators, and animals enabling the values of the Code of Professional Conduct to be upheld.

Education and training is valued and promoted in all learning environments, with diversity and inclusion at the forefront.

Standard not met		
Accredited Education Institutions, together with Centres and Training Practices, must:		
Requirements	Met	Not Met
<p>Demonstrate that the safety of people and animals is a primary consideration in all learning environments.</p> <p><i>Evidence reviewed:</i></p> <p>1.1a Central Veterinary Services Health and Safety policy May 2022</p> <p>1.1b Centre Monitoring Forms</p> <p>1.1e CQ OSCE Centre Covid Risk Assessment</p> <p>1.1g CQ OSCE GN113 Risk assessment - September 2022</p> <p>1.1i CQ Safeguarding policy September 2022</p> <p>1.1j CQ Centre Monitoring form template August 2022</p> <p>1.1k Central Veterinary Services Fire Prevention and Evacuation Procedure May 2022</p> <p>1.1l CQ Examiner OSCE Briefing September 2022</p> <p>1.1m CQ Candidate OSCE briefing and admission procedures September 2022</p> <p>1.1n Placement Location Form</p> <p>1.2a CQ Wellbeing policy August 2022</p> <p>1.2b CQ Placement Location Handbook September 2022</p> <p>1.2c CQ Induction policy September 2022</p> <p>1.1c Centre Monitoring Form</p> <p>1.1j CQ Centre Monitoring form August 2022</p> <p>A number of relevant policies and procedures were provided; however, the panel were concerned regarding currency of reviews, and inconsistencies in dating and signing of these documents across delivery sites. It was also noted that examiners and assessors are provided with relevant risk assessments. All OSCE specific assessments need to be reviewed and updated to ensure all hazards i.e. needle stick injury are detailed.</p>		✓
<p>Prioritise the wellbeing of people.</p> <p><i>Evidence reviewed:</i></p> <p>1.2a CQ Wellbeing policy August 2022</p> <p>1.2b CQ Placement Location Handbook September 2022</p>	✓	

<p>1.2c CQ Induction policy September 2022 1.1c Centre Monitoring Form Bottlegreen Training Ltd December 2021 1.1b Centre Monitoring Form Abbeydale Vetlink Veterinary Training Ltd November 2021 1.1d Centre Monitoring Form Plumpton College January 2022 1.1j CQ Centre Monitoring form August 2022 1.1n Placement Location Form Aireworth February 2022</p> <p>CQ has developed a robust wellbeing policy and it was noted that the buddy system with mentoring for new practices was being further developed. Buddying for newer delivery sites by the more experienced delivery sites should be commended and widely encouraged.</p>		
<p>Ensure that facilities and physical resources, including those used for clinical learning, comply with all relevant legislation including UK animal care and welfare standards.</p> <p><i>Evidence reviewed:</i></p> <p>1.3a Centre Monitoring Form East Durham College May 2022 1.3b CQ Placement Location form template September 2022 1.3c CQ centres and addresses September 2022 1.3d CQ EQA Sampling Plan September 2022 1.1n Placement Location Form Aireworth February 2022</p> <p>CQ has a standard monitoring form for approval of delivery sites, however, the panel was unable to ascertain if the same form was being utilised for all approvals. Additionally, CQ was unaware that delivery sites approved by them use on-site animal collections for teaching and learning; it was under the impression that animal collections were used solely by animal care/management students and that veterinary nurses handled animals in the practice setting only. CQ needs to ensure that External Quality Assurers (EQAs) report on the safety and welfare of animals at the delivery sites during their approval and monitoring activities.</p> <p>The use of storage and disposal of POM-Vs for the OSCE is covered by relevant and user-friendly policies.</p>		✓
<p>Ensure clients have the opportunity to give, and if required withdraw, their informed consent to students being involved in the care of their animals.</p> <p><i>Evidence reviewed:</i></p> <p>1.1n Placement Location Form Aireworth February 2022 1.2b CQ Placement Location Handbook September 2022</p> <p>CQ has monitored this requirement successfully in its delivery sites and ensured that actions and recommendations are completed.</p>	✓	
<p>Promote client, public and animal safety and welfare and maintaining confidentiality.</p>	✓	

<p><i>Evidence reviewed:</i></p> <p>1.5a CQ Data Protection and Privacy policy August 2022</p> <p>1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022</p> <p>1.5c CQ Diploma in Veterinary Nursing - Small Animal Practice - Assignment Guide August 2022</p> <p>1.1n Placement Location Form Aireworth February 2022</p> <p>1.2b CQ Placement Location Handbook September 2022</p> <p>1.3a Centre Monitoring Form East Durham College May 2022</p> <p>CQ has demonstrated compliance for this requirement in all documentation presented.</p>		
<p>Ensure students and educators understand how to raise concerns or complaints and are encouraged and supported to do so in line with local and national policies without fear of adverse consequences.</p> <p><i>Evidence reviewed:</i></p> <p>1.6a CQ Complaints policy August 2022</p> <p>1.6b CQ Whistleblowing policy August 2022</p> <p>1.6c Screenshot of web page showing access to CQ Complaints policy September 2022</p> <p>1.6d Screenshot of web page showing access to CQ Whistleblowing policy September 2022</p> <p>1.6e Correspondence trail of a complaint received January 2017</p> <p>1.6f Correspondence trail of a complaint received</p> <p>1.1b Centre Monitoring Form</p> <p>CQ reported that it had received two formal concerns/complaints from veterinary nursing students and none from delivery sites and other stakeholders. A discussion took place to ascertain if the low number was due to an exceptional level of satisfaction amongst the key stakeholders or whether there may be barriers preventing concerns and complaints being raised. CQ is required to put mechanisms in place to ensure key stakeholders are signposted to the complaints procedure and their understanding of this process has been checked.</p>	✓	
<p>Ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised.</p> <p><i>Evidence reviewed:</i></p> <p>1.7a CQ Fitness to Practise Guidance August 2022</p> <p>1.1i CQ Safeguarding policy September 2022</p> <p>1.1d Centre Monitoring Form Plumpton College January 2022</p> <p>1.2a CQ Wellbeing policy August 2022</p> <p>1.6a CQ Complaints policy August 2022</p> <p>1.6b CQ Whistleblowing policy August 2022</p> <p>1.6e Correspondence trail of a complaint received January 2017</p> <p>1.6f Correspondence trail of a complaint received September 2022 (ongoing)</p>		✓

<p>There were no documents provided to demonstrate how complaints had been handled and evidence of responses to the complainant were not provided.</p>		
<p>Ensure mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated.</p> <p><i>Evidence reviewed:</i></p> <p>1.8a CQ Business Continuity Plan September 2022 1.8b Exam Entry Incident Log June 2014 1.8c Response to Exam Content Query October 2018 1.8d Accident and Incident Reporting Procedure May 2021 1.8e CQ Business Continuity Plan Testing March 2020 1.8f BVNA VN Educator Feedback June 2021 1.8g Logbook entry for an accident at an OSCE October 2021 1.8h Business Continuity Plan Enforcement September 2022</p> <p>Documented feedback following a concern or complaint process was not provided, thus the panel could not ascertain whether appropriate learning reflection and actions were implemented.</p> <p>There was no evidence provided demonstrating any accident audits being carried out, nor towards any steps being taken following accidents or incidents in the Delivery Sites or within the placements. Additionally, there was no Significant Incident report writing or reflection on hazard / safety awareness, and there were no clinical or learning audits demonstrated either.</p>		✓
<p>Ensure students are supported and supervised in being open and honest in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i></p> <p>1.9a CSL screenshot showing Professional Behaviours and Attitudes September 2022 1.9b CQ Professional Behaviours and Attitudes Guidance August 2022 1.9c CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook September 2022 1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022 1.9d CQ DipVN Learner Handbook September 2022 1.9e CQ Centre Handbook September 2022 1.2b CQ Placement Location Handbook September 2022 1.1b Centre Monitoring Form Abbeydale Vetlink Veterinary Training Ltd November 2021 1.7a CQ Fitness to Practise Guidance August 2022</p> <p>Documentation reviewed demonstrated that students are supervised and supported in being open and honest in accordance with the CoPC.</p>	✓	

<p>Ensure the learning culture is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation.</p> <p><i>Evidence reviewed:</i></p> <p>1.10a CQ Equality, diversity and inclusion policy August 2022 1.10b CQ Reasonable Adjustment and Special Consideration policy September 2022 1.10c Conflict of Interest form for BS OSCE examiner September 2022 1.10d Conflict of Interest form for EFB OSCE examiner September 2022 1.10e Notes from a meeting held with a training provider May 2022 1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022 1.1c Centre Monitoring Form Bottlegreen Training Ltd December 2021 1.6a CQ Complaints policy August 2022</p> <p>CQ states that it supports the principal of equal opportunities and strives to ensure that all students, assessors, staff, and delivery sites have equal access. This is not evidenced in student, staff and delivery site facing documents where the pronouns 'he or she' are frequently used, which is not gender inclusive. CQ is therefore required to develop a guide for its document writers to ensure that a standard agreed approach is used. It must also revise all documentation applying the new policy and submit these with tracked changes to the RCVS.</p>		✓
<p>Advance equality of opportunity through effective use of information and data.</p> <p><i>Evidence reviewed:</i></p> <p>1.11a Learner feedback 2021/2022 1.11b 2019.2020 External Quality Assurance Report 1.11c 2020.2021 External Quality Assurance Report 1.11d Template for 2021 2022 External Quality Assurance Report 1.11e CQ DipVN 2021 Consultation Analysis 1.11f 2020 - 2021 RCVS Central Qualifications SAR Equine Practice 1.11g 2020 - 2021 RCVS Central Qualifications SAR Small Animal Practice</p> <p>Throughout the accreditation event CQ made a number of statements highlighting the success of its programmes and how holders of the CQ Level 3 Diploma(s) in Veterinary Nursing are making a positive impact on the profession. There was little qualitative or quantitative data provided to the panel to evidence these statements. CQ conducted a consultation in June 2021 to extend its understanding of the market and provide relevant stakeholders the opportunity to feedback on CQ's veterinary nursing provision. Three questions were asked:</p> <p>1. <i>In your opinion what are the differences between graduates of(sic) vocational or degree routes?</i></p>		✓

<p>2. <i>How prepared for work in a veterinary practice are CQ vocationally trained veterinary nurses?</i></p> <p>3. <i>What changes would you make to the CQ VN qualification?</i></p> <p>There was no information showing how many stakeholders had responded to the survey. The panel explored how CQ intended to use the data generated from questions 1 and 2 as this was not implicit within the proposed programme. CQ indicated that the questions in the survey were put forward by key stakeholders and the responses are of interest and generate discussion.</p> <p>Question 3 generated some data about assignments, examination resits, examination timetabling and manual processing of radiographs. The number of comments on these areas were low and therefore not statistically significant. The panel advised that future surveys should focus more on the relevance of the content of the qualification, documentation and other tools provided by CQ. Expanding the survey and gathering information on key themes will enable useful data to be collected which can inform future qualification development.</p>		
<p>Work to promote inter-professional education and inter-professional practice and support opportunities for research collaboration.</p> <p><i>Evidence reviewed:</i></p> <p>1.3a <i>Centre Monitoring Form East Durham College May 2022</i></p> <p>1.10e <i>Notes from a meeting held with a training provider May 2022</i></p> <p>CQ encourages the use of multiple Clinical Supervisors, in addition to the allocated Clinical Supervisor, in placement locations (PL) which promotes inter professional education and professional practice, however, more work can be done to support research collaboration.</p>	✓	
<p>Promote evidenced-based improvement in education and veterinary nursing practice.</p> <p><i>Evidence reviewed:</i></p> <p>1.5b <i>CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022</i></p> <p>1.9c <i>CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook September 2022</i></p> <p>1.3a <i>Centre Monitoring Form East Durham College May 2022</i></p> <p>Whilst guest speakers are utilised at delivery sites, CQ indicated that they must not market products. It was evident that there was no written policy and this information had not been conveyed to its delivery sites. Furthermore, the EQA does not check this or if the delivery site has sponsorship arrangements in place with manufacturers of veterinary products.</p> <p>For the last two years the External Advisor (External Examiner) has commented within their report that support is needed for MCQ question writers as well as there</p>		✓

<p>being a need to review the ethics short answer questions (SAQs). No evidence was provided to show that this has been discussed and actioned.</p>		
---	--	--

Conclusion:

This standard is primarily aimed at the safety of people, clients, educators, and animals enabling the values of the Code of Professional Conduct to be upheld.

Whilst there was a range of evidence provided to demonstrate that protocols and policies are indeed in place, the implementation of these was clearly incorporated into the remit of the EQA who was not present for this discussion. The evidence provided could not satisfactorily support this without further discussion with this critical role being present.

The strategies behind placement visits / risk assessments were missing along with the justification behind how these are approached and carried out. Similarly, the support given to the placement providers, Clinical Supervisors and students could not be fully evidenced, primarily putting the majority of the responsibility onto the EQAs which neither the evidence nor the discussion could fully support.

Conclusive evidence involved with the complaints submitted was not readily available but was produced on request. The linkage of communication between different stages of support/training as well as between student/assessor/educator/provider is seriously left in question from the evidence presented and lack of understanding towards the EQA role by the CQ institutional personnel.

It is clear that support is present, but many of the questions asked by the panel could not be answered by CQ. As a result, the panel was unable to confirm whether some of the requirements had been met.

Suggestions:

- a. Demonstrate that key stakeholders have knowledge of the location of the CQ concerns and complaints procedure and any perceived barriers to its use are removed.
- b. CQ to further develop and formalise the delivery site mentoring / buddy system.
- c. Consider ways in which research and collaboration can be incorporated into the programmes.
- d. CQ to ensure that its delivery sites are aware of the policy on guest speakers promoting products and manufacturers providing sponsorship.

Actions:

- a. Develop a policy for CQ document writers to ensure that a standard agreed approach is used for gender inclusivity pronouns. CQ must revise all documentation applying the new policy and submit these with tracked changes to the RCVS.
- b. Review and revise all OSCE station risk assessments and provide these to the RCVS.
- c. Revise EQA approval and monitoring processes to include the reporting of animal safety and welfare when used in teaching and learning at the delivery sites.

- d. Provide evidence to show how the comments made by the External Advisor in relation to the MCQ and SAQs have been addressed.
- e. Provide the policy detailing the CQ approach to product promotion and sponsorship not to be carried out by guest speakers or with manufacturers, and the EQA monitoring process for this policy.

Standard 2 – Governance and quality

There are effective governance systems that ensure compliance with all legal, regulatory, professional and educational requirements and clear lines of responsibility and accountability for meeting those requirements.

All learning environments optimise safety and quality, taking account of the diverse needs of, and working in partnership with, students and all other stakeholders.

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must:		
Requirements	Met	Not Met
<p>Comply with all relevant legal, regulatory, professional and educational requirements.</p> <p><i>Evidence reviewed:</i></p> <p>2.1a Ofqual Event Notifications Report</p> <p>2.1b CQ recognition letter from QiW July 2020</p> <p>2.1c Screenshot of Ofqual's Portal showing CQ's recognition</p> <p>2.1d Notes and actions from the RUM with CQ August 2021</p> <p>2.1e RCVS Progress Review Letter CSG August 2022</p> <p>2.1f Action Plan Response CQ to RCVS re CSG September 2022</p> <p>2.1g CQ Data submission to Ofqual July 2022</p> <p>2.1h CQ submission of DOC/DOS mapping July 2022</p> <p>2.1i CQ mapping of DipVN SAP and EQ to RCVS DOC DOS October 2022</p> <p>1.11b 2019.2020 External Quality Assurance Report</p> <p>1.11c 2020.2021 External Quality Assurance Report</p> <p>1.11d Template for 2021 2022 External Quality Assurance Report</p> <p>CQ has demonstrated up to date compliance with the relevant authorities and educational institutions/agencies and has mapped its qualification units to the RCVS requirements for an awarding organisation. The delivery sites' Scheme of Work (SOW) are quality assured by the EQA to ensure all legal, regulatory, professional and educational requirements are met.</p>	✓	
<p>Provide all information and evidence required by regulators in a timely manner i.e. within published timescales.</p> <p><i>Evidence reviewed:</i></p> <p>2.2a Ofqual Data Portal extract</p> <p>2.2b Extract from Ofqual data reporting schedule</p> <p>2.2c Submission deadlines from Ofqual</p> <p>2.2d Action Plan Response CQ to RCVS September 2022</p> <p>2.1h CQ submission of DOC/DOS mapping July 2022</p> <p>2.1g CQ Data submission to Ofqual July 2022</p>	✓	

<p>Evidence and information for the accreditation event has been provided within the relevant timescales. The panel was provided with examples of completed assessments, but no assessment briefs were provided and therefore the panel was unable to complete this aspect of the review. Following on from the VNEC decision regarding the accreditation status, the quality monitoring team, in discussion with VNEC, will determine an appropriate QM strategy.</p>		
<p>Ensure programmes are designed to meet RCVS Day One Competences and Skills for Veterinary Nurses, QAA Veterinary Nursing Benchmarks and outcomes relevant to the programme.</p> <p><i>Evidence reviewed:</i> 2.1i CQ mapping of DipVN SAP and EQ to RCVS DOC DOS October 2022</p> <p>The panel was unable to confirm that this requirement is met. The assessments, examinations and OSCE stations are not mapped to the RCVS DOS/DOC or professional behaviours and attributes. The qualification has been mapped to the DOS and DOC but there are some omissions. For example, VNSA8 4.5 is mapped in <i>2.1i CQ mapping of DipVN SAP to RCVS DOS October 2022</i> but is not an actual assessment criterion in the qualification handbook. Accuracy is required to demonstrate full coverage of the DOC and DOS mapped to the units and assessment criteria.</p> <p>The following small animal assessment criteria are not mapped against the SA DOS/DOC, and this must be rectified. VNSA3 2.1, 3.1, 3.2 VNSA4 3.3, 4.1, 4.2, 4.4, VNSA5 1.3, 2.2 VNSA6 3.1, 3.2, 4.1 VNSA7 3.2 VNSA13 1.3 VNSA15 1.3, 1.4</p> <p>The following Equine criteria are not mapped against the DOS/DOC VNEQ1 4.2 VNEQ3 2.1 VNEQ4 2.3, 3.1, 3.3, 4.1, 4.2, 4.4 VNEQ5 2.2, 2.5 VNEQ6 3.1, 3.2 VNEQ7 3.2 VNEQ12 1.1, 2.1, 2.2, 3.2, 3.3 VNEQ13 1.1, 1.2</p>		✓
<p>Comply with the RCVS Code of Professional Conduct for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> 1.1b Centre Monitoring Form Abbeydale Vetlink Veterinary Training Ltd November 2021</p>	✓	

<p>1.7a CQ <i>Fitness to Practise Guidance August 2022</i></p> <p>1.9a CSL <i>screenshot showing Professional Behaviours and Attitudes September 2022</i></p> <p>1.9b CQ <i>Professional Behaviours and Attitudes Guidance August 2022</i></p> <p>1.9c CQ <i>Diploma in Veterinary Nursing Equine Practice Qualification Handbook September 2022</i></p> <p>1.5b CQ <i>Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022</i></p> <p>1.9d CQ <i>DipVN Learner Handbook September 2022</i></p> <p>1.9e CQ <i>Centre Handbook September 2022</i></p> <p>1.2b CQ <i>Placement Location Handbook September 2022</i></p> <p>The CoPC has been embedded throughout the curriculum and is monitored at all levels by the EQA. Fitness to practise guidance is provided to delivery sites by CQ but does not include the expectation of them as the awarding organisation being notified if a fitness to practise investigation has taken place.</p>		
<p>Comply with the RCVS Veterinary Nursing Registration Rules.</p> <p><i>Evidence reviewed:</i></p> <p>2.5a <i>Record of a time log produced by the CSL September 2022</i></p> <p>1.2b CQ <i>Placement Location Handbook September 2022</i></p> <p>1.7a CQ <i>Fitness to Practise Guidance August 2022</i></p> <p>1.9b CQ <i>Professional Behaviours and Attitudes Guidance August 2022</i></p> <p>1.9c CQ <i>Diploma in Veterinary Nursing Equine Practice Qualification Handbook September 2022</i></p> <p>1.5b CQ <i>Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022</i></p> <p>1.9d CQ <i>DipVN Learner Handbook September 2022</i></p> <p>1.9e CQ <i>Centre Handbook September 2022</i></p> <p>1.1n <i>Placement Location Form Aireworth February 2022</i></p> <p>Students are awarded the qualification on completion of the CSL, MCQ, SAQ and OSCE. CQ provides a facility to collect information in relation to the hours worked in clinical work placement, but it does not consider whether students have completed 1,800 hours before awarding the qualification. The qualification will need to be amended to include the completion of mandatory time in a PL.</p>		✓
<p>Adopt a partnership approach, with shared responsibility, evidenced by a Memorandum of Understanding between the Accredited Education Institution and the delivery site and between the delivery site and the Training Practice. This must be regularly reviewed and clearly stipulate the roles, responsibilities, and regulatory requirements.</p> <p><i>Evidence reviewed:</i></p> <p>2.6a <i>Myerscough College and CQ agreement May 2020</i></p> <p>2.6b <i>City College Norwich and CQ Agreement August 2021</i></p> <p>2.6c <i>Myerscough Centre Monitoring Form September 2022</i></p>		✓

<p>2.6d CQ East Durham Centre Risk Assessment May 2022 2.6e CQ Salford College Centre Risk Assessment February 2022 1.1o Placement Location Form Village Vets Crosby May 2022 1.3a Centre Monitoring Form East Durham College May 2022 1.2b CQ Placement Location Handbook September 2022 1.9d CQ DipVN Learner Handbook September 2022 1.9e CQ Centre Handbook September 2022</p> <p>Although detailed evidence has been provided in relation to MOUs between CQ and its delivery sites. To ensure continuity between sites a policy should be adopted to ensure the MOUs are updated on a regular basis and guidance provided as to relevant content to ensure regulatory requirements are met.</p>		
<p>Ensure that recruitment, selection and retention of students is open, fair and transparent and includes measures to understand and address underrepresentation.</p> <p><i>Evidence reviewed:</i> 2.7a College's webpages showing entry requirements for veterinary nursing courses September 2022 2.7b CQ Recognised Prior Learning policy August 2022 2.7c Abbeydale ED&I Policy September 2021 2.7d Myerscough FREDIE Policy August 2021 1.9c CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook September 2022 1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022 1.10a CQ Equality, diversity, and inclusion policy August 2022 1.10b CQ Reasonable Adjustment and Special Consideration policy September 2022</p> <p>CQ and all delivery sites have EDI policies in place and recruitment of students is open and transparent. It should be noted that the Qualification Handbook refers to the RCVS Diploma in Advanced Veterinary Nursing as a progression route; this qualification has been replaced with the Certificate in Advanced Veterinary Nursing.</p>	✓	
<p>Have entry criteria for the programme that includes evidence that the student has capability in numeracy, literacy, and science, written and spoken English and mathematics to meet the programme outcomes.</p> <p><i>Evidence reviewed:</i> 2.7a Colleges' webpages showing entry requirements for veterinary nursing courses September 2022 2.7b CQ Recognised Prior Learning policy August 2022 1.9c CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook September 2022</p>	✓	

<p><i>1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022</i></p> <p>Entry criteria are in place; these are published within promotional material and on the websites of the delivery sites. It was noted that one website stated potential students must have 6 months minimum full-time employment as a Student Veterinary Nurse (SVN) prior to registering for the qualification and enrolling with the RCVS. It should be noted that the term SVN should not be used until a student is enrolled with the RCVS. CQ should monitor websites and provide guidance on content and marketing of the course.</p> <p>Delivery sites are required to see original qualification certificates before registering students for the Level 3 Diploma and students are required to disclose any criminal convictions at this point. These aspects are sampled by the EQA.</p>		
<p>Provide students with the information and support to enable them to demonstrate fitness to practise including the disclosure of any criminal convictions that may affect registration with the RCVS as qualified veterinary nurses.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.3a Centre Monitoring Form East Durham College May 2022</i></p> <p><i>1.7a CQ Fitness to Practise Guidance August 2022</i></p> <p>Policies are checked during EQA visits to ensure students have access to written information about the qualification, registration, and RCVS enrolment process. CQ could improve the robustness of the EQA process by including observation of student inductions into the sampling plan.</p>	✓	
<p>Demonstrate a robust process for recognition of prior learning (RPL).</p> <p><i>Evidence reviewed:</i></p> <p><i>2.7b CQ Recognised prior learning policy August 2022</i></p> <p>CQ has an RPL policy in place which includes considering prior qualifications and experience. There have been no recent applications, so the panel were unable to view a worked example, but the process appeared to be fit for purpose.</p>	✓	
<p>Provide students with the information and support they require in all learning environments to enable them to understand and comply with the relevant governance processes and policies.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.9c CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook August 2022</i></p> <p><i>1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022</i></p> <p><i>1.9d CQ DipVN Learner Handbook September 2022</i></p> <p><i>1.3a Centre Monitoring Form East Durham College May 2022</i></p>	✓	

<p>All information is provided within the handbooks and student understanding is checked during EQA visits.</p> <p>The qualification handbook includes a weblink to the RCVS Centre Handbook which is no longer valid.</p>		
<p>Have robust, effective, fair, impartial and lawful fitness to practise procedures to swiftly address concerns, and where appropriate notify the RCVS, as Regulator, about the conduct of students that might compromise public and animal safety and protection.</p> <p><i>Evidence reviewed:</i></p> <p>2.12a CQ Appeals policy August 2022</p> <p>2.12b CQ Malpractice and Maladministration Policy August 2022</p> <p>1.3a Centre Monitoring Form East Durham College May 2022</p> <p>1.7a CQ Fitness to Practise Guidance August 2022</p> <p>Fitness to practise policies are in place at all delivery sites and guidance is provided by CQ on how to address concerns. It is advisable for delivery sites to add CQ to the notification criteria to ensure they are informed of any fitness to practise investigations.</p>	✓	
<p>Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award.</p> <p><i>Evidence reviewed:</i></p> <p>2.13a CQ Claim for certification September 2022</p> <p>2.13b CQ Claim for certification checklist September 2022</p> <p>2.13c L C Certificate DipVN SAP certificate template September 2022</p> <p>2.13d P M V Certificate DipVN SAP certificate template September 2022</p> <p>1.9c CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook August 2022</p> <p>1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022</p> <p>2.1i CQ mapping of DipVN SAP and EQ to RCVS DOC DOS October 2022</p> <p>A process is in place for checking all candidates have completed the requirements of the qualification before the L3 DipVN is awarded. The development of a standard operating procedure would enhance this process.</p>	✓	
<p>Regularly review all learning environments and provide assurance that they are safe, effective and fit for purpose.</p> <p><i>Evidence reviewed:</i></p> <p>2.14a CQ External Quality Assurance Handbook September 2022</p> <p>1.1a Central Veterinary Services Health and Safety policy May 2022</p> <p>1.1b Centre Monitoring Form Abbeydale Vetlink Veterinary Training Ltd November 2021</p> <p>1.1c Centre Monitoring Form Bottlegreen Training Ltd December 2021</p>	✓	

<p>1.1d Centre Monitoring Form Plumpton College January 2022 1.1e CQ OSCE Centre Covid Risk Assessment Myerscough College September 2022 1.1f CQ OSCE Centre Covid Risk Assessment Elmswell September 2022 1.1g CQ OSCE GN113 Risk assessment - September 2022 1.1h Centre risk assessment Plumpton College February 2022 1.11d Template for 2021 2022 External Quality Assurance Report 2.6a Myerscough College and CQ agreement May 2020 2.6b City College Norwich and CQ Agreement August 2021</p> <p>Policies and procedures including H&S are checked during EQA visits. Learning environments are also monitored for suitability and equipment provided, to ensure they are fit for purpose.</p>		
<p>Appoint appropriately qualified and experienced people for programme development and delivery.</p> <p><i>Evidence reviewed:</i></p> <p>2.15a CQ Corporate Governance Manual September 2022 2.15b CQ OSCE examiner CV CD September 2021 2.15c CQ OSCE examiner CV ER September 2021 2.15d CQ OSCE examiner CV MT September 2022 2.15e CQ Qualification development adviser CV September 2021 2.15f CQ EQA CV JO September 2022 2.15g CQ EQA CV SB September 2022 2.15h CQ Principal Examiner CV September 2022 2.15i CQ EQA CV EFB September 2022 2.15j CQ Qualification Development Adviser July 2021 2.15k CQ External Adviser CV September 2019 1.3a Centre Monitoring Form East Durham College May 2022 2.6d CQ East Durham Centre Risk Assessment May 2022 2.6e CQ Salford College Centre Risk Assessment February 2022</p> <p>Delivery centre staff recruitment is monitored by the EQA but CQ needs to ensure delivery sites are also monitoring and supporting staff meeting regulatory CPD requirements.</p> <p>CQ employees' CVs were made available, and it is evident that appointment selection is based on experience, qualifications and suitability for the job role. Providing detailed job descriptions and relevant role inductions for all new members of staff will ensure effective guidance, support and job role continuity.</p>	✓	
<p>Where an Accredited Education Institution is not yet fully accredited, or at the discretion of Veterinary Nurse Education Committee, facilitate the attendance of the RCVS at the trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place for the relevant cohort of</p>	N/A	

<p>students. <i>Evidence reviewed:</i> N/A</p>		
<p>Where an Accredited Education Institution plans to make any changes to its provision, including assessment, the RCVS must approve all changes prior to implementation. <i>Evidence reviewed:</i> <i>2.17a RCVS Support Meeting Agenda April 2022</i></p> <p>Through discussion it was apparent that at least one major change had been made to the programme with the introduction of Computer Based Testing (CBT), without the approval of VNEC being sought. CQ must have in place a procedure to ensure that proposed changes to the programme(s) are submitted to VNEC for consideration prior to implementation.</p>		✓
<p>Provide evidence that adequate market demand and finances are in place and are sufficient to sustain and develop the programme and have been approved by the Higher Education Institution or Awarding Organisation. <i>Evidence reviewed:</i> <i>2.18a CQ Profit and Loss 2019-2022</i> <i>2.18b Marketing Strategy 2021</i> <i>2.18c CQ Brochure September 2022</i> <i>2.18d CQ learner registrations report</i> <i>1.11e CQ DipVN 2021 Consultation Analysis</i> <i>1.11f 2020 - 2021 RCVS Central Qualifications SAR Equine Practice</i> <i>1.11g 2020 - 2021 RCVS Central Qualifications SAR Small Animal Practice</i></p> <p>During CQ's introductory presentation there was an indication that it had run a marketing campaign. Evidence of this was requested but the marketing strategy provided did not evidence the marketing that had been undertaken.</p> <p>The panel was informed that a large new delivery site is in the process of being approved. The site is new to veterinary nurse education and in an area where there is currently little or no veterinary nursing provision. This is an exciting development for CQ.</p> <p>CQ demonstrated that it is financially viable and has robust measures in place to support an increase to market demand.</p>	✓	
<p>Conclusion:</p> <p>CQ has provided some good evidence in relation to this standard and it is clear that it is aware of policies and procedures that need to be in place within its delivery sites. In theory the EQA process and documentation provides evidence to demonstrate the sites are meeting the standards. However, the use of tick boxes without providing a written rationale makes it difficult to determine</p>		

how the EQA made their decision. The proposed amendments will assist with evidencing standardisation of award delivery across sites. A clear detailed sampling strategy and sampling plan alongside regular standardisation of EQAs would improve this process and provide the detailed evidence required to make informed decisions relating to risk banding and support.

Providing guidance to the CQ team on job roles and responsibilities will help to support and develop their journey within the organisation and in turn uphold the standards required for award provision and delivery.

Suggestions:

- a. Providing detailed job descriptions and relevant job inductions for all new members of staff will ensure effective guidance, support and job role continuity.
- b. An SOP would be useful for the process of checking all relevant parts of the qualification have been completed before the L3 DipVN is awarded to provide quality assurance of this process.
- c. Adding CQ to the notification criteria of the Fitness to Practise policy would ensure CQ is kept up to date of any fitness to practise investigations of learners enrolled on to the qualification.
- d. CQ could improve the robustness of the EQA process by including a student induction observation into the sampling plan.
- e. Auditing of delivery sites' websites to provide guidance on content.
- f. EQAs to provide a rationale to support their decisions.

Actions:

- a. Provide accurately mapped units and assessment criteria to the RCVS DOC and DOS.
- b. Clarify the process for ensuring students awarded the qualification have achieved the 1,800 hours in clinical practice and are therefore eligible to apply to register with the RCVS.
- c. Ensure MOUs are updated on a regular basis and provide guidance to the delivery sites as to relevant content to ensure regulatory requirements are met.
- d. Implement procedures to remind the development team of the requirement to inform the RCVS about any changes it makes to the accredited provision.
- e. Update the qualification handbook and remove the weblink to RCVS Centre Handbook.
- f. Amend reference to the RCVS Dip AVN to the Cert AVN in CQ Dip VN handbook.

Standard 3 – Student empowerment

Students are provided with a variety of learning opportunities and appropriate resources which enable them to achieve the RCVS Day One Competences and Skills for Veterinary Nurses and programme outcomes and be capable of demonstrating the professional behaviours in the RCVS Code of Professional Conduct for Veterinary Nurses.

Students are empowered and supported to become resilient, caring, reflective and lifelong learners who are capable of working in inter-professional teams.

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must ensure that all students:		
Requirements	Met	Not Met
<p>Are well prepared for learning in theory and practice having received relevant inductions.</p> <p><i>Evidence reviewed:</i></p> <p>3.1 a CQ CSL User Guide - Learners 2022</p> <p>1.3a Centre Monitoring Form East Durham College May 2022</p> <p>1.9d CQ DipVN Learner Handbook September 2022</p> <p>Currently the student induction process is left to each individual delivery site, which is checked by the EQA when they visit the delivery site. Recommendations from the panel suggest that there needs to be improvement on the parity and continuity between induction at all delivery sites. An induction checklist could demonstrate that all students have engaged in the induction process and have read all the necessary information provided to them. CQ also needs to ensure the students are inducted sufficiently in the use of the CSL and placement. The panel established that the induction sessions are observed by the EQA; this needs to be included in their sampling when it can be accommodated.</p>		✓
<p>Have access to the resources they need to achieve the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks, and programme outcomes required for their professional role.</p> <p><i>Evidence reviewed:</i></p> <p>3.2a GVNC Asset List November 2021</p> <p>3.2b Application for Centre approval May 2020</p> <p>3.2c Application for programme approval May 2020</p> <p>1.1n Placement Location Form Aireworth February 2022</p> <p>1.1o Placement Location Form Village Vets Crosby May 2022</p> <p>1.3a Centre Monitoring Form East Durham College May 2022</p>	✓	

<p>The EQAs ensure that delivery sites and TPs have sufficient resources to support students through their studies. Delivery sites are provided with a list of resources that are a minimum and the EQA will check to ensure this is in place.</p>		
<p>Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, practice placements and other information relevant to the programme.</p> <p><i>Evidence reviewed:</i></p> <p>1.1d Centre Monitoring Form Plumpton College January 2022</p> <p>1.3a Centre Monitoring Form East Durham College May 2022</p> <p>1.9c CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook September 2022</p> <p>1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022</p> <p>1.9d CQ DipVN Learner Handbook September 2022</p> <p>Information about assessment and placements is provided by the delivery site. CQ also posts student notifications on the front of the CSL which can be viewed by students when they sign in.</p> <p>CQ is to be commended for how quickly changes can be made to the CSL to allow for ease of use for students and improved communication. An example of this was the inclusion of a tick box to check for student engagement. However, student facing handbooks need reviewing to ensure they include up to date information.</p> <p>The theory (MCQ, SAQ) examination dates are set by CQ and published online. The OSCE dates are set in conjunction with the delivery site with most students attending Elmswell (CQ Headquarters). Whilst the dates are not published, students can obtain this information from their delivery site.</p> <p>No evidence was provided to show what information students are provided with in relation to the submission of assignments. CQ leaves these arrangements to the delivery team and was not aware of the release or submission dates.</p> <p>CQ does not provide students with written information about the availability of computer-based testing.</p>		✓
<p>To work with and learn from a range of people in practice placements, preparing them to provide care to a range of animals with diverse needs.</p> <p><i>Evidence reviewed:</i></p> <p>2.6c Myerscough Centre Monitoring Form September 2022</p> <p>3.4a Centre Monitoring Form Central College of Animal Studies December 2021</p> <p>3.4b Centre Monitoring Form Bridgend College March 2022</p> <p>1.2b CQ Placement Location Handbook September 2022</p> <p>1.1n Placement Location Form Aireworth February 2022</p>	✓	

<p>CQ is to be commended for allowing the use of multiple Clinical Supervisors, in addition to the allocated Clinical Supervisor, to support students completing the CSL. This encourages a diverse educational experience for the students from multiple staff in the TP. It encourages maximising the knowledge of certain RVNs or MRCVs in their area of expertise. CQ encourages the use of witness statements as well.</p>		
<p>Are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation-based learning appropriate for their programme as necessary for safe and effective practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.5a CQ Assessment strategies for the Diploma in Veterinary Nursing September 2022</i></p> <p><i>3.5b CQ Instructions for conducting examinations July 2022</i></p> <p><i>2.6c Myerscough Centre Monitoring Form September 2022</i></p> <p><i>1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022</i></p> <p><i>1.9c CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook September 2022</i></p> <p><i>1.2b CQ Placement Location Handbook September 2022</i></p> <p>CQ utilises MCQ exams, short answer questions, assignments, OSCE and the CSL (workplace assessment) to assess students. OSCE stations are adapted utilising stakeholder feedback to ensure they are relevant to current clinical practice. There was a discussion by the panel surrounding innovation of the examinations and assignments and the suggestion for CQ to provide more innovative assessments to meet the needs of the modern student veterinary nurse.</p>	✓	
<p>Are supervised and supported in clinical placement learning in accordance with RCVS Standards Framework for Veterinary Nurse Education and Training.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.6a CSL Notify Tutors screenshot October 2022</i></p> <p><i>1.1n Placement Location Form Aireworth February 2022</i></p> <p><i>1.1o Placement Location Form Village Vets Crosby May 2022</i></p> <p><i>2.6c Myerscough Centre Monitoring Form September 2022</i></p> <p><i>2.14a CQ External Quality Assurance Handbook September 2022</i></p> <p>As detailed above, CQ allows students to be supported by multiple CSs. The panel questioned CQ regarding how unintended consequences are managed. CQ discussed the ability to revoke competence if it has been given by one CS and another deems the student not yet competent. CQ encourages CSs to discuss a situation like this between themselves to ensure this doesn't happen, and there have been no examples of this situation occurring in practice. IQAs are able to put a report onto the CSL which can be viewed by all CSs that have access; students</p>	✓	

<p>cannot view this. In order to mitigate the risk this could pose to student progression, CQ could consider developing further guidance for CSs as to how they could address this situation.</p>		
<p>Are supervised according to their individual learning needs, proficiency, and confidence.</p> <p><i>Evidence reviewed:</i> 3.7a CQ Reasonable adjustments and special considerations log September 2022 1.10b CQ Reasonable Adjustment and Special Consideration policy September 2022 2.6c Myerscough Centre Monitoring Form September 2022 2.6c Myerscough Centre Monitoring Form September 2022</p> <p>This section of the standard was not well evidenced, as CQ did not take responsibility for supporting students with additional learning needs. CQ relied on the delivery site to have a member of staff specialising in this to provide the students with support.</p> <p>CQ also does not have a lone working policy, it relies on the TP having a lone working policy in place. If a student contacted CQ to report this, CQ was unable to explain how the student would be supported.</p>		✓
<p>Are allocated and can make use of supported learning time including blended learning and recording completion of RCVS Day One Skills for Veterinary Nursing when in practice.</p> <p><i>Evidence reviewed:</i> 3.8a CQ CSL EQA sampling report Grwp Llandrillo Menai February 2022 3.8b CQ CSL EQA sampling report Central College of Animal Studies May 2022 3.8c PL form showing details of secondment May 2021 3.8d Centre MOU and secondment agreement with practice March 2022 1.2b CQ Placement Location Handbook September 2022 2.6c Myerscough Centre Monitoring Form September 2022 2.6d CQ East Durham Centre Risk Assessment May 2022</p> <p>EQAs ensure that TPs provide students time to complete the CSL in practice.</p>	✓	
<p>Are assigned and have access to a nominated academic tutor/lead for each part of the education programme.</p> <p><i>Evidence reviewed:</i> 2.6c Myerscough Centre Monitoring Form September 2022 1.9e CQ Centre Handbook September 2022</p> <p>This was evidenced well in materials provided.</p>	✓	
<p>Have the necessary support and information to manage any interruptions to the study of programmes for any reason.</p>	✓	

<p><i>Evidence reviewed:</i></p> <p><i>3.10a Myerscough Withdrawal, Break in Learning and Transfer November Policy 2020</i></p> <p><i>1.7a CQ Fitness to Practise Guidance August 2022</i></p> <p><i>1.9c CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook September 2022</i></p> <p><i>1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022</i></p> <p>CQ was able to evidence that students would be supported if they took a break in their education. Examples of support mechanisms available were discussed. These included transferring onto an updated versions of the CSL or in some cases, where the break had been lengthy, being required to be reassessed in some or all aspects of the programme.</p>		
<p>Have their diverse needs respected and considered across all learning environments.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.7a CQ Fitness to Practise Guidance August 2022</i></p> <p><i>1.10a CQ Equality, diversity, and inclusion policy August 2022</i></p> <p><i>1.10b CQ Reasonable Adjustment and Special Consideration policy September 2022</i></p> <p><i>1.1d Centre Monitoring Form Plumpton College January 2022</i></p> <p><i>2.6c Myerscough Centre Monitoring Form September 2022</i></p> <p><i>3.7a CQ Reasonable adjustments and special considerations log September 2022</i></p> <p>This requirement has been well evidenced with good examples of support being provided. The panel noted that students may request a bilingual dictionary if they meet certain criteria. The panel felt that guidance to delivery sites was lacking and there was a risk that a dictionary containing definitions could be provided. This needs to be made clearer in the documentation.</p>	✓	
<p>Are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.12a Reasonable adjustment request form for NM March 2021</i></p> <p><i>3.12b CQ response to reasonable adjustment request for NM March 2021</i></p> <p><i>3.7a CQ Reasonable adjustments and special considerations log September 2022</i></p> <p><i>1.10a CQ Equality, diversity and inclusion policy August 2022</i></p> <p><i>1.10b CQ Reasonable Adjustment and Special Consideration policy September 2022</i></p> <p><i>1.1i CQ Safeguarding policy September 2022</i></p> <p><i>1.1d Centre Monitoring Form Plumpton College January 2022</i></p> <p><i>2.6c Myerscough Centre Monitoring Form September 2022</i></p> <p>A range of reasonable adjustments have been provided.</p>	✓	

<p>CQ cited that one of the benefits of providing delivery sites with the option of CBT was the ability to change font size, type and background colour which may be beneficial to some students requesting reasonable adjustments. Not all delivery sites are able to offer CBT. CQ needs to explore ways to ensure that where the additional functionality of CBT is requested as part of a reasonable adjustment application, suitable arrangements will be made. It is accepted that this may not be at the student's normal delivery site.</p>		
<p>Are protected from discrimination, harassment and other behaviour that undermines their performance or confidence.</p> <p><i>Evidence reviewed:</i></p> <p>1.10a CQ Equality, diversity and inclusion policy August 2022</p> <p>1.1i CQ Safeguarding policy September 2022</p> <p>1.1d Centre Monitoring Form Plumpton College January 2022</p> <p>2.6c Myerscough Centre Monitoring Form September 2022</p> <p>This requirement has been evidenced well.</p>	✓	
<p>Are provided with information and support which encourages them to take responsibility for their own mental and physical health and wellbeing.</p> <p><i>Evidence reviewed:</i></p> <p>3.14a Webpage screenshots showing Colleges commitments to Wellbeing September 2022</p> <p>1.1b Centre Monitoring Form Abbeydale Vetlink Veterinary Training Ltd November 2021</p> <p>1.2a CQ Wellbeing policy August 2022</p> <p>1.9d CQ DipVN Learner Handbook September 2022</p> <p>1.9e CQ Centre Handbook September 2022</p> <p>3.4b Centre Monitoring Form Bridgend College March 2022</p> <p>CQ supports students' wellbeing and offers them help and access to services where needed. EQAs ensure wellbeing services are provided by delivery sites when approving and monitoring them.</p> <p>Within the CQ DipVN Learner Handbook September 2022 there is a section relating to wellbeing which includes the need for placement locations to provide students with access to a mental health first aider and wellness representative. In the further resources section mention is made of Mind Matters and Vetlife but no contact details/weblinks are provided.</p>	✓	
<p>Are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice.</p> <p><i>Evidence reviewed:</i></p>	✓	

<p><i>3.14a Webpage screenshots showing Colleges commitments to Wellbeing September 2022</i></p> <p><i>1.1b Centre Monitoring Form Abbeydale Vetlink Veterinary Training Ltd November 2021</i></p> <p><i>1.2a CQ Wellbeing policy August 2022</i></p> <p><i>1.9d CQ DipVN Learner Handbook September 2022</i></p> <p><i>1.9e CQ Centre Handbook September 2022</i></p> <p><i>3.4b Centre Monitoring Form Bridgend College March 2022</i></p> <p>CQ has included the professional behaviours in the CSL. Further measures should be in place to encourage students to be reflective practitioners, and this should be completed early on, to see a growth in the students' professional practice.</p> <p>Reflection is encouraged on the CSL for students; however, this should be included in the induction to ensure students are supported in this area.</p>		
<p>Have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.2b CQ Placement Location Handbook September 2022</i></p> <p><i>1.9b CQ Professional Behaviours and Attitudes Guidance August 2022</i></p> <p><i>3.15a Screenshot Central Skills Log activity September 2022</i></p> <p><i>3.15b Screenshots of professional behaviours and attitudes being accomplished September 2022</i></p> <p><i>1.1d Centre Monitoring Form Plumpton College January 2022</i></p> <p><i>1.3a Centre Monitoring Form East Durham Centre May 2022</i></p> <p>CQ uses multiple CSs to allow the students to learn from multiple professionals. Guest speakers are encouraged but not well evidenced across all delivery sites. There is no evidence that students are encouraged to learn from peers or have peer feedback on assessments. More can be done to embed leadership training into the course to empower the students for future practice, especially concerning examinations.</p>		✓
<p>Receive constructive feedback throughout the programme to promote and encourage reflective learning.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.17a CQ EQA Assignment sampling report April 22</i></p> <p><i>3.17b CQ EQA Assignment sampling report April 2022</i></p> <p><i>3.17c CQ EQA Assignment sampling report Jan 2022</i></p> <p><i>1.3d CQ EQA Sampling Plan September 2022</i></p> <p><i>3.15a Screenshots of Central Skills Log activity September 2022</i></p> <p><i>3.15b Screenshots of professional behaviours and attitudes being accomplished September 2022</i></p>		✓

<p>3.8a CQ CSL EQA sampling report Grwp Llandrillo Menai February 2022 3.8b CQ CSL EQA sampling report Central College of Animal Studies May 2022</p> <p>No evidence has been provided to demonstrate that students have the ability to reflect on feedback of assessments, although students are encouraged to reflect on their CSL. CQ does not provide guidelines on how to provide feedback, however, EQAs sample the feedback to ensure it is sufficient. CQ should look to provide guidelines to ensure consistency not only between Delivery Sites, but staff, in how feedback is provided to students.</p> <p>The evidence provided for this requirement does not show how students receive feedback to encourage reflective learning. A sample of assignments were viewed. They did contain some feedback to the student but there was no evidence to show how reflection had been encouraged.</p>		
<p>Have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.</p> <p><i>Evidence reviewed:</i></p> <p>3.18a Myerscough Teaching and Learning Policy November 2019 3.18b Chichester Feedback Policy September 2022 1.11a Student Veterinary Nurse Feedback Responses 2021 2022 1.3a Centre Monitoring Form East Durham College May 2022 2.6c Myerscough Centre Monitoring Form September 2022</p> <p>CQ collects student feedback after every OSCE, however there was no clear evidence demonstrating how frequently general feedback about the course is collected. CQ advised that it responds to student feedback either directly or to the centre, however there was no evidence of this. CQ is to provide students with a 'you said, we did' summary to prevent repeats of common questions regarding the course and so the students can see when their feedback has been acted upon.</p>		✓
<p>Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.</p> <p><i>Evidence reviewed:</i></p> <p>3.19a Screenshot showing RCVS Professional Behaviours embedded within CSL October 2022 1.9b CQ Professional Behaviours and Attitudes Guidance August 2022 3.15b Screenshots of professional behaviours and attitudes being accomplished September 2022</p> <p>CQ has created a section on the CSL to promote professional behaviours for students. This will be utilised for the professional behaviour evaluation. In discussion with the panel, it was suggested that a timetable with more frequent completion could be implemented, which will likely encourage reflection from the students throughout their placement.</p>	✓	

Conclusion:

It is evident that CQ considers student experience and wellbeing a priority. CQ is to be commended for introducing multiple Clinical Supervisors, in addition to the allocated Clinical Supervisor, to enhance students' experience. It should also be commended for the introduction of a 'graduation' for students. Work has begun to introduce professional behaviours to students however, there are still some improvements that could be made to empower students into their professional role. Although CQ gives the delivery sites freedom to run the course, CQ must ensure there is consistency throughout all delivery sites to include increased empowerment to veterinary nurses throughout the course. This could include utilising more varied examination and teaching methods to further enhance the student's employability and transferable skills. CQ must ensure that students remain at the forefront of this design, and that students are supported throughout. CQ has an opportunity to review the current course and introduce elements of innovation which will enhance the programme for students.

Suggestions:

- a. Creation of an induction checklist that can ensure students have access to and have read important CQ and Delivery Site policies and have had an effective induction before placement.
- b. Consider EQA attendance at induction sessions where possible.
- c. Professional behaviours could be completed at set times to ensure students reflect on their professional practice and see growth
- d. Consider inviting an RCVS representative to attend the graduation ceremony so students can take their professional declaration.
- e. To ensure that the additional functionality of CBT is made available to all students applying for reasonable adjustment
- f. Expand details of Vetlife and Mind Matters in the Learner Handbook to assist students to access these resources.
- g. Within documentation clarify the type of bilingual dictionary that can be used by students where this has been agreed.
- h. Generate guidance for CSs to manage potential conflicts regarding student competency claims on the CSL.

Actions:

- a. Create guidance for delivery sites on the induction for students to ensure parity and provide the necessary information students should have on induction.
- b. Review student handbooks and ensure all information is up to date and relevant.
- c. Provide training to delivery sites and CSs in order to support students with additional learning needs.
- d. Provide a lone working policy to ensure that students are not working without supervision and that students are fully supported by CQ in this matter.
- e. Provide documentation demonstrating that students are encouraged to reflect on assignment feedback.
- f. Provide evidence to show how student feedback from assessors and peers is consistent / standardised across all delivery sites.

- g. Embed leadership training into the course and examinations to enable the students once qualified.
- h. Provide assessment plans for all its delivery sites, showing the release and submission dates for written assessments.

Standard 4 – Educators and assessors

Theory and clinical learning, and assessment are facilitated effectively and objectively by appropriately qualified and experienced professionals with necessary expertise for their educational and assessor roles.

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must ensure that all educators and assessors:		
Requirements	Met	Not Met
<p>Are appropriately qualified and experienced and always act as professional role models.</p> <p><i>Evidence reviewed:</i></p> <p>4.1a CPD record for an OSCE examiner KL September 2022</p> <p>4.1b CPD record for an OSCE examiner MT September 2022</p> <p>4.1c Letter detailing qualification support for trainee EQA May 2022</p> <p>4.1d The Responsibilities and Duties of an EQA September 2022</p> <p>2.6c Myerscough Centre Monitoring Form September 2022</p> <p>2.15b CQ OSCE examiner CV CD September 2021</p> <p>2.15c CQ OSCE examiner CV ER September 2021</p> <p>2.15d CQ OSCE examiner CV MT September 2022</p> <p>2.15f CQ EQA CV JO September 2022</p> <p>2.15g CQ EQA CV SB September 2022</p> <p>2.15h CQ Principal Examiner CV September 2022</p> <p>2.15i CQ EQA CV EMB September 2022</p> <p>2.15k CQ External Adviser CV September 2019</p> <p>The External Advisor (External Examiner) is a veterinary surgeon with a wealth of experience. From the evidence provided it is not apparent what involvement they have had in veterinary educational assessment to enable them to complete the role they have been recruited for. During the event the panel were informed that a new External Advisor would take over the role in spring 2023.</p> <p>Educators' qualifications, CPD and experience are checked during the EQA process, however, the panel identified examples of CPD non-compliance, with regard to hours compliance and the reflective element, which must be addressed by EQAs.</p>		✓
<p>Receive relevant induction, ongoing support, education, and training which includes training in equality and diversity.</p> <p><i>Evidence reviewed:</i></p> <p>4.2a CQ OSCE examiner training presentation September 2021</p> <p>4.2b CQ OSCE standardisation agenda March 2022</p> <p>4.2c CQ OSCE Examiner Handbook August 2022</p>		✓

<p>4.2d CQ Examiners OSCE briefing September 2022 4.2e Reasonable adjustment request form B D July 2021 4.2f CQ response to reasonable adjustment request for BD July 2021 4.2g CQ OSCE examiner observation record July 2022 4.2hCQ OSCE examiner observation record May 2022 4.2i CQ OSCE examiner observation record October 2021 4.2j CQ OSCE examiner observation record July 2022 1.1n Placement Location Form Aireworth February 2022 1.10a CQ Equality, diversity, and inclusion policy August 2022 2.6c Myerscough Centre Monitoring Form September 2022 3.4b Centre Monitoring Form Bridgend College March 2022</p> <p>The process for the induction of the External Advisor was not provided nor was the record of training and induction for this individual. CQ confirmed that there would be some overlap between the current and newly appointed External Advisor to aid with standardisation.</p> <p>The induction process for other CQ employees is standardised to ensure all policies and procedures are included within the training provided. Delivery site staff induction processes are checked within the EQA process along with training and support requirements.</p>		
<p>Have their diverse needs respected and considered and are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i></p> <p>1.1a Central Veterinary Services Health and Safety policy May 2022 1.10a CQ Equality, diversity and inclusion policy August 2022 1.10b CQ Reasonable Adjustment and Special Consideration policy September 2022 2.6c Myerscough Centre Monitoring Form September 2022 3.12a Reasonable adjustment request form for NM March 2021 3.12b CQ response to reasonable adjustment request for NM March 2021 3.7a CQ Reasonable adjustments and special considerations log September 2022</p> <p>CQ has robust policies in place to ensure diverse needs are respected and considered for all employees. EQAs check these policies are in place across the delivery sites but no information was provided detailing when these have been reviewed / updated or how they meet the relevant requirements, as it is a simple tick box review.</p>	✓	
<p>Have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities.</p> <p><i>Evidence reviewed:</i></p> <p>1.1n Placement Location Form Aireworth February 2022 2.6a Myerscough College and CQ agreement May 2020</p>	✓	

<p>2.6b City College Norwich and CQ Agreement August 2021 2.6d CQ East Durham Centre Risk Assessment May 2022 2.6e CQ Salford College Centre Risk Assessment February 2022 2.15a Corporate Governance Manual September 2022</p> <p>Delivery site staff contracted hours are checked by EQAs, but no workload allocation is provided to determine spread of load and allowances for specific job role requirements as this is deemed to be the responsibility of the delivery site. CQ should ensure that staff are supported and have time and resources to fulfil their roles effectively. Risk banding delivery sites with new staff could be completed to ensure support is provided and the learner journey is not compromised.</p>		
<p>Respond effectively to the learning needs of individuals. <i>Evidence reviewed:</i> 2.6c Myerscough Centre Monitoring Form September 2022 3.7a CQ Reasonable adjustments and special considerations log September 2022</p> <p>EQAs review the policies and procedures, including lesson plans, to ensure learning needs are met and support plans in place.</p>	✓	
<p>Are supportive and objective in their approach to student supervision, assessment and progression and appropriately share and use evidence to make decisions on student assessment and progression. <i>Evidence reviewed:</i> 4.6a CQ Theory Exam dates 2022-2023 4.6b CQ OSCE exam dates October 2022 4.6c CQ CSL for the Diploma in Veterinary Nursing - Small Animal Practice September 2022 4.6d CQ CSL for the Diploma in Veterinary Nursing - Equine Practice September 2022 1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022 1.9c CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook September 2022 3.5a CQ Assessment strategies for the Diploma in Veterinary Nursing September 2022</p> <p>There is a lack of evidence to demonstrate an objective approach to determining pass mark/cut score on assessment. A recognised standard setting technique for establishing and evaluating performance standards on assessments should be implemented to demonstrate objectivity and validity.</p>		✓
<p>Liaise, collaborate and action constructive feedback generated by colleagues, students and stakeholders to enhance their teaching assessment and to share effective practice.</p>	✓	

<p><i>Evidence reviewed:</i></p> <p>4.7a CQ CASS strategy August 2022 4.7b CQ DipVN 2014 consultation precis 1.11e CQ DipVN 2021 Consultation Analysis 4.7d Action Plan Response RCVS to CQ September 2022 4.2g CQ OSCE examiner observation record July 2022 4.2hCQ OSCE examiner observation record May 2022 4.2i CQ OSCE examiner observation record October 2021 4.2j CQ OSCE examiner observation record July 2022 1.3a Centre Monitoring Form East Durham College May 2022 2.6c Myerscough Centre Monitoring Form September 2022 1.11a Student Veterinary Nurse Feedback Responses 2021 2022 1.11b 2019.2020 External Quality Assurance Report 1.11c 2020.2021 External Quality Assurance Report 1.11d Template for 2021 2022 External Quality Assurance Report 2.15a Corporate Governance Manual September 2022</p> <p>Evidence of consultation and feedback has been provided but it is difficult to see how this has informed change within the qualification and delivery of the award. It is good practice to analyse and disseminate changes being made or a rationale as to why changes are not being made. This ensures all stakeholders feel the consultation process is worthwhile and will support the process.</p>		
<p>Are expected to respond effectively to concerns and complaints about public protection, animal welfare and student performance in learning environments and are supported in doing so.</p> <p><i>Evidence reviewed:</i></p> <p>1.1b Centre Monitoring Form Abbeydale Vetlink Veterinary Training Ltd November 2021 1.1d Centre Monitoring Form Plumpton College January 2022 1.6a CQ Complaints policy August 2022 1.6e Correspondence trail of a complaint received January 2017 1.6f Correspondence trail of a complaint received September 2022 (ongoing) 1.6c Screenshot of web page showing access to CQ Complaints policy September 2022 1.6d CQ Access to CQ Complaints Policy through the EPA portal 1.7a CQ Fitness to Practise Guidance August 2022</p> <p>The two complaints received by CQ have been investigated through the complaints procedure; students are supported through the process by an impartial person. EQAs check awareness of the complaints process through student interviews during delivery site visits. However, it has previously been suggested that CQ should make the policy more accessible to students.</p>	✓	
<p>Ensure the programme lead is a Registered Veterinary Nurse (RVN) who has substantial experience of veterinary nurse education and training at a suitable</p>	✓	

<p>level for the qualification(s) being delivered and holds a recognised teaching qualification.</p> <p><i>Evidence reviewed:</i></p> <p>1.9e CQ Centre Handbook September 2022</p> <p>2.6c Myerscough Centre Monitoring Form September 2022</p> <p>EQA documentation stated who the Programme Lead is but does not specify that it has to be an RVN. Documentation should have a prompt to check RVN status and current registration details</p>		
<p>Conclusion:</p> <p>Most of the evidence provided demonstrated monitoring processes in place regarding the educators and assessors within the delivery sites but this fell more to tick boxes than a rationale as to how the evidence meets the required standard and there was no evidence of robust standardisation across delivery sites. Processes for inducting new members of staff across all delivery sites would ensure a smooth journey into their new role and guidelines for adopting workload allocation that are auditable would enhance mental health and wellbeing.</p>		
<p>Suggestions:</p> <ul style="list-style-type: none"> a. Provide prompt for RVN status and registration on EQA documentation. b. Analyse and disseminate consultation/feedback decisions to all stakeholders. This ensures all stakeholders feel the consultation process is worthwhile and will support the process. c. Checking of workload allocation and risk banding of delivery sites with new staff support requirements. d. EQAs to provide commentary alongside tick boxes when completing reviews. <p>Actions:</p> <ul style="list-style-type: none"> a. Provide the job specification/ job role for the External Advisor and provide the CPD to show how the current External Advisor meets this requirement. b. Provide the induction and training record for the current External Advisor and the plan for the newly recruited External Advisor. c. Confirm how EQAs identify and address CPD non-compliance at delivery sites. d. Provide evidence of an objective approach to standard setting in assessments. 		

Standard 5 – Curricula and assessment

Curricula and assessments are designed, developed, delivered, evaluated and validated to ensure that students achieve the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks for Veterinary Nurses (for HE) and outcomes for their approved programme.

Standard not met		
Accredited Education Institutions, together with Centres and Training Practices, must ensure:		
Requirements	Met	Not Met
<p>Curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks for Veterinary Nurses and programme outcomes.</p> <p><i>Evidence reviewed:</i></p> <p>5.1a Screen shot of the CSL category order September 2022</p> <p>1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022</p> <p>1.9c CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook September 2022</p> <p>2.1i CQ mapping of DipVN SAP and EQ to RCVS DOC DOS October 2022</p> <p>The <i>Qualification Handbooks</i> contain clear learning outcomes and assessment criteria. These are mapped to the DOS and DOC but this is incomplete, which was raised in Standard 2. VNSA4 2.3 assessment criteria are not mapped against the DOC/DOS and have no questions assigned on the exam blueprint.</p> <p>A screen shot of one page of the CSL was provided. A full version listing all of the skills and professional behaviours is required to demonstrate it is appropriately mapped. The skills and behaviours must be referenced to the RCVS Day One Skills and RCVS Professional behaviours and attributes.</p>		✓
<p>Programmes are designed, developed, delivered, evaluated, and improved based upon stakeholder feedback.</p> <p><i>Evidence reviewed:</i></p> <p>5.2a CQ qualification delivery manual August 2022</p> <p>5.2b CQ OSCE examiner task feedback September 2022</p> <p>1.11e CQ DipVN 2021 Consultation Analysis</p> <p>1.11f 2020 - 2021 RCVS Central Qualifications SAR Equine Practice</p> <p>1.11g 2020 - 2021 RCVS Central Qualifications SAR Small Animal Practice</p> <p>4.2a CQ OSCE examiner training presentation September 2021</p> <p>CQ presented the panel with details of proposed changes to the programme which were being considered following stakeholder feedback. These were not reflected</p>		✓

<p>in the programme put forward for accreditation but there was an indication that they would be implemented within the next few years. The programme team were reminded that changes made outside of the accreditation may result in another accreditation event being held.</p> <p>The report form provided for the External Advisor covers the curriculum, assessment process, written examinations, written assignments, OSCEs and Delivery Site support. External Advisor feedback in relation to the CSL does not appear as a standing item and no evidence was provided to show that this area was being considered.</p>		
<p>Curricula remain relevant in respect of contemporary veterinary nursing practice.</p> <p><i>Evidence reviewed:</i></p> <p>1.11b 2019.2020 External Quality Assurance Report</p> <p>1.11c 2020.2021 External Quality Assurance Report</p> <p>1.11d Template for 2021 2022 External Quality Assurance Report</p> <p>2.1i CQ mapping of DipVN SAP and EQ to RCVS DOC DOS October 2022</p> <p>2.6c Myerscough Centre Monitoring Form September 2022</p> <p>1.5b CQ DipVN Qualification Handbook</p> <p>The panel found the unit content and assessment criteria to be relevant. However, there had been very few amendments since the last RCVS accreditation event and CQ is advised to ensure the curricula remains current.</p> <p>Following feedback from the RCVS and other stakeholders, changes were made to the diagnostic imaging part of the syllabus and assessments to ensure that current imaging techniques were being taught and assessed.</p>	✓	
<p>Curricula and assessments weigh theory and practice learning appropriately to the programme.</p> <p><i>Evidence reviewed:</i></p> <p>1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022</p> <p>1.9c CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook September 2022</p> <p>Timetables and schemes of work are developed by delivery sites. The panel was satisfied that the timetables were balanced and cover all areas of the qualification units. There was evidence to show that students completing the qualification will have achieved the necessary training hours in relation to classroom based theoretical and practical education. The requirement to complete 1,800 hours in a PL is not embedded in the qualification. This is covered in Standard 2.</p>	✓	
<p>Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity.</p> <p><i>Evidence reviewed:</i></p>	✓	

<p><i>1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022</i></p> <p><i>1.9c CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook August 2022</i></p> <p><i>2.1i CQ mapping of DipVN SAP and EQ to RCVS DOC DOS October 2022</i></p> <p><i>2.6c Myerscough Centre Monitoring Form September 2022</i></p> <p>CQ allows its delivery sites to structure their programmes to meet the needs of the students. Assessments can take place in any order as long as the content has been covered. The OSCE cannot be entered until all other assessments have been passed.</p>		
<p>Curricula and assessments are structured and sequenced to enable students to manage their theory and practice learning experience effectively, with progression determined at appropriate points.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.2b CQ Placement Location Handbook September 2022</i></p> <p><i>1.9d CQ DipVN Learner Handbook September 2022</i></p> <p><i>2.1i CQ mapping of DipVN SAP and EQ to RCVS DOC DOS October 2022</i></p> <p><i>3.4b Centre Monitoring Form Bridgend College March 2022</i></p> <p>The OSCE, MCQ and SAQ examinations are developed and delivered by CQ. The assessment schedule for the MCQ and SAQ is published on CQs website.</p> <p>Three locations are approved for the OSCE delivery. Two of these sites are also approved for programme delivery. These delivery sites make arrangements with CQ to deliver the examination at a time appropriate for them and their students. All other students normally attend the OSCE held at Elmswell (CQ Headquarters). In some cases, they may apply to attend the OSCE at one of the other sites.</p> <p>The assignments are designed by CQ and delivered and marked by the team at the delivery sites. Assessment schedules were not provided and therefore the panel was unable to determine if the delivery of assignments is manageable and fair to all students. In particular there was concern that without specific guidance from CQ the length of time that students have to complete the assignment will differ considerably between delivery sites.</p>		✓
<p>A range of appropriate assessments are delivered, within the educational setting, to accurately measure the knowledge, skills and understanding outlined in the programme. At least one summative assessment must be in the form of an Objective Structured Clinical Examination (OSCE) or similarly robust, objective and evidenced-based form of practical examination to test the safe and effective acquisition of a broad range of skills and competences outlined in the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i></p> <p><i>5.7a CQ DipVN - Small Animal Practice Assignment Guide September 2022</i></p>		✓

<p>5.7b CQ DipVN - Equine Practice Assignment Guide September 2022</p> <p>5.7d CQ OSCE briefing and admission procedures for candidates September 2022</p> <p>5.7e Sample of CQ OSCE scenarios and steps August 2022</p> <p>5.7f Sample Paper 1 DipVN EP</p> <p>5.7g Sample Paper 4 DipVN EP</p> <p>5.7h Sample Paper 1 DipVN SAP</p> <p>5.7i Sample Paper 2 DipVN SAP</p> <p>5.7j CQ theory examination blueprints for DipVN SAP and DipVN EP August 2022</p> <p>5.7k CQ Rationale for theory examinations April 2022</p> <p>5.7l CQ Rationale for written assignments April 2022</p> <p>5.7m CQ Rationale for OSCE April 2022</p> <p>5.7n OSCE External Examiner Audit CQ_July 2022</p> <p>5.7o CQ OSCE blueprint DipVN EP September 2022</p> <p>5.7p CQ OSCE blueprint DipVN SAP September 2022</p> <p>1.11a Student Veterinary Nurse Feedback Responses 2021 2022</p> <p>1.9d CQ DipVN Learner Handbook September 2022</p> <p>3.5b CQ Instructions for conducting examinations July 2022</p> <p>4.2c CQ OSCE Examiner Handbook August 2022</p> <p>4.2d CQ Examiners OSCE briefing September 2022</p> <p>3.5a CQ Assessment strategies for the Diploma in Veterinary Nursing September 2022</p> <p>4.7a CQ CASS strategy August 2022</p> <p>4.6c CQ CSL for the Diploma in Veterinary Nursing - Small Animal Practice September 2022</p> <p>4.6d CQ CSL for the Diploma in Veterinary Nursing - Equine Practice September 2022</p> <p>The written assignment guide for delivery sites contains three options. Each option contains six tasks including essays, reports, case studies, posters, presentations, leaflets, booklets, diagrams, and factsheets. Delivery sites can use all six tasks from one option or mix and match as long as all of the assessment criteria are assessed. No evidence was provided to show how CQ checks that where the mix and match approach is used, all of the assessment criteria are covered.</p> <p>The Panel suggested that other innovative assessment types could be considered including podcasts, webpages and other social media forums.</p> <p>Some completed assignments were provided, but without assignment briefs, and therefore the panel was unable to ascertain their suitability. The assignment briefs are developed by the delivery site and CQ does not have copies of these.</p> <p>No information was presented to show how CQ and its delivery sites detect and prevent plagiarism, which is concerning considering that the same set of assignments has been used for a number of years.</p>		
---	--	--

<p>The panel commended CQ on the use of an SAQ to assess ethics. It was felt that this encouraged student empowerment and their understanding of professional behaviours, decision making and resilience.</p>		
<p>Students are assessed practically across clinical placement settings and learning environments as required by their programme.</p> <p><i>Evidence reviewed:</i></p> <p>2.6c Myerscough Centre Monitoring Form September 2022 3.8a CQ CSL EQA sampling report Grwp Llandrillo Menai February 2022 3.8b CQ CSL EQA sampling report Central College of Animal Studies May 2022 3.15a Screenshot Central Skills Log activity September 2022 3.15b Screenshots of professional behaviours and attitudes being accomplished September 2022</p> <p>The CSL is used to record a student's competency across the DOS. CQ informed the panel that students were not able to start logging their work-based assessments in the CSL until they were enrolled with the RCVS. A small sample of students from one delivery site was checked and it was evident that students can, and do, log evidence prior to RCVS enrolment. Furthermore, feedback from stakeholders showed a lack of awareness of this requirement.</p>	✓	
<p>Processes are in place to establish a high degree of validity and robustness to support the decisions made based on the results of the assessment.</p> <p><i>Evidence reviewed:</i></p> <p>5.9a CQ Performance analysis of OSCE stations 2020-2021 5.9b CQ OSCE standard setting September 2022 5.9c CQ DipVN EP Paper 2 item analysis July 2022 5.9d CQ DipVN SAP Paper 1 item analysis April 2022 5.9e CQ Appeals policy August 2022 5.9f CQ Instructions for task rating September 2022 5.9g An example of a completed OSCE task rating form September 2022 5.9h An example of a completed OSCE task rating form September 2022 5.9i CQ Guide to Global Scoring in an OSCE September 2022 5.9l CQ DipVN EQ Assignment blueprint September 2022 5.9m CQ DipVN SAP Assignment blueprint September 2022 4.2c CQ OSCE Examiner Handbook August 2022 5.7j CQ theory examination blueprints for DipVN SAP and DipVN EP August 2022 4.2c CQ OSCE Examiner Handbook August 2022 5.7c CQ Instructions for conducting examinations July 2022 5.7k CQ Rationale for theory examinations April 2022 5.7l CQ Rationale for written assignments April 2022 5.7m CQ Rationale for OSCE April 2022 5.7o CQ DipVN EQ OSCE blueprint September 2022 5.7p CQ DipVN SAP OSCE blueprint September 2022</p>		✓

CQ has a wealth of experience in the design, delivery, and quality assurance of assessments. Staff strive to deliver assessments which are valid, fair and reliable which is commendable, but the evidence provided to the panel was insufficient for them to confirm that this requirement had been met. Further detail is provided below and throughout standard 5 of this report.

OSCE

OSCE examiners are required to provide feedback in relation to the OSCE stations and evidence. This feedback could be improved if examiners were to be asked to comment on the relevance of the OSCE station to contemporary veterinary nursing and whether it assesses the Learning outcomes/assessment criteria and the DOS. This would evidence that the examination tests students on the skills they are completing in practice.

The panel requested information on how new OSCE stations are trialled before implementation. The initial response was that this was carried out by delivery sites but no information was provided about how this was managed. A subsequent response was that this was undertaken by CQ's examiner team. Records of this need to be available for future RCVS Quality Monitoring activity. The OSCE blueprint does not show how the DOS and learning outcomes are being sampled.

Observation of examiners is not carried out by an RVN or MRCVS. The staff carrying out the observation are able to identify procedural issues but are not technically competent and therefore may not know if the marks awarded are appropriate.

MCQ/SAQ

It is clear that CQ carries out analysis of the MCQ and seeks to make continual improvements to the questions they use.

The use of CBT for the delivery of the MCQs has not been approved by the RCVS and limited information was provided for the panel for review. In order for this approach to be considered information needs to be submitted showing the policies and procedures in place along with instructions provided to delivery sites and students.

The blueprint for the MCQ/SAQ provides details about the number of questions in each paper relating to each assessment criteria. This approach assists those developing the papers to apply a standardised approach. In one paper, 11 assessment criteria are assessed by 35 questions, but no further guidance is provided. There is a risk that the papers could lack standardisation with some assessment criteria being over assessed. CQ was unable to explain the rationale for this approach.

<p>The pass mark for the MCQ/SAQ papers is 65%. There was conflicting information about how this is set. The written evidence indicates that CQ takes into account the pass marks used for similar organisations. During discussion there was an indication that it was a committee decision and that standard setting processes were used but no evidence of this was provided.</p> <p><u>Assignments</u> No evidence was provided to show how markers are standardised within and across delivery sites.</p>		
<p>Moderation processes are in place and demonstrate that assessment is fair, reliable and valid.</p> <p><i>Evidence reviewed:</i> 5.10a Copies of CSL entries showing IQA activity September 2022 1.3d CQ EQA Sampling Plan September 2022 2.6c Myerscough Centre Monitoring Form September 2022 3.8a CQ CSL EQA sampling report Grwp Llandrillo Menai February 2022 3.8b CQ CSL EQA sampling report Central College of Animal Studies May 2022 3.17a CQ EQA Assignment sampling report April 22 3.17b CQ EQA Assignment sampling report April 2022 3.17c CQ EQA Assignment sampling report Jan 2022</p> <p>Evidence for this requirement was lacking. The moderation strategies for the examinations and assignments were not provided. These need to include the job roles for anyone involved in the pre/post moderation of assessments and examinations.</p> <p>Sampling strategies, exam board minutes, IV reports and minutes of moderation meetings were not provided.</p>		✓
<p>Mechanisms are in place to minimise bias in all assessments.</p> <p><i>Evidence reviewed:</i> 4.2d CQ Examiners OSCE briefing September 2022 4.7a CQ CASS strategy August 2022 4.7e CQ OSCE examiner observation record July 2022 4.7f CQ OSCE examiner observation record May 2022 4.7g CQ OSCE examiner observation record October 2021 4.7h CQ OSCE examiner observation record July 2022 5.7k CQ Rationale for theory examinations April 2022 5.7l CQ Rationale for written assignments April 2022 5.7m CQ Rationale for OSCE April 2022</p> <p>CQ has some mechanisms in place to reduce bias within its examinations. The MCQ and SAQ examinations are marked anonymously. Examiners for the OSCE sign a conflict-of-interest statement and CQ makes every effort to prevent</p>		✓

<p>students being examined by someone known to them. The use of clear examiner guidance in the OSCE promotes a standardised approach and minimises bias.</p> <p>The CQ OSCE model of one examiner examining three stations was approved by VNEC in 2012 based on feedback from consultants and statistical data of small cohorts. The number of students completing the OSCE is now significantly higher and CQ should be able to provide additional data to support its approach. The panel suggested using an approach like Cronbach's alpha measure of internal consistency.</p> <p>The assignments marked by the delivery sites presented to the panel for review contained the student's name, which may introduce an element of bias into the marking process. CQ needs to implement a system of anonymous marking.</p>		
<p>Adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice.</p> <p><i>Evidence reviewed:</i></p> <p>1.3a Centre Monitoring Form East Durham College May 2022</p> <p>1.7a CQ Fitness to Practise Guidance August 2022</p> <p>1.10b CQ Reasonable Adjustment and Special Consideration policy September 2022</p> <p>3.12c CQ Reasonable adjustments and special considerations log September 2022</p> <p>The evidence provided shows CQs commitment to ensuring that reasonable adjustment requests are considered and applied appropriately.</p>	✓	
<p>Clinical placement assessment is facilitated and evidenced by observations and other appropriate methods.</p> <p><i>Evidence reviewed:</i></p> <p>1.3d CQ EQA Sampling Plan September 2022</p> <p>2.6c Myerscough Centre Monitoring Form September 2022</p> <p>3.8a CQ CSL EQA sampling report Grwp Llandrillo Menai February 2022</p> <p>3.8b CQ CSL EQA sampling report Central College of Animal Studies May 2022</p> <p>5.10a Copies of CSL entries showing IQA activity September 2022</p> <p>Students are observed within their PLs and evidence of this is recorded in the CSL.</p>	✓	
<p>Students' self-reflections contribute to, and are evidenced in, assessments.</p> <p><i>Evidence reviewed:</i></p> <p>5.14a Copy of CSL entries showing evidence of self-reflection September 2022</p> <p>Evidence presented demonstrates that students reflect on their workplace assessments but no reflection was apparent for other forms of assessment. This has been addressed within Standard 3.</p>		✓

<p>There is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i></p> <p>1.9c CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook September 2022</p> <p>1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022</p> <p>2.1i CQ mapping of DipVN SAP and EQ to RCVS DOC DOS October 2022</p> <p>3.5a CQ Assessment strategies for the Diploma in Veterinary Nursing September 2022</p> <p>Students are required to pass all assessments and are not permitted to compensate between the different assessments that make up the programme.</p>	✓	
<p>Ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen examination as an element of the assessment strategy.</p> <p><i>Evidence reviewed:</i></p> <p>1.9c CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook September 2022</p> <p>1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022</p> <p>2.1i CQ mapping of DipVN SAP and EQ to RCVS DOC DOS October 2022</p> <p>3.5a CQ Assessment strategies for the Diploma in Veterinary Nursing September 2022</p> <p>The panel was unable to confirm that this requirement has been met because the <i>DipVN Learner Handbook, Qualification Handbooks and CQ assessment strategies</i> are not referenced to the RCVS DOC. The CQ mapping of DipVN references the DOC to the units of the qualification but not to the examinations. CQ is required to show that each DOC is assessed in an unseen examination.</p>		✓
<p>Conclusion:</p> <p>CQ has a wealth of experience in the delivery of veterinary nursing qualifications and strives to ensure validity and reliability in its assessments. The panel found that some areas of this standard need to be improved through the development or revision of documentation. In particular the referencing of the DOS, DOC and professional behaviours to the curriculum and assessments needs to be reviewed to ensure that the panel can determine how this requirement is being met.</p> <p>Improvements are also required to the documentation of feedback from people involved in the quality assurance of examinations to ensure that these assess the programme learning outcomes and the RCVS DOC and DOS.</p>		

The range of assessments and examinations is well thought through, but further consideration needs to be made to minimize bias, especially where assessment marking is the responsibility of the delivery site.

Of particular note was the use of SAQs to assess ethical aspects for veterinary nursing, which is to be commended.

Suggestions:

- a. Consider regular review of the curricula to maintain currency.
- b. Improve the feedback gathered from OSCE examiners to include questions to check that the station tests contemporary veterinary nursing.
- c. Consider other type of assessment methods such as podcast, web pages etc.

Actions:

- a. Review and resubmit documents mapping the DOS and DOC to the Qualifications and assessments.
- b. Provide a list of the skills and behaviours assessed within the CSL; these must be referenced to the RCVS DOS and RCVS Professional Behaviours and attributes.
- c. Provide evidence that the External Advisor is required to sample and report on CSL completion.
- d. Provide the assessment schedules for each of the delivery sites showing the release and submission dates for the assignment.
- e. Submit guidance provided to delivery sites on the timing of the written assessments to ensure that there is a standardised approach across all sites.
- f. Provide the process for trialling new or revised OSCE stations prior to use in the examination.
- g. Provide evidence to show that examiner decisions in the OSCE are sampled by an RVN or MRCVS.
- h. Provide information on how CQ and its delivery sites detect and prevent plagiarism for the assignments.
- i. Put mechanisms in place to prevent students logging evidence in the CSL prior to RCVS enrolment being confirmed.
- j. Provide the RCVS with policies and procedures in relation to the use of Computer based testing. This must include the procedures in place for CQ, delivery sites, students, invigilators and quality assurance personnel and a list of sites approved for this delivery type.
- k. Review the blueprint/matrix for both the OSCE and MCQ/SAQ examinations to ensure that it clearly demonstrates how the assessment will be structured.
- l. Provide written information and worked examples showing how the pass mark for the MCQ/SAQ is set.
- m. Provide evidence of standardisation of all assessors and IQAs involved with the assignment.
- n. Provide moderation strategies for all assessment types along with worked examples and evidence of how these have been used.
- o. Provide recent evidence to show that the OSCE delivery method used by CQ is valid, reliable and fair and reduces / prevents bias in the assessor's decision making.

p. Put mechanisms in place for anonymous marking across all delivery sites.

Standard 6 – Effective clinical learning

All students are provided with safe, effective and inclusive clinical learning experiences. Each clinical learning environment has the governance and resources needed to deliver education and training. Students actively participate in their own education, learning from a range of people across a variety of settings.

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must:		
Requirements	Met	Not Met
<p>Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i></p> <p>6.1a Placement Location Form Template SAP October 2022 6.1b Placement Location Form Template EP October 2022 1.1n Placement Location Form Aireworth February 2022 1.1o Placement Location Form Village Vets Crosby May 2022 2.6a Myerscough College and CQ agreement May 2020 2.6b City College Norwich and CQ Agreement August 2021 2.6c Myerscough Centre Monitoring Form September 2022 2.6d CQ East Durham Centre Risk Assessment May 2022 2.6e CQ Salford College Centre Risk Assessment February 2022 3.2a GVNC Asset List November 2021 3.2b Application for Centre approval May 2020 3.2c Application for programme approval May 2020</p> <p>EQAs visit TPs to ensure facilities are sufficient to provide effective student support. A list of resources is checked to ensure students have access to the necessary equipment at the delivery site.</p>	✓	
<p>Ensure students are enrolled with the RCVS prior to undertaking clinical placement (in order to comply with legislation).</p> <p><i>Evidence reviewed:</i></p> <p>1.9e CQ Centre Handbook September 2022 1.2b CQ Placement Location Handbook September 2022</p> <p>CQ does not currently have a policy regarding backdating skills for the CSL. Evidence was noted that some students had access to the CSL before being enrolled with the RCVS, which has been addressed earlier in this report.</p>	✓	
<p>Ensure students are actively learning and adequately supervised in all clinical learning environments.</p> <p><i>Evidence reviewed:</i></p>	✓	

<p>1.1n Placement Location Form Aireworth February 2022 1.1o Placement Location Form Village Vets Crosby May 2022 1.1d Centre Monitoring Form Plumpton College January 2022 1.3a Centre Monitoring Form East Durham College May 2022 2.6d CQ East Durham Centre Risk Assessment May 2022 2.6e CQ Salford College Centre Risk Assessment February 2022</p> <p>Students complete a timesheet which was provided during the event by CQ. CQ has sight of what the students have engaged with on the CSL, and, as mentioned in standard 3, CQ allow the utilisation of multiple CSs, promoting learning and progression opportunities. Guidance from IQAs, where necessary, and increased monitoring will ensure standardisation of student support in practice.</p>		
<p>Ensure clinical learning environments are provided for every student, within a RCVS listed training practice or auxiliary training practice, for a minimum duration of hours as stipulated in the RCVS Veterinary Nurse Registration Rules.</p> <p><i>Evidence reviewed:</i> 1.1n Placement Location Form Aireworth February 2022 1.1o Placement Location Form Village Vets Crosby May 2022 1.1d Centre Monitoring Form Plumpton College January 2022 1.3a Centre Monitoring Form East Durham College May 2022 2.6d CQ East Durham Centre Risk Assessment May 2022 2.6e CQ Salford College Centre Risk Assessment February 2022</p> <p>CQ confirmed that the delivery sites provide assistance with placing students in a TP. Historically, CQ has provided support when students have had to source another practice.</p>	✓	
<p>All students must have sufficient time within the programme to achieve the Veterinary Nurse Registration Rules hours requirement.</p> <p><i>Evidence reviewed:</i> 1.9c CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook September 2022 1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022 2.5a Record of a time log produced by the CSL September 2022</p> <p>This requirement is not met as the qualification does not embed the necessity for students to complete 1,800 hours of clinical training. This has been addressed in Standard 2.</p>		✓
<p>Ensure all students are allocated a clinical supervisor responsible for confirming competency of RCVS Day One Skills for Veterinary Nurses. All clinical supervisors must be RVN or MRCVS (UK practising), be experienced and able to demonstrate an experienced level of clinical skills and ongoing professional development.</p>	✓	

<p><i>Evidence reviewed:</i></p> <p>1.1n Placement Location Form Aireworth February 2022 1.1o Placement Location Form Village Vets Crosby May 2022 1.1d Centre Monitoring Form Plumpton College January 2022 1.3a Centre Monitoring Form East Durham College May 2022 2.6d CQ East Durham Centre Risk Assessment May 2022 2.6e CQ Salford College Centre Risk Assessment February 2022</p> <p>CQ has evidenced the support provided to the students from CSs well, however, a lack of evidence is provided as to the CSs training, although EQAs do ensure the training is performed. CQ confirmed that this is down to the delivery site to provide, however suggestions from the panel for CQ to provide guidance for the CS training could help to improve the support to CSs from CQ. The panel suggested that EQAs could observe IQA training to ensure this is sufficient.</p>		
<p>Maintain accurate records of student clinical learning environment attendance and provide these to RCVS upon request.</p> <p><i>Evidence reviewed:</i></p> <p><i>Timesheets</i></p> <p>Comprehensive records presented by CQ demonstrated student timesheets displaying attendance and engagement during their learning and clinical training.</p>	✓	
<p>There must be sufficient TP support available for all recruited students.</p> <p><i>Evidence reviewed:</i></p> <p>6.8a PL form showing details of secondment August 2022 3.8c PL form showing details of secondment May 2021 3.8d Centre MOU and secondment agreement with practice March 2022 2.14a CQ External Quality Assurance Handbook September 2022</p> <p>CQ discussed the numbers of affiliated and non-affiliated TPs. It is evident that CQ has the ability to support students in practice.</p>	✓	
<p>Ensure that training practices either hold a primary affiliation with the Accredited Education Institution itself or its delivery site, or, where the training practice is to hold a secondary affiliation, that the training practice also holds a primary affiliation elsewhere and is an RCVS listed practice.</p> <p><i>Evidence reviewed:</i></p> <p>2.6c Myerscough Centre Monitoring Form September 2022 3.4b Centre Monitoring Form Bridgend College March 2022</p> <p>Confirmation was provided for those practices affiliated with another delivery site, yet also a recognised RCVS listed training practice. Secondment requirements were equally demonstrated to be fit for purpose. Monitoring forms provided evidence of a declaration from the AEI along with MOU agreements that are in place with PLs and the AEI.</p>	✓	

<p>Ensure that where a secondary affiliated training practice is used there is a Memorandum of Understanding and robust communication between the Centre responsible for the secondary affiliated training practice and the Accredited Education Institution.</p> <p><i>Evidence reviewed:</i> 6.8b PL form showing details of secondment May 2021 6.8c Centre MOU and secondment agreement with practice March 2022</p> <p>This has been evidenced well by CQ. MOUs for affiliated and non-affiliated practices were evidenced between training practices, students, and delivery sites. Declarations are also provided at the end of each Monitoring Audit Report with each practice being visited.</p>	✓	
<p>Be compliant with the RCVS standards framework for veterinary nursing education, including clinical requirements for all periods of learning undertaken outside the UK and comply with all relevant legislation and UK animal care and welfare standards (including the Veterinary Surgeons Act 1966).</p> <p><i>Evidence reviewed: N/A</i></p>	N/A	
<p>Ensure clinical learning experiences are tailored to the student's stage of learning, competences, and programme outcomes.</p> <p><i>Evidence reviewed:</i> 1.2b CQ Placement Location Handbook September 2022 1.9d CQ DipVN Learner Handbook September 2022 3.8a CQ CSL EQA sampling report Grwp Llandrillo Menai February 2022 3.8b CQ CSL EQA sampling report Central College of Animal Studies May 2022 3.4b Centre Monitoring Form Bridgend College March 2022</p> <p>CQ ensures the delivery site can support a student with additional learning needs. CQ has evidenced this section well.</p>	✓	
<p>The veterinary team contribute to learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i> 1.9a CSL screenshot showing Professional Behaviours and Attitudes September 2022 1.9b CQ Professional Behaviours and Attitudes Guidance August 2022 1.9c CQ Diploma in Veterinary Nursing Equine Practice Qualification Handbook September 2022 1.5b CQ Diploma in Veterinary Nursing - Small Animal Practice Handbook September 2022 1.9d CQ DipVN Learner Handbook September 2022 1.9e CQ Centre Handbook September 2022 1.2b CQ Placement Location Handbook September 2022 1.1b Centre Monitoring Form Abbeydale Vetlink Veterinary Training Ltd November 2021</p>	✓	

1.7a CQ Fitness to Practise Guidance August 2022

CQ has evidenced in the materials provided above that the veterinary team contribute to learning by endorsing and recognising the behaviours required to meet the RCVS Codes of Professional Conduct and that they include all the veterinary team in the students' training. PLs are encouraged to utilise skilled members of staff for different aspects of the students' training either by witness statements or multiple Clinical Supervisors. EQAs gain information on the staff involved in the student training when visiting practices using the delivery site monitoring forms.

Conclusion:

CQ has demonstrated that it ensures the clinical facilities offered to the students can support and provide sufficient training. Students have the opportunity to have multiple CSs to enhance their training. CQ is to be commended for encouraging practices to utilise the team to strengthen student training. CQ should be aware of the training provided to CSs and should work to provide more training alongside the delivery sites. The full clinical training hours requirements of the RCVS was not fully demonstrated within the learning units embedded within this programme, which must be rectified as an urgent priority.

Suggestions:

- a. Review a policy for how far back students can 'back date' a particular case for a skill to ensure their competence is up to date.
- b. Liaise with the RCVS to ensure that students are enrolled with RCVS before releasing CSL login pin to students.
- c. Improve CS training; CQ to provide training alongside delivery sites to improve support for CSs. EQAs could attend IQA training as an observer.

Actions:

- a. Clarify the process for ensuring students awarded the qualification have achieved the 1,800 hours in clinical practice during the clinical timescales within the programme in order to be eligible to apply to Register with the RCVS.