

Hartpury University Accreditation Visit

20 – 22 February 2024

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

Accreditation Outcome for Hartpury University

Hartpury University submitted an application for accreditation of the following programmes:

BSc (Hons) Veterinary Nursing
BSc Veterinary Nursing
BSc (Hons) Equine Veterinary Nursing
BSc Equine Veterinary Nursing
Diploma in Professional Studies (DPS) in Veterinary Nursing
Diploma in Professional Studies (DPS) in Equine Veterinary Nursing

Following the meeting of Veterinary Nurse Education Committee on 16 April 2024, Hartpury University has been awarded Full accreditation for 5 years status. This decision reflects the compliance of the programme against the RCVS Standards Framework for Veterinary Nurse Education and Training. Hartpury University is next due for re-accreditation in academic year 2028/29, however, this may change subject to quality monitoring.

Classification of Accreditations

Provisional accreditation is granted for all AEIs with new qualifications that have made substantial progress towards meeting the accreditation standards. Once the first cohort of students completes the qualification, VNEC will be presented with all QM reports undertaken and consider the AEI for full accreditation. Students undertaking provisionally accredited qualifications may be required to pass the RCVS pre-registration examinations. Provisional accreditation will not normally be extended for more than two years, following the first cohort's completion. Provisionally accredited programmes are automatically deemed to be high-risk and will be audited accordingly.

Full accreditation for 5 years is given to qualifications that meet, or exceed, all the accreditation standards. Where a Provisionally Accredited programme has been awarded Full Accreditation, this will be for the remainder of the 5-year cycle. The RCVS will undertake a full programme review before the end of the agreed accreditation period.

Full accreditation for a shorter period is applied where deficiencies are identified in an existing programme; accreditation will be subject to the deficiencies being addressed within a set period. The RCVS will undertake a full programme review before the end of the agreed accreditation period.

Probationary accreditation is applied where a fully accredited programme is deficient in its resources or procedures and has failed to meet the RCVS Standards. Students may be required to pass the RCVS pre-registration examinations, as well as all qualification requirements, in order to be deemed competent in the RCVS Day One Competences and Skills. This will be at the discretion of VNEC and will be considered on a case-by-case basis.

Terminal accreditation is instigated where a programme is significantly non-compliant with the standards and has been unable to address the concerns within a timely manner. Students completing a programme which is assigned terminal accreditation may be required to pass the RCVS pre-registration examinations, as well as all qualification requirements. VNEC will communicate additional conditions to the AEI as required, depending on the rationale for the decision being taken. The programme will move into an exit strategy and specific details and evidence will be requested by the Veterinary Nursing Department to maintain oversight whilst the final students complete the programme. The provision is quality monitored in accordance with a high-risk provider.

Voluntary Terminal Accreditation is applied where a programme has chosen to cease provision; students may be required to pass the RCVS pre-registration examinations dependent upon the rationale for the programme closure. Students are still required to complete all qualification requirements. The programme will move into an exit strategy and specific details and evidence will be requested by the Veterinary Nursing Department to maintain oversight whilst the final students complete the programme.

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List of Panel Members

Emma Anscombe-Skirrow RVN - Panel Chair

Claire Defries RVN - Educator Representative

Molly Down RVN - Student Representative

Helen Farrant RVN - Employer Representative

Abigayle Gomez RVN - RCVS Senior Qualifications Officer (Observer)

Victoria Hedges RVN - RCVS VN Examinations Quality Lead

Key Staff met

Lizzie Atkins REVN - Lecturer

Suzi Baimbridge - Student Placement Relationship Manager

Lizzie Bradley-Covey RVN - Lecturer

Hannah Chial RVN - Lecturer

Heidi Cross - Student Placement Relationship Manager

Lucy Dumbell - Academic Registrar

Chelsea Godwin RVN - Junior Lecturer and Placement Tutor

Carol Gray MRCVS - Principal Lecturer/PG Programme Manager

Suzy Harniman REVN - Senior Lecturer/BSc Programme Manager

Daisy Parr RVN - Junior Lecturer and Placement Tutor

Catherine Phillips RVN, REVN - Head of Department

Izzy Riley RVN - Lecturer/DPS Programme Manager

Rosie Scott-Ward - Deputy Vice-Chancellor

Carly Thornton RVN - Associate Head of Department

Summary of the Panel's findings

- Hartpury University was visited between 20-22 February 2024. The following programmes were under accreditation review:

BSc (Hons) Veterinary Nursing
BSc Veterinary Nursing
BSc (Hons) Equine Veterinary Nursing
BSc Equine Veterinary Nursing
Diploma in Professional Studies in Veterinary Nursing
Diploma in Professional Studies in Equine Veterinary Nursing
- During the event, the panel met with twelve students enrolled on the BSc/BSc (Hons) programmes. There were representatives from years 1, 3 and 4.
- Four affiliated Training Practices (TPs) were visited by members of the RCVS Veterinary Nursing Qualifications Team on 9 and 19 January 2024. Any actions relating to these visits are included in this report.
- The Visitors 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 enthusiasm, commitment, and pride of staff in what they do made it an interesting and enjoyable visit.

The team found the following:

Hartpury University is to be **commended** for the following:

- Enthusiastic and dedicated staff involved in each aspect of the delivery of the programme.
- The wellbeing support available to students both on campus and whilst on placement, encouraging them to take responsibility for their own mental and physical wellbeing.
- There is evidence of good practice in the staff induction policy, and this was supported by the experience of newly appointed staff.
- The integration of coaching into the programme is a strength of the BSc/BSc (Hons) provision, and students from both year 1 and year 4 cohorts recognised this and were supportive of the inclusion in the course.
- The provision of placements to students is clear and well documented, and the placement team are to be commended for their proactive support and identification of potential placements whilst also ensuring students continue to develop transferable employment skills.

Areas for further review include:

- Ensuring training practice approval documentation and support provided for Training Practices (TPs) is updated in line with the requirements identified in the RCVS Standards Framework for Veterinary Nurse Education and Training.

- Whilst there are suitable policies and procedures available, some of these require updating and should also be signposted more clearly for students to consider fully.
- Although there is a clear Professional Suitability (Fitness to Practise) policy in place, this, and other processes need to be clearly signposted to students to ensure they have all the information required to undertake their studies.

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	Hartpury University
Main address and contact details for the above organisation	Hartpury University and College Hartpury Gloucester GL19 3BE
Name of Principal or Chief Executive Officer	Professor Andy Collop
Name of Programme Lead	Catherine Phillips
Proposed programme(s) title:	BSc (Hons) Veterinary Nursing BSc Veterinary Nursing BSc (Hons) Equine Veterinary Nursing BSc Equine Veterinary Nursing Diploma in Professional Studies (DPS) in Veterinary Nursing Diploma in Professional Studies (DPS) in Equine Veterinary Nursing
Address and contact details for site of delivery of licence to practise qualification	Hartpury University Hartpury Gloucestershire GL19 3BE
Pattern of delivery	BSc and BSc (Hons) Veterinary Nursing programmes are delivered over four-years (full time) with a placement year in year two. The Diploma in Professional Studies programmes are delivered over two-years (full time) with day release/blended learning.
Intakes and student numbers	One intake per year with 100-120 students across all programmes.

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 met				
Accredited Education Institutions, together with Centres and Training Practices, must:				
	Requirements	Met	Part Met	Not Met
1.1	<p>Demonstrate that the safety of people and animals is a primary consideration in all learning environments.</p> <p><i>Evidence reviewed:</i> <i>Health and Safety Policy 2023</i> <i>Accreditation or Reaccreditation visit report form</i> <i>Induction Policy 2022</i> <i>Risk assessment - Veterinary Nursing Centre, RA.Lab226.23</i> <i>Social Media Policy, Student Teams Safeguarding v5, Cyber security online workshop available on HU's Virtual Learning Environment (VLE) - 'Moodle'</i> <i>Child Protection and Safeguarding Policy and Procedures</i> <i>Hartpury Dog Policy 2023, Hartpury Animal Policy, The Horse Charter</i> <i>Student induction information via Moodle</i></p> <p>The health and safety policy provided was clear and up to date. Risk assessments and inductions made accommodations for demonstrating the safety of people and animals in all learning environments. Some of the policies had review dates that had passed; therefore, Hartpury University (HU) will need to review and update these policies, as necessary. There are currently no standard operating procedures (SOPs) in place for equipment in the Veterinary Nurse Centre, which HU may wish to consider developing.</p>		✓	
1.2	<p>Prioritise the wellbeing of people.</p> <p><i>Evidence reviewed:</i> <i>Staff Development Policy 2022 and HE Academic Staff Development Guidance</i> <i>Induction Policy 2022</i></p>	✓		

	<p><i>Performance Appraisal Policy 2020</i> <i>Mental Health First Aider - Employee Volunteer Policy.</i> <i>Hartpury Wellbeing booklet 2022</i> <i>Code of Professional Conduct 2023, Hartpury Student Charter</i></p> <p>This requirement has been well evidenced by the programme team. Both staff and students were very positive regarding the policies and support available. Students were confident they would be able to access resources if needed.</p> <p>There is wellbeing support for faculty members through university initiatives such as the Employee Assistance Programme.</p>			
1.3	<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> <i>Training Practice lists - Copy of Practice Details and Visit Tracking (Working Doc.)</i> <i>Hartpury Dog Policy 2023, Hartpury Animal Policy, The Horse Charter</i> <i>TP visit strategy, NPL sampling strategy</i> <i>BSc VNEVN PC Action Notes Meeting 1 2024</i> <i>NSS</i></p> <p>The current campus facilities are fit for purpose. HU was recently awarded funding from the Office for Students (OfS) for a new veterinary nursing clinical skills centre along with a new Higher Education Hub. These facilities are due to open during the academic year 2024/25. Currently the library is housed in a temporary facility, but the staff have used the space well and this should not detract from the student experience.</p> <p>Training practices (TPs) are visited and audited to ensure that facilities remain compliant.</p>	✓		
1.4	<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> <i>Training practice visit forms</i></p> <p>The programme team confirmed that TPs are required to provide information to clients about the option to withdraw</p>		✓	

	<p>consent. During the TP audit, some TPs did not have mechanisms in place to make clients aware that they can withdraw consent for student veterinary nurses to be involved in their pet's care. HU needs to review its processes for this requirement, as it was not recorded in TP approval/audit documents.</p>			
1.5	<p>Promote client, public and animal safety and welfare and maintaining confidentiality.</p> <p><i>Evidence reviewed:</i> <i>Job descriptions</i> <i>Performance Appraisal Policy 2020</i> <i>BSc VNEVN PC Action Notes Meeting 1 23/24</i> <i>NSS feedback</i> <i>Teaching development scheme documentation</i> <i>Data Protection Policy 2020</i> <i>Accreditation or Reaccreditation visit report form</i> <i>Social Media Policy 2021</i></p> <p>This requirement was well evidenced in the documentation provided. HU clearly prioritises safety and welfare with respect to the public and animals.</p>	✓		
1.6	<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> <i>Programme Committee Meeting Minutes BSc VNEVN PC</i> <i>Action Notes Meeting 1 23/24</i> <i>Complaints Policy 2023</i> <i>Induction Policy 2022, Student induction timetable; BSc VN yr.</i> <i>1UG Welcome_Week_template_2023_NEW students</i> <i>Public Interest Disclosure Procedure</i> <i>Social Media Policy</i> <i>Child Protection and Safeguarding Policy and Procedures</i> <i>Health and Wellbeing Policy 2023</i></p> <p>The complaints procedure is robust and accessible by both staff and students. The panel was assured students felt able to raise concerns or complaints, both during placement and on campus, and were instructed on these processes during their inductions.</p>	✓		

1.7	<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> <i>Complaints Policy 2023</i> <i>Hartpury University Academic Regulations 2023-24</i> <i>Child Protection and Safeguarding Policy and Procedures</i> <i>Health and Wellbeing Policy 2023</i></p> <p>Clear evidence was provided of HU dealing with complaints effectively as well as responding to incidences involving RIDDOR regulations - reporting of injuries, disease, and dangerous occurrences. The correct policies and processes are in place should a member of HU need to access them.</p>	✓		
1.8	<p>Ensure mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated.</p> <p><i>Evidence reviewed:</i> <i>Complaints Policy 2023</i> <i>Performance Improvement Policy & Procedure</i></p> <p>Processes are in place should there be a need for them to be utilised. The panel were confident that the HU programme team would know when and how to report.</p>	✓		
1.9	<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> <i>Health and Wellbeing Policy 2023</i> <i>Programme Committee Meeting Minutes</i> <i>Placement preparation scheme of work</i> <i>Teaching development scheme documentation</i> <i>Example induction tutorial returning student</i> <i>Moodle handbooks – student and module</i></p> <p>The RCVS Code of Professional Conduct for Veterinary Nurses is embedded throughout the programmes. This is most evident in the 'Introduction to Clinical Veterinary Nursing' and 'The Veterinary Nursing Coaching Practitioner' modules.</p>	✓		
1.10	<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> <i>Teaching development scheme documentation</i> <i>Staff CV and CPD records</i> <i>FINAL BSc Equine Veterinary Nursing PER 2022-23,</i> <i>Veterinary Nursing Department monitoring and Enhancement Plans</i> <i>Programme Committee Meeting Minutes BSc VNEVN PC</i> <i>Action Notes Meeting 1 23/24: Example VN Department module feedback summary sheet semester 1 (1): HUGSS</i> <i>2023 results for Programme Managers</i> <i>External Examiner Reports</i> <i>Equality, Diversity and Inclusion Policy 2022</i> <i>Hartpury University Academic Regulations 2023-24</i> <i>Complaints Policy 2023</i></p> <p>This requirement was well evidenced. It was clear that stakeholder feedback is sought and actioned at several levels.</p>			
1.11	<p>Advance equality of opportunity through effective use of information and data.</p> <p><i>Evidence reviewed:</i> <i>Programme Enhancement Plans, Veterinary Nursing Department and Enhancement Plans</i> <i>Programme Committee Meeting Minutes BSc VNEVN PC</i> <i>Action Notes Meeting 1 23/24: Example VN Department module feedback summary sheet semester 1 (1): HUGSS</i> <i>2023 results for Programme Managers</i> <i>Veterinary Nursing PSR November 2023</i> <i>Team meeting minutes sample</i> <i>NSS</i> <i>Hartpury University access and participation plan</i></p> <p>HU has an access and participation plan that aims to reduce gaps in access to its programmes such as disadvantaged socio-economic backgrounds, male students, ethnic minority students, and care leavers. The panel was pleased to hear that satisfactory progress has been made with regard to this plan.</p>	✓		
1.12	<p>Work to promote inter-professional education and inter-professional practice and support opportunities for research collaboration.</p> <p><i>Evidence reviewed:</i> <i>Module and Programme Specifications</i> <i>Vet Nursing Diary, 2023 Clinical Coach Guide</i></p>	✓		

	<p><i>Hartpury Code of Research Practice, Research governance - Standard Operating Procedures, Veterinary Nursing Department RKE Strategy 2023-24</i> <i>Module; The Practising Veterinary Nurse</i> <i>Moodle module handbooks</i></p> <p>The panel could see that there were strong links between equine and small animal students. In terms of wider inter-professional opportunities, several informal examples were identified, such as clubs, conferences, and volunteering. It would be beneficial to see this develop more formally in the future at HU.</p>			
1.13	<p>Promote evidenced-based improvement in education and veterinary nursing practice.</p> <p><i>Evidence reviewed:</i> <i>Hartpury Code of Research Practice, Research governance - Standard Operating Procedures, Veterinary Nursing Department RKE Strategy 2023-24</i> <i>Moodle module handbooks</i> <i>Staff Development Policy 2022 and HE Academic Staff Development Guidance</i> <i>Vet Nursing Diary, 2023 Clinical Coach Guide</i> <i>Journal club</i></p> <p>The HU team were enthusiastic about evidence-based practice and the recent addition of staff journal clubs. The panel suggested that this be extended to students.</p> <p>The panel were interested to hear about the community of practice research group that staff were developing.</p>	✓		
<p>Conclusion:</p> <p>The learning culture at HU is supportive and inclusive. Health and safety policies are in place alongside relevant risk assessments. Wellbeing is clearly a priority, and students and staff are fully aware of the support available and how to access it. Stakeholder feedback is sought and actioned consistently, and staff are well supported.</p> <p>The idea of the community of practice is exciting and it will be interesting to see how this develops in the future.</p> <p>Overall, this standard has been met.</p>				

Suggestions:

- a. Develop and use standard operating procedures for equipment in the clinical skills centre.
- b. Consider how to further develop inter-professional education and practice throughout the programme including in the dissertation modules.
- c. Examine how guest speakers can be further embedded into each stage of the programme.
- d. Consider extending the programme team journal club to students.

Actions:

- a. Review and update all policies and procedures as required including review and publication dates.
- b. Formalise the support provided, and process of checking, that training practices are giving clients the opportunity to give, and if required withdraw, their informed consent to students being involved in the care of their animals.

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	Part Met	Not Met
2.1	<p>Comply with all relevant legal, regulatory, professional and educational requirements.</p> <p><i>Evidence reviewed:</i> <i>TEF engagement</i> <i>External Examiner Reports - Samantha Fontaine and Sarah Cripps</i> <i>Curriculum Validation meeting minutes</i> <i>Health and Safety Policy 2023</i> <i>Accreditation or Reaccreditation visit report form</i> <i>Induction Policy 2022</i> <i>Risk assessment - Veterinary Nursing Centre, RA.Lab226.23</i> <i>Social Media Policy</i> <i>Student Teams Safeguarding v5</i> <i>Cyber security online workshop (Moodle)</i> <i>Safeguarding Policy and Procedures</i> <i>Moodle</i> <i>Hartpury Dog Policy 2023, Hartpury Animal Policy, The Horse Charter</i> <i>Health and Safety Policy 2023</i></p> <p>The documents provided demonstrated compliance with relevant legal, regulatory, professional, and educational requirements. HU achieved Gold rating in the Teaching Excellence Framework (TEF) 2023.</p>	✓		
2.2	<p>Provide all information and evidence required by regulators in a timely manner i.e. within published timescales.</p> <p><i>Evidence reviewed:</i> <i>Re-accreditation process</i></p>		✓	

	<p>This requirement has been generally well evidenced by the programme team. HU is currently not informing the RCVS of students that are suspending their studies. The Schedule 3 Amendment order for the Veterinary Surgeons Act defines a student veterinary nurse as someone who is undergoing training. Students who have suspended studies do not meet this requirement and therefore the RCVS needs to be informed about these students.</p>			
2.3	<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> <i>Hartpury Dog Policy 2023</i> <i>Hartpury Animal Policy</i> <i>The Horse Charter</i> <i>Hartpury University Mapping RCVS DOS DOC December 23</i> <i>All programmes align with the current published version of the QAA Veterinary Nursing Benchmark statements</i></p> <p>This requirement has been well evidenced. The plans for the new veterinary nursing clinical skills centre and HE Hub and the funding procured from Office for Students (OfS) for this project were very impressive.</p>	✓		
2.4	<p>Comply with the RCVS Code of Professional Conduct for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> <i>Programme and Module Specifications</i> <i>Teaching development scheme documentation</i> <i>Placement preparation scheme of work</i> <i>Vet Nursing Diary, 2023 Clinical Coach Guide</i></p> <p>This requirement is met. The RCVS Code of Professional Conduct for Veterinary Nurses is embedded within the Fundamentals of Veterinary Nursing modules (BSc programmes), Clinical Skills for Veterinary Nurses (DPS programme) as well as during tutorial support.</p>	✓		
2.5	<p>Comply with the RCVS Veterinary Nursing Registration Rules.</p> <p><i>Evidence reviewed:</i> <i>Practice Details and visiting tracking</i> <i>Module and Programme Specifications</i> <i>Moodle</i></p>	✓		

	<p>HU has embedded the RCVS Veterinary Nursing Registration Rules into the programme and referred to them in the Programme Specifications. It is suggested that HU refers to the potential impact to future registration on the criminal conviction questionnaire completed by students at the start, and at each level, of the programme. It was noted that the HU website and programme specification currently states <i>‘On successful completion of your final year, you’ll be eligible to join the RCVS Veterinary Nursing Registrar and begin practicing as a fully qualified Veterinary Nurse’</i> it was suggested that this wording is reviewed to make it clear that registration is not an automatic process. There were also typos; ‘Registrar’ instead of ‘register’ and ‘practising’ not ‘practicing’.</p>			
2.6	<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> <i>Placement Documentation</i> <i>TP visit strategy, NPL sampling strategy</i> <i>Accreditation or Reaccreditation visit report form</i> <i>Team meeting minutes sample</i> <i>2023 Clinical Coach Guide</i></p> <p>HU is building good relationships with TPs and providing training and support for clinical coaches (CCs).</p>	✓		
2.7	<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> <i>Hartpury University Admissions Policy 2024 Entry</i> <i>Copies of student certificates are held by the Veterinary Nursing Department</i> <i>Hartpury University Academic Regulations 2023-24</i> <i>Equality, Diversity and Inclusivity Policy</i> <i>SAR Hartpury University</i> <i>Hartpury University access and participation plan</i></p> <p>This requirement is well-evidenced and the strategies for recruitment, access and participation are clear.</p>	✓		

2.8	<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> <i>Programme and Module Specifications</i> <i>Hartpury University Prospectus</i> <i>Veterinary Nursing degrees Hartpury University webpage</i> <i>Hartpury University Admissions Policy 2024 Entry</i></p> <p>The entry criteria indicate GCSEs in English language, a science and mathematics at grade C/4 and above are required. There is also information on the website covering a range of Level 3 qualifications. Applicant days are held to invite students onto campus, which the team feel removes the potential barrier of a formal interview that some applicants may find challenging. The panel agreed that this approach was appropriate.</p>	✓		
2.9	<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> <i>Hartpury University Academic Regulations 2023-24</i> <i>Induction Policy 2022</i> <i>Student induction timetable</i> <i>Welcome Week template 2023</i> <i>Moodle</i> <i>Hartpury University Admissions Policy 2024</i> <i>Enrolment and Registration Guidance</i></p> <p>Students are informed of the professional requirements including disclosure of criminal convictions at the start of the programme. Whilst the topic of criminal convictions is revisited in <i>The Veterinary Nursing Coaching Practitioner</i> module in the final year of the programme, and students may inform the university of relevant convictions if they need to, the process is not formalised, and students are not all aware of the expectations. The programmes have their own Fitness to Practise policy (Professional Suitability), but student facing documentation signposts students to the RCVS Fitness to Practise: A Guide for UK Providers of Veterinary Nursing Education and Student Veterinary Nurses. This needs to be updated, with the HU policy being signposted to students in all relevant student facing documentation.</p>		✓	

2.10	<p>Demonstrate a robust process for recognition of prior learning (RPL).</p> <p><i>Evidence reviewed:</i> <i>Hartpury University Academic Regulations 2023-24</i></p> <p>This requirement is met. The HU recognition of prior learning policy within the academic regulations references PSRB (Professional, Statutory and Regulatory Body) requirements.</p>	✓		
2.11	<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> <i>Vet Nursing Diary</i> <i>Moodle</i> <i>2023 Clinical Coach Guide</i> <i>Hartpury University Academic Regulations 2023-24</i> <i>Enrolment and Registration Guidance</i> <i>2023 Clinical Coach Guide</i> <i>Programme Specifications</i> <i>Module Descriptors</i></p> <p>There is no specific document that serves as a 'programme handbook' however, all the relevant programme information is available via the Moodle site. Students could not recall how to access some policies, for example the Professional Suitability (Fitness to Practise) policy. It is recommended that HU creates a central repository or key/index to clearly signpost students to this type of information.</p>		✓	
2.12	<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> <i>Hartpury University Academic Regulations 2023-24</i> <i>Hartpury University Student Charter</i></p> <p>The panel is satisfied that any fitness to practise concerns would be dealt with appropriately via the HU Professional Suitability process and the RCVS would be informed where necessary.</p>	✓		

2.13	<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> <i>Programme Examination Board Veterinary Nursing February 2023</i> <i>Example induction tutorial returning student</i> <i>Programme and Module Specifications</i></p> <p>Programme outcomes are agreed at the Programme Examination Board.</p> <p>Students that do not meet the requirements for the BSc/BSc (Hons) may be awarded: Undergraduate Certificate in Animal Studies Certificate of Higher Education in Animal Health Studies / Certificate of Higher Education in Equine Health Studies Diploma of Higher Education in Animal Health Studies / Diploma of Higher Education in Equine Health Studies BSc Animal Health Studies / BSc Equine Health Studies</p> <p>Students that do not meet the requirement for the DPS may be awarded: Certificate in Academic Skills Undergraduate Certificate Animal Studies Certificate of Higher Education in Animal Health Studies</p>	✓		
2.14	<p>Regularly review all learning environments and provide assurance that they are safe, effective and fit for purpose.</p> <p><i>Evidence reviewed:</i> <i>Veterinary Nursing PSR November 2023</i> <i>Students provide feedback in Programme Committee Meetings</i> <i>BSc VNEVN PC Action Notes Meeting 2024</i> <i>The NSS</i> <i>Accreditation or Reaccreditation visit report form</i> <i>Risk assessment - Veterinary Nursing Centre</i> <i>Health and Safety Policy 2023</i> <i>TP visit strategy, NPL sampling strategy</i> <i>Accreditation or Reaccreditation visit report form</i> <i>Placement documentation</i> <i>Social Media Policy, Student Teams Safeguarding v5</i> <i>Cyber security online workshop available on Moodle</i></p> <p>The campus tour included teaching and study areas, the veterinary nursing clinical skills centre and temporary library</p>	✓		

	<p>space. It is clear that the learning environments are reviewed to ensure that they are safe and fit for use, but as discussed in Standard 1 many of the policies are out of date and must be reviewed. This is actioned in Standard 1.</p>			
2.15	<p>Appoint appropriately qualified and experienced people for programme development and delivery.</p> <p><i>Evidence reviewed:</i> <i>Staff list</i> <i>Job Descriptions</i> <i>Workload allocations</i> <i>Recruitment and Selection Policy</i> <i>HQEF External Examining Section Description</i></p> <p>Effective recruitment strategies are in place to support the future development of the HU programmes, and there are two External Examiners appointed for the suite of veterinary nurse courses offered.</p>	✓		
2.16	<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 students.</p> <p>This programme has been previously accredited.</p>	N/A		
2.17	<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.</p> <p>Evidence was provided to show that the RCVS has been notified of programme changes. In addition, there is a policy preventing changes from being made unless approved by the RCVS.</p>	✓		
2.18	<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.</p> <p><i>Evidence reviewed:</i> <i>Department budget</i> <i>Veterinary Nursing PSR November 2023</i> <i>Annual Report 2021-2022</i> <i>Costing model</i> <i>Admissions cycle analysis</i></p>	✓		

	<p><i>NSS</i></p> <p>Evidence provided by HU shows that financial modelling is effective, and that steady growth of student numbers is a trend. It was evident that there was significant commitment within the institution to continue development of the programme, including a new veterinary nursing clinical skills facility being built currently.</p>			
<p>Conclusion:</p> <p>The panel congratulate Hartpury University on achieving Gold rating in the Teaching Excellence Framework (TEF). The programme team are commended on their plans for the new clinical skills building and associated funding.</p> <p>There was clear evidence of robust governance and quality systems in place at Hartpury University. The panel observed compliance with relevant legal, regulatory, professional, and educational requirements through the evidence submitted and during the event.</p> <p>Clarity is required on the registration process information provided to students in the programme specification and on the University website, to ensure that applicants and students are aware of the process for registration, i.e. that it is not automatic.</p>				
<p>Suggestions:</p> <p>a. Refer to the potential impact on future registration regarding the criminal conviction questionnaire, and consider highlighting the importance of informing the university of relevant convictions throughout the programme.</p> <p>Actions:</p> <p>a. Update the RCVS enrolment process to include notifying the RCVS of students who are suspending their studies.</p> <p>b. Update student facing documentation including the programme specification to signpost students to the HE Professional Suitability policy and process.</p> <p>c. Amend student facing documents to make it clear that the qualification does not allow them to register but makes them eligible to apply to enter the register.</p>				

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	Part Met	Not Met
3.1	<p>Are well prepared for learning in theory and practice having received relevant inductions.</p> <p><i>Evidence reviewed:</i> <i>Moodle VLE shown during event</i></p> <p>Students who are newly registered with HU have a week-long induction with top-up meetings at the beginning of each academic year. Inductions to Moodle are also present for students with tutorial sessions occurring weekly to provide extra training sessions. These inductions received positive feedback from students on the current programme.</p>	✓		
3.2	<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> <i>Hartpury Dog Policy 2023,</i> <i>Hartpury Animal Policy,</i> <i>The Horse Charter</i> <i>Moodle library resources</i> <i>PDF of student timetables for this year</i> <i>TP visit strategy, NPL sampling strategy</i> <i>Accreditation or Reaccreditation visit report form</i></p> <p>The library contained a wide range of both paper copies and eBooks which students reported as finding accessible. Library staff highlighted the ease of purchasing new books and journals for students who require them. Short-term laptop</p>	✓		

	loans were available for students with the possibility for longer loans if required.			
3.3	<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> <i>Vet Nursing Diary</i> <i>PDF of student timetables for this year</i> <i>Placement preparation scheme of work</i> <i>VN Placement student declaration 2023</i> <i>Programme Specifications</i> <i>Moodle handbooks</i></p> <p>In the absence of collated handbooks, all relevant information is provided throughout the virtual learning environment (VLE). Weekly tutorials are in place for any additional information to be relayed to students. Student feedback was positive with regard to the VLE and its accessibility.</p> <p>Information within the programme specification indicates that students are eligible to register as a veterinary nurse on completion of the degree. This is misleading as the RCVS has the right to reject entry onto the register or request further examinations are completed, such as the pre-registration examinations, thus students are eligible to apply to Register.</p> <p>The Programme Specification for BSc (Hons) Veterinary Nursing refers to the BSc (Hons) Equine Veterinary Nursing. The use of both course titles needs clarification and should be consistent across all documentation to ensure students understand the relevant course specifications.</p>	✓		
3.4	<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> <i>Accreditation or Reaccreditation visit report form</i> <i>NPL witness form</i> <i>Vet Nursing Diary, 2023 Clinical Coach Guide</i> <i>Guest speaker list</i></p> <p>HU engages with a small number of guest speakers therefore the panel suggests that this list is expanded to include additional industrial companies and professionals, both</p>	✓		

	<p>external and within the institution, which could further be accompanied by careers fairs events for students.</p> <p>Discussions with the placement team, along with the evidence provided, demonstrated students working with a range of professionals both on campus and whilst out on placement. Additionally, IQA visits are in place to ensure professional relationships within TPs are maintained.</p>			
3.5	<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> <i>Vet Nursing Diary, 2023 Clinical Coach Guide</i> <i>Programme and Module Specifications</i> <i>Clinical Coach Guide</i></p> <p>Students are assessed using a range of methods to suit individual preferences. The clinical skills centre and laboratories are well equipped with modern equipment and medical models which will further be enhanced following the completion of the new clinical skills building. The new clinical skills centre has the potential for students to practise skills freely and unattended to further enhance their learning, especially for those students going on to placements or preparing for the OSCE.</p>	✓		
3.6	<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> <i>Training Practice lists - Copy of Practice Details and Visit Tracking (Working Doc.).</i> <i>Programme and Module Specifications (module Veterinary Nursing In Practice 1)</i> <i>Accreditation or Reaccreditation visit report form</i> <i>Vet Nursing Diary, 2023 Clinical Coach Guide</i> <i>TP visit strategy</i></p> <p>During the placement year BSc/BSc (Hons) students are expected to attend a monthly online group tutorial. Following student/placement feedback the online tutorials have been moved from 5pm to 6pm. Students met during the event indicated that neither timing was appropriate as it was difficult to attend the meetings if they were on a duty rota at this time.</p>	✓		

	The panel suggest that the dates and times of these meetings are disseminated to practices in advance and students removed from the rota at these times.			
3.7	<p>Are supervised according to their individual learning needs, proficiency and confidence.</p> <p><i>Evidence reviewed:</i> <i>Hartpury University Academic Regulations 2023-24</i> <i>Hartpury University Student Support Guide for 2023 entry</i> <i>Online Hartpury student wellbeing website</i> <i>Clinical placement tutorial records (supplied as evidence throughout the event)</i></p> <p>Student support is prioritised within the veterinary nursing department with both staff and students praising the number and accessibility of the resources available. Individual placement tutorials and action plans were provided, highlighting the support available.</p>	✓		
3.8	<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> <i>PDF of student timetables for this year</i> <i>Example: DPS Blended work review</i> <i>Placement documentation</i> <i>Vet Nursing Diary</i> <i>2023 Clinical Coach Guide</i></p> <p>Evidence provided highlights the use of blended learning when in practice with both student and CC facing documentation describing the university requirement for Nursing Progress Log (NPL) completion time and supervised hours.</p>	✓		
3.9	<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> <i>PDF of student TTs for this year</i> <i>Programme and Module Specifications</i> <i>PDF of student TTs for this year</i> <i>Student Induction Tutorial returning student 2023</i> <i>Tutorial Summary example 2023-24</i></p> <p>Staff discussions highlighted the allocation of personal tutors for each year group, with two members of staff currently</p>	✓		

	<p>sharing the students within each year. Individual and group weekly meetings are in place for on campus students, with these dropping to monthly for those on placement. Staff highlighted that one-to-one sessions could be booked at any time.</p> <p>Students met during the event highlighted the importance of these meetings; however, student attendance is difficult due to the late tutorial time as discussed in requirement 3.6. Student feedback highlighted the need for more frequent contact from staff whilst on placement, considering the needs of the individual.</p>			
3.10	<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> <i>Hartpury University Academic Regulations 2023-24</i></p> <p>Policies provided for support and information to manage interruptions to study are up to date and comprehensive. All information is provided on the VLE which students were able to access. Staff discussions highlighted the process for taking interruptions from study including the support provided to those returning.</p>	✓		
3.11	<p>Have their diverse needs respected and considered across all learning environments.</p> <p><i>Evidence reviewed:</i> <i>Hartpury University Academic Regulations 2023-24</i> <i>Equality, Diversity and Inclusion Policy 2022</i></p> <p>Evidence provided meets the requirements of this section. Policies are present and comprehensive for both staff and students to access.</p>	✓		
3.12	<p>Are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i> <i>Equality, Diversity and Inclusion Policy 2022</i> <i>Hartpury University Academic Regulations 2023-24</i> <i>Programme Committee Meeting Minutes BSc VNEVN PC</i> <i>Action Notes Meeting 1 23/24: Example VN Department</i> <i>module feedback summary sheet semester 1 (1): HUGSS</i> <i>2023 results for Programme Managers</i></p>	✓		

	<p>Policies are in place for students to apply for reasonable adjustments both on campus and whilst on placement. Staff discussions highlighted how students are encouraged to disclose adjustments to TPs themselves, however HU can offer guidance for this process as well as providing additional support, such as more frequent tutorials.</p>			
3.13	<p>Are protected from discrimination, harassment and other behaviour that undermines their performance or confidence.</p> <p><i>Evidence reviewed:</i> <i>Equality, Diversity and Inclusion Policy 2022</i> <i>Complaints Policy 2023</i> <i>BSc VNEVN PC Action Notes Meeting 1 2024</i> <i>NSS feedback</i> <i>Child Protection and Safeguarding Policy and Procedures</i></p> <p>Policies are present and comprehensive towards discrimination and harassment of students. Staff were confident that complaints could be raised within tutorial sessions as well as students utilising the complaints procedure available on the VLE.</p> <p>Further to these policies, HU discussed its deviation from interviews for applicants over the last few years to prevent discrimination during this process. There are now applicant days for prospective students to view the campus and take part in veterinary related activities.</p>	✓		
3.14	<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> <i>Moodle handbooks</i> <i>PDF of student TTs for this year</i> <i>Hartpury support and wellbeing website</i> <i>BSc VNEVN PC Action Notes Meeting 1 2024</i> <i>NSS feedback</i> <i>Induction Policy 2022, Student induction timetable; BSc VN yr. 1UG Welcome_Week_template_2023_NEW students</i></p> <p>The panel commends HU for its wide range of in-person and online support which was highlighted by students who endorsed these wellbeing resources as accessible and well-advertised.</p>	✓		

	The wellbeing support also prepares students for their life after university.			
3.15	<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> <i>Moodle handbooks</i> <i>Student Induction Tutorial returning student 2023 and Tutorial Summary example 2023-24</i> <i>Programme and Module Specifications</i> <i>BSc VNEVN PC Action Notes Meeting 1 23/24</i> <i>NSS feedback</i> <i>Examples of assessment materials</i> <i>Programme and Module Specifications - Introduction to Clinical Veterinary Nursing Module</i></p> <p>HU provided a wide range of evidence to support this requirement with students having access to a wide range of learning and pastoral support.</p>	✓		
3.16	<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> <i>Programme and Module Specifications - The Veterinary Nursing Coaching Practitioner module</i> <i>Vet Nursing Diary, 2023 Clinical Coach Guide</i> <i>Programme Committee Meetings: BSc VNEVN PC Action Notes Meeting 1 2024</i> <i>Programme and Module Specifications - The Veterinary Nursing Coaching Practitioner module</i> <i>Examples of assessment materials</i></p> <p>Final year students complete the 'Nursing Coaching Practitioner' module which was commended by the panel. This entails peer coaching between first- and fourth-year students. Both year groups reported they had a mutually positive experience. Final year students are well equipped for future coaching and leadership skills whilst first years can gain invaluable experience from their peers. HU staff measure the success of this module by graduate students returning as CCs.</p>	✓		

	<p>Programme Committee meetings are also well attended by student representatives, enhancing leadership skills and improving peer cohesion.</p>			
3.17	<p>Receive constructive feedback throughout the programme to promote and encourage reflective learning.</p> <p><i>Evidence reviewed:</i> <i>BSc VNEVN PC Action Notes Meeting 1 23/24</i> <i>HUggs</i> <i>NSS</i> <i>Programme and Module Specifications</i> <i>Examples of assessment materials</i> <i>Clinical placement tutorial records</i> <i>TP visit strategy, NPL sampling strategy</i></p> <p>HU uses a feedback and feedforward approach when commenting on student formative and summative work. Consistency within staff comments is ensured via inductions and handbooks with feedback from External Examiners (EEs) contributing to uniformity between students. Extra support can be provided to individual students via tutorials if required.</p>	✓		
3.18	<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> <i>BSc VNEVN PC Action Notes Meeting 1 23/24</i> <i>HUggs</i> <i>NSS</i> <i>Clinical placement tutorial records</i></p> <p>Both evidence provided and staff discussions highlighted the many avenues available for students to provide feedback on both their support and teaching whilst on the course. Methods include 'start, stop, continue' within modules, mid and end of module surveys, programme committee meetings, and NSS surveys. All feedback avenues are available both on campus and during placement.</p>	✓		
3.19	<p>Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.</p> <p><i>Evidence reviewed:</i> <i>Programme and Module Specifications</i> <i>Module Veterinary Nursing In Practice 1</i> <i>CC Standardisation Meeting 4 December 23</i> <i>TP visit strategy, NPL sampling strategy</i></p>	✓		

	<p>RCVS Professional Behaviours (PBs) are embedded within several modules and assessments and are reiterated to students prior to going out on placement. The peer coaching module also allows for 1st and 4th year students to discuss their experiences with relation to PBs.</p>			
<p>Conclusion:</p> <p>Overall, the panel was impressed with the extensive wellbeing support available to students as well as their awareness of these services. The facilities available are sufficient for student learning to equip them for placement learning.</p> <p>The peer coaching scheme allows key skills to be learnt which will benefit the students greatly for life after university, as well as peers benefiting from their experiences.</p> <p>This standard has been met.</p>				
<p>Suggestions:</p> <ol style="list-style-type: none"> a. Consider a method of providing students access to all university relevant information in a central location e.g. handbook, interactive key, or list of documentation. b. Consider providing CCs with information regarding set HU tutorial meetings and students' knowledge level prior to starting their placement. <p>Actions:</p> <ol style="list-style-type: none"> a. Resubmit the Programme specification with amendments in relation to students' eligibility to register with the RCVS and clarification of the correct programme titles. 				

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	Part Met	Not Met
4.1	<p>Are appropriately qualified and experienced and always act as professional role models.</p> <p><i>Evidence reviewed:</i> <i>Staff CV and CPD records</i> <i>Performance Appraisal Policy 2020</i> <i>Students feedback in Programme Committee Meetings</i> <i>HUggs – feedback mechanism from students</i> <i>National Student Survey</i> <i>Teaching development scheme documentation</i> <i>Code of Professional Conduct 2023</i></p> <p>Staff are well supported with CPD, encouraged with mentoring arrangements and teacher and quality assurance training. Pathways are in place for those who are new to their roles. The team are aware of their professional responsibilities and are able to discuss how they demonstrate these. Clinical coaches are qualified and experienced, and they are audited as part of the TP approval/reapproval process. Non-HU staff, such as OSCE examiners, are utilised as industry experts. Whilst it was clear that these examiners were suitably qualified and CVs were held, CPD records were not formally requested for review in relation to suitability for the role, thus it was unclear whether these external experts meet this requirement.</p>		✓	
4.2	<p>Receive relevant induction, ongoing support, education and training which includes training in equality and diversity.</p> <p><i>Evidence reviewed:</i> <i>Staff CV and CPD records</i> <i>Staff Development Policy 2022 and HE Academic Staff Development Guidance</i></p>	✓		

	<p><i>Performance Appraisal Policy 2020</i> <i>Induction Policy 2022</i> <i>Online Clinical Coach training course</i> <i>Clinical Coach Standardisation Meeting 4 December 23</i> <i>Copy of Practice Details and Visit Tracking (Working Doc.)</i> <i>Staff Development Policy 2022</i> <i>Hartpury University Academic Regulations 2023-24</i></p> <p>Evidence demonstrated that both new and longstanding staff are well supported and have robust development plans in place with appropriate training in areas such as equality and diversity.</p>			
4.3	<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> <i>Induction Policy 2022</i> <i>Equality, Diversity and Inclusion Policy 2022</i> <i>Recruitment and selection policy</i> <i>Staff have access to An Employee Assistance Programme (EAP)</i> <i>Equality, Diversity and Inclusion Policy 2022</i> <i>Health and Safety Policy 2023</i></p> <p>There is evidence of a supportive and inclusive culture amongst the veterinary nursing and wider university team and a commitment to remain so is integral to the university.</p>	✓		
4.4	<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> <i>PDF of Staff Timetables for this year</i> <i>Job Descriptions</i> <i>Hartpury University Workload model</i> <i>Placement documentation</i> <i>Moodle</i></p> <p>Strong evidence was available that the team feel supported and that workloads are manageable. Senior leadership representatives are available for conversations, for example regular one-to-one meetings and drop-in sessions and are accessible to the team. There are sufficient staff for the number of students enrolled on veterinary nursing programmes.</p>	✓		

4.5	<p>Respond effectively to the learning needs of individuals.</p> <p><i>Evidence reviewed:</i> <i>Programme Committee Meetings: BSc VNEVN PC Action Notes Meeting 1 2024</i> <i>National Student Survey</i> <i>Programme Committee Meetings: BSc VNEVN PC Action Notes Meeting 1 2024</i> <i>Moodle</i> <i>Accreditation or Reaccreditation visit report form</i> <i>Teaching development scheme documentation</i> <i>Hartpury University Student Support Guide for 2023 entry</i></p> <p>The students are well supported and there is a culture of inclusivity where learning needs are met, and student feedback is listened to and actioned. In addition to academic needs, there is a well-defined package of wellness support available at HU and the veterinary nursing team are able to signpost students to appropriate support. This is easily accessible throughout their course both on campus and online, and it was very evident that students were aware of this.</p>	✓		
4.6	<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.</p> <p><i>Evidence reviewed:</i> <i>Programme and Module Specifications</i> <i>Moodle</i> <i>Accreditation or Reaccreditation visit report form</i> <i>Team meeting minutes sample</i> <i>TP visit strategy</i> <i>NPL sampling strategy</i> <i>SAR Hartpury University</i> <i>Student Induction</i> <i>Tutorial returning student 2023</i> <i>Tutorial Summary example 2023-24</i></p> <p>Student assessment and progression is well evidenced and there are systems in place to ensure that pertinent information is available to the team at every stage. Students are well supervised and have an academic personal tutor (APT) as a point of contact.</p>	✓		

4.7	<p>Liaise collaborate and action constructive feedback generated by colleagues and students and stakeholders to enhance their teaching, assessment and to share effective practice.</p> <p><i>Evidence reviewed:</i> <i>Hartpury University VN OSCE procedure</i> <i>Clinical Coach Standardisation Meeting 4 December</i> <i>External Examiner Reports</i> <i>Student Induction Tutorial returning student 2023, Tutorial Summary example 2023-24</i> <i>Teaching development scheme documentation</i> <i>Programme Committee Meetings: BSc VNEVN PC Action Notes Meeting 1 2024</i> <i>National Student Survey</i> <i>Stakeholder feedback</i> <i>Team meeting minutes sample</i> <i>Veterinary Nursing Department and Enhancement Plans</i> <i>Example IV2 report including OSCE observations</i></p> <p>Stakeholder feedback and requirements are considered during development of the programmes. The team discussed the challenges of collecting stakeholder feedback and are keen to continue to improve engagement in this area.</p>	✓		
4.8	<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> <i>Complaints Policy 2023</i> <i>Hartpury University Academic Regulations 2023-24</i> <i>HE Retention Programme Statistics 2023-24</i> <i>Accreditation or Reaccreditation visit report form</i> <i>Team meeting minutes sample</i></p> <p>Concerns and complaints are dealt with very effectively and action points are formed to address these. Responses are thorough and timely.</p>	✓		
4.9	<p>Ensure the programme lead is a Registered Veterinary Nurse (RVN) who has substantial experience of veterinary nurse education and training at a suitable level for the qualification(s) being delivered and hold a recognised teaching qualification.</p> <p><i>Evidence reviewed:</i> <i>Staff CV and CPD records</i></p>	✓		

	<p>The Programme Lead is professionally qualified, very experienced, and knowledgeable in both veterinary nursing and education. Succession planning is in place, and there is a range of experience within the team. Established team members support newer staff, and this was particularly evident during discussions throughout the event.</p>			
<p>Conclusion:</p> <p>The panel was impressed by the size of the teaching team, as well as the range of experience and level of enthusiasm for what they do at Hartpury University.</p> <p>The culture within the programme team is very supportive and staff are encouraged to complete professional development, as well as being given remission to do so. The staff induction is thorough and continuing mentorship and support is available. This creates a safe environment for staff develop at their own pace.</p>				
<p>Suggestions:</p> <p>None.</p> <p>Actions:</p> <ul style="list-style-type: none"> a. Demonstrate how HU monitors the experience and suitability of OSCE examiners. 				

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 met				
Accredited Education Institutions, together with Centres and Training Practices, must ensure:				
	Requirements	Met	Part Met	Not Met
5.1	<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> <i>Programme and Module Specifications</i> <i>Moodle.hartpury.ac.uk</i> <i>Hartpury University Mapping RCVS DOS DOC</i></p> <p>The module descriptors are accurately referenced to the DOC/DOS. For the DPS, the mapping of the DOC/DOS in the module descriptors differs from the information provided in the <i>Hartpury University Mapping RCVS DOS DOC</i>, although the student facing documentation is correct.</p>	✓		
5.2	<p>Programmes are designed, developed, delivered, evaluated and improved based upon stakeholder feedback.</p> <p><i>Evidence reviewed:</i> <i>SAR Hartpury University</i> <i>Final BSc Equine Veterinary Nursing PER 2022-23</i> <i>Veterinary Nursing PSR November 2023</i> <i>Programme Committee Meetings: BSc VNEVN</i> <i>Chairs unconfirmed ASEC 2 Minutes - 29 November 2023</i> <i>Veterinary Nursing PSR November 2023</i> <i>Final BSc Equine Veterinary Nursing PER 2022-23</i> <i>Veterinary Nursing Department monitoring and Enhancement Plans</i></p> <p>The rationale for the programme change is well documented with the programme team describing it as a 'repackaging of the existing programmes'.</p>	✓		

	<p>Students are prepared for placement within the <i>Veterinary Nursing in Practice 2</i> module. This covers many of the practical aspects of the role of a veterinary nurse. Much of the theory related to the practical skills is covered in year three of the programme after students have been confirmed as competent in the DOC.</p> <p>Students met at the event expressed that during the placement year they felt well prepared for the practical aspects of the role, but the lack of underpinning knowledge was an issue with some requiring additional support during placement.</p> <p>DPS students are employed in practice and the programme is taught via a blending learning model including day release.</p>			
5.3	<p>Curricula remain relevant in respect of contemporary veterinary nursing practice.</p> <p><i>Evidence reviewed:</i> <i>Curriculum Validation meeting minutes</i> <i>External Examiner Reports</i> <i>Veterinary Nursing PSR November 2023</i> <i>Programme and Module Specifications</i></p> <p>HU has considered contemporary veterinary nursing practice when revising the programme and this is evidenced through the structure and content of the modules. Module learning outcomes are appropriate and have been through the institution's own validation process.</p> <p>At least one of the module descriptors (<i>Veterinary Nursing in Practice 1</i>) submitted for review by the panel was in draft format as it contained tracked changes or comments. A final version of this and other modules where changes are made needs to be resubmitted.</p>		✓	
5.4	<p>Curricula and assessments weigh theory and practice learning appropriately to the programme.</p> <p><i>Evidence reviewed:</i> <i>Programme and Module Specifications</i> <i>Registration Rules are documented in the Programme Specifications</i> <i>Programme and Module Specifications</i> <i>PDF of student TTs for this year</i> <i>Programme and Module Specifications</i></p>	✓		

	<p>This requirement has been well evidenced by the programme team. Modules generally have two assessment components with the assessment strategy clearly outlined in the module descriptor.</p>			
5.5	<p>Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity.</p> <p><i>Evidence reviewed:</i> <i>PDF of student TTs for this year</i> <i>Programme and Module Specifications</i> <i>Moodle</i></p> <p>The panel viewed the module descriptors and learning outcomes and found that these were appropriate for the levels being delivered and assessed. The structure of the programme and pattern of delivery is appropriate and has been well considered by the programme team.</p>	✓		
5.6	<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> <i>PDF of student TTs for this year</i> <i>Programme and Module Specifications</i> <i>Hartpury University Mapping RCVS DOS DOC December 23</i> <i>Student Induction Tutorial returning student 2023, Tutorial Summary example 2023-24</i> <i>Moodle</i> <i>Programme and Module Specifications</i> <i>Student Induction Tutorial returning student 2023,</i> <i>Tutorial Summary example 2023-24</i></p> <p>Formative assessment opportunities are available for students. These are designed to provide students with the opportunity to experience a variety of different assessment types to prepare them for the final assessments.</p> <p>Summative assessments were well described within the module descriptors, and it was clear to the panel how each Learning Outcome would be assessed. An assessment map was not provided but the timing of the assessments is detailed within the module descriptors.</p>	✓		

5.7	<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>Programme Committee Meetings:</i></p> <p><i>BSc VNEVN PC Action Notes Meeting</i></p> <p><i>NSS</i></p> <p><i>Academic Personal Tutor sessions</i></p> <p><i>OSCE moderation meeting minutes</i></p> <p><i>Student Induction Tutorial returning student 2023</i></p> <p><i>Tutorial Summary example 2023-24</i></p> <p><i>Hartpury VN OSCE Procedure</i></p> <p><i>Hartpury Academic Regulations 2023-24</i></p> <p><i>Examples of assessment materials</i></p> <p><i>Hartpury VN OSCE Procedure</i></p> <p><i>Programme and Module Specifications</i></p> <p><i>Moodle</i></p> <p><i>Guidance on Assessment Security 2023-24</i></p> <p>The summative assessments include unseen examinations, literature reviews, Extended Matching Questions (EMQs), written assignments, presentations, and a practical skills examination.</p> <p>The panel felt that the OSCE was designed as a level 3 assessment, based on the types of tasks and expectations of students. The programme team will need to review this to ensure that the level of the assessment is suitable for the module being assessed.</p> <p>The timing of the OSCE for the BSc / BSc (Hons) does not meet with RCVS requirements as it is held before some of the DOC/DOS have been taught. The first attempt of the OSCE is delivered at the end of semester 1 in the third year, but the level 5 <i>Evidence-Based Clinical Veterinary Nursing</i> module is referenced to DOC/DOS and has one assessment component in semester 2 of the third year. Similarly, the level 6 module, <i>The Practising Veterinary Nurse</i>, is referenced to the DOC/DOS and is assessed in the fourth year of the</p>		✓	
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	<p>programme. In contrast, the OSCE for the DPS is at the end of the programme.</p> <p>It should be noted that students are permitted to enter the OSCE without completing the entry criteria (assessment of clinical skills in the workplace and the 1,800 hours required). Where students choose to do this, the examination is treated as a formative assessment and the results are not reported through the examination board. Feedback is provided to students to assist them to prepare for future attempts. Once they meet the eligibility criteria students will sit the summative OSCE at the next resit opportunity. These students will continue to have two attempts at the summative OSCE. This is a good formative approach for clinical skill development, however, the issue with the timing of the summative assessment remains.</p>			
5.8	<p>Students are assessed practically across clinical placement settings and learning environments as required by their programme.</p> <p><i>Evidence reviewed:</i> <i>NPL</i> <i>Examples of assessment materials</i> <i>Examples of assessment feedback to students</i> <i>Hartpury VN OSCE Procedure and Hartpury Academic Regulations 2023-24 - Appendix Assessment Cycle</i></p> <p>This requirement has been well evidenced by the programme team. Students are assessed practically through a range of practical assessments both in clinical practice and in the teaching environment.</p>	✓		
5.9	<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> <i>Hartpury VN OSCE Procedure and Hartpury Academic Regulations 2023-24 - Appendix Assessment Cycle</i> <i>Programme and Module Specifications</i> <i>Hartpury VN OSCE Procedure and Hartpury Academic Regulations 2023-24 - Appendix Assessment Cycle</i> <i>Examples of assessment materials</i> <i>Hartpury VN OSCE Procedure</i> <i>Hartpury Academic Regulations 2023-24 - Appendix Assessment Cycle</i> <i>Hartpury Academic Regulations 2023-24 - page 56</i></p>	✓		

	<p><i>Hartpury Academic Regulations 2023-24 - page 44</i></p> <p>All assessments that test the RCVS DOC/DOS are conducted in person and under controlled conditions. These examinations are invigilated.</p> <p>There are a number of processes in place to determine the validity and robustness to support assessment decisions, as detailed in the submitted evidence list.</p> <p>There are a number of quality checks undertaken prior to the OSCE results being issued. These include observation of examiners and comparison of pass rates at station and checklist level. This has previously detected issues with examiners, or the mark scheme, and appropriate action has been taken. HU does not carry out inter rater reliability analyses – the use of this would provide evidence for the style of assessment (number and length of stations) as well as detecting significant variation within the examination team.</p> <p>Pass marks are set at 40%, HU uses marking rubrics or other suitable mechanisms to determine that this grade identifies the minimally competent candidate.</p> <p>The panel agreed that post hoc analysis of questions would enhance the validity of examinations.</p> <p>The panel was also informed that further analysis is carried out at examination board stage which identifies areas of concern within each module.</p>			
5.10	<p>Moderation processes are in place and demonstrate that assessment is fair, reliable and valid.</p> <p><i>Evidence reviewed:</i></p> <p><i>Students provide feedback in Programme Committee Meetings: BSc VNEVN PC Action Notes Meeting 1 23/24</i></p> <p><i>NSS</i></p> <p><i>OSCE moderation meeting minutes</i></p> <p><i>Programme Examination Board Veterinary Nursing February 2023</i></p> <p><i>Hartpury VN OSCE Procedure and Hartpury Academic Regulations 2023-24 - Appendix Assessment Cycle</i></p> <p><i>Moderation meeting minutes</i></p> <p><i>External Examiner Reports</i></p> <p><i>Hartpury VN OSCE Procedure and Hartpury Academic</i></p>	✓		

	Overarching moderation processes are in place. The External Examiner (EE) is involved in this process.			
5.11	<p>Mechanisms are in place to minimise bias in all assessments.</p> <p><i>Evidence reviewed:</i> <i>Hartpury VN OSCE Procedure and Hartpury Academic Regulations 2023-24 - Appendix Assessment Cycle</i> <i>Hartpury VN OSCE Procedure Programme and Module Specifications</i> <i>Hartpury University Academic Regulations 2023-24 - Appendix Assessment cycle</i> <i>Hartpury VN OSCE Procedure and Hartpury Academic</i></p> <p>Where possible, assessments are marked anonymously to prevent bias in marking. When this is not possible there is a process of double marking or in the case of practical assessments internal verifier observations are carried out.</p>	✓		
5.12	<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> <i>Hartpury University Academic Regulations 2023-24 - Appendix page 101</i> <i>Hartpury University Academic Regulations 2023-24 - Appendix page 64</i> <i>Hartpury University Academic Regulations 2023-24 - Appendix page 101</i> <i>Hartpury University Academic Regulations 2023-24 - Appendix page 85</i></p> <p>HU has a reasonable adjustment policy. Examples of reasonable adjustment applied in placement and for examinations and assessments were provided. Modules referenced to the DOC/DOS contain a statement that alternative means of assessment are not available. HU is advised to reconsider this.</p> <p>Where an alternative assessment could be used to assess the LOs, if appropriate, unseen assessments continue to be used where necessary.</p>	✓		
5.13	<p>Clinical placement assessment is facilitated and evidenced by observations and other appropriate methods.</p> <p><i>Evidence reviewed:</i></p>		✓	

	<p><i>Hartpury University Academic Regulations 2023-24 - Appendix Assessment cycle</i></p> <p><i>NPL</i></p> <p><i>TP visit strategy, NPL sampling strategy</i></p> <p><i>Example IV2 report including OSCE observations</i></p> <p><i>TP visit strategy, NPL sampling strategy</i></p> <p>Evidence provided supports that the learners are observed in clinical placement in terms of assessment and other appropriate methods, such as witness statements, which are encouraged by the institution. NPL completion is quality assured and there is a robust sampling plan to support this.</p> <p>CCs and students are not currently observed by HU staff during practice visits. Developing and implementing direct observations of the assessment decision making process in relation to DOS on practice visits may assist in enhancing the moderation process already in place.</p>			
5.14	<p>Students' self-reflections contribute to, and are evidenced in, assessments.</p> <p><i>Evidence reviewed:</i></p> <p><i>BSc VNEVN PC Action Notes Meeting 1 23/24</i></p> <p><i>NSS</i></p> <p><i>Student Induction Tutorial returning student 2023, Tutorial Summary example 2023-24</i></p> <p><i>Accreditation or Reaccreditation visit report form</i></p> <p><i>TP visit strategy</i></p> <p><i>NPL reports</i></p> <p><i>Examples of assessment materials</i></p> <p><i>Hartpury University Academic Regulations 2023-24 Appendix Assessment cycle</i></p> <p>Students are encouraged to reflect on the assessment outcomes to enable them to improve as they progress through the qualification.</p>	✓		
5.15	<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><i>Hartpury University Academic Regulations 2023-24 - variant regulations page 35 - AV3.</i></p> <p><i>Programme and Module Specifications</i></p>	✓		

	<p>The academic regulations and course materials are clear that no compensation is permitted between modules that are mapped to the RCVS DOC/DOS.</p>			
5.16	<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> <i>Hartpury University Mapping RCVS DOS DOC December 23 Programme and Module Specifications</i> <i>Hartpury University Academic Regulations 2023-24</i></p> <p>This requirement has been well evidenced by the programme team. All modules mapped to the RCVS Day One Competences contain an unseen examination element.</p>	✓		
<p>Conclusion:</p> <p>HU has a wealth of experience in designing and delivering veterinary nursing qualifications.</p> <p>HU has engaged with several stakeholders to ensure that the programmes remain contemporary with Learning Outcomes delivered at the correct levels. The RCVS DOC/DOS are taught and assessed within the modules.</p> <p>The panel found that the OSCE is being assessed too early in the BSc/BSc (Hons) programme as some of the modules completed following this assessment are referenced to the DOC/DOS. The timing of this examination or the delivery of the module(s) needs to be reviewed. The programme team undertake analysis of the examinations and are confident that the outcome is valid, but the panel found that further work such as inter-rater reliability and post hoc analysis is required to ensure that assessment decisions are valid, and the outcome reflects the student's ability.</p> <p>Practical assessments are undertaken across all years of the programme within the VN clinical skills centre and placement. Mechanisms in place to monitor decisions made during placement assessments could be strengthened with the addition of direct observations during placement visits.</p> <p>This standard is met.</p>				
<p>Suggestions:</p> <ol style="list-style-type: none"> For the DPS programme, consider revising the <i>Hartpury University Mapping RCVS DOS DOC</i> to ensure that it contains the same information documented within the module descriptors. Consider a more robust statistical review of assessments including both theory and OSCE. Consider using alternative assessments in place of Reasonable Adjustment where this is appropriate. <p>Actions:</p> <ol style="list-style-type: none"> Submit final versions of module descriptors. 				

- b. Provide evidence to demonstrate that all the RCVS Day One Skills and Day One Competences teaching for all programmes is undertaken before students attempt the summative OSCE.
- c. Undertake a review of the OSCE including increasing the level of complexity to be more in line with assessments undertaken at level 5.
- d. Ensure that clinical placement assessments are facilitated and evidenced by observations and other appropriate methods, to ensure suitable quality assurance of practical skills assessment is undertaken.

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	Part Met	Not Met
6.1	<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> <i>Training Practice lists - Copy of Practice Details and Visit Tracking</i> <i>Accreditation or Reaccreditation visit report form</i> <i>Placement documentation</i></p> <p>The current clinical learning facilities are suitable to support and deliver the RCVS DOC / DOS, and there is a new Veterinary Nurse Clinical Skills Centre under construction, which the panel were able to view on a CGI video. This demonstrates the commitment to ensuring that the facilities are of a high standard and support the growth of student numbers. There is also a commitment to continue to provide and upgrade clinical equipment in line with what is available in practice.</p> <p>There are sufficient placement opportunities for students in each year and there is significant support for students in accessing placements and secondment opportunities.</p>	✓		
6.2	<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> Enrolment and Registration Guidance</p> <p>Students are enrolled with the RCVS in the first semester and are supported with this process. This means that they are all enrolled well before they start their placement.</p>	✓		

6.3	<p>Ensure students are actively learning and adequately supervised in all clinical learning environments.</p> <p><i>Evidence reviewed:</i> <i>PDF of student Timetables for this year</i> <i>Job Descriptions</i> <i>Programme Committee Meetings: BSc VNEVN PC Action Notes Meeting 1 2024</i> <i>National Student Survey</i> <i>External Examiner Reports</i></p> <p>Students are allocated CCs in practice, and they are also encouraged to work alongside other members of the clinical team, collecting NPL evidence via witness sheets. HU conducts IQA activities and visits to practices to ensure adequate learning and supervision whilst on placement.</p> <p>HU needs to provide updated TP approval documentation, including updated terminology and requirements to check the students are adequately supervised when on placements, in line with the RCVS Standards Framework for Veterinary Nurse Education and Training.</p> <p>The requirement that students do not undertake lone working in practices is not included in the MOU, which contradicts the requirements for student veterinary nurse training.</p>		✓	
6.4	<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> <i>Placement documentation</i> <i>Record of Training in Vet Nursing Diary</i> <i>Programme and Module Specifications (Programme Specifications and Veterinary Nursing in practice 1</i> <i>PDF of student Timetables for this year</i> <i>SAR Hartpury University</i></p> <p>All students have a placement year in an RCVS listed TP or auxiliary TP and HU has a dedicated team who support students in finding suitable practice placements. HU also ensures that students are supported during placement, including secondment arrangements where these are necessary.</p>	✓		

	<p>For BSc programme students, practice placements are listed on Moodle in an equitable, well-structured, and organised system and students are coached to manage their application and practice selection process. The information on how this works is introduced to the students early in the course, so that they have time to prepare their CV and interview technique. The placement process is to be commended as it is an effective and supportive approach which benefits students.</p> <p>DPS programme students must be employed by a veterinary practice prior to starting the course.</p>			
6.5	<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> <i>Student Timetables for this year</i> <i>Programme and Module Specifications (Programme Specifications and Veterinary Nursing in practice 1)</i> <i>Programme and Module Specifications</i> <i>Student Induction Tutorial returning student 2023, Tutorial Summary example 2023-24</i> <i>Training Practice lists - Copy of Practice Details and Visit Tracking</i></p> <p>Students have sufficient time to comply with the RCVS Registration Rules and there are measures in place to allow for students who must miss some planned placement hours to catch up, for example, students are encouraged to complete 37 hours a week on placement, which allows some leeway. Students are advised that they should always be supernumerary in practice so that all hours are supervised and count towards their pre-registration hours and as noted above, this needs to be communicated to employers and included in the MOU.</p>	✓		
6.6	<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> <i>Training Practice lists - Copy of Practice Details and Visit Tracking (Working Doc.).</i> <i>Accreditation or Reaccreditation visit report form</i></p>		✓	

	<p>All students are allocated a CC in practice and HU checks the CC's RCVS registration annually, along with an audit of their CPD. CVs are kept on file and CCs are supported as necessary to ensure that they are able to train and coach students fully on placement. CC support includes attendance at standardisation events, action plans created following feedback from CCs and more bespoke input where required.</p> <p>HU needs to demonstrate what support and guidance is given to students, TPs and CCs for RCVS Day One Skills content that has not been taught in theory but it being undertaken on placement.</p>			
6.7	<p>Maintain accurate records of student clinical learning environment attendance and provide these to RCVS upon request.</p> <p><i>Evidence reviewed:</i> <i>Record of Training in Vet Nursing Diary</i></p> <p>Students have a Student Placement Diary which has useful resources and space to document training. This includes a guide to completing the RCVS Record of Veterinary Nurse Training document. Students are informed that completion of this document is mandatory, and HU checks all documentation and NPL records regularly to quality assure this process. University attendance is also recorded.</p>	✓		
6.8	<p>There must be sufficient TP support available for all recruited students.</p> <p><i>Evidence reviewed:</i> <i>Training Practice lists - Copy of Practice Details and Visit Tracking</i> <i>Placement documentation</i> <i>TP visit strategy</i></p> <p>HU has both small animal and equine practices affiliated as full or auxiliary TPs. It also uses TPs which are affiliated to other Primary Centres and have arrangements in place to ensure these placements are agreed well ahead of the start date. This process ensures that students are not restricted to specific practices and the team report that they have a surplus of placement practices to support student numbers at all times.</p>	✓		

	The IQA and placement team ensure that all TPs are provided with the necessary information to support HU students and are available to deal with queries and challenges which present.			
6.9	<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> <i>Placement documentation</i> <i>Placement documentation</i> <i>Training Practice lists - Copy of Practice Details and Visit Tracking</i> <i>Secondment details are recorded on accreditation or reaccreditation report forms</i></p> <p>HU ensures that students are placed in affiliated TPs.</p>	✓		
6.10	<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> <i>Training Practice lists - Copy of Practice Details and Visit Tracking (Working Doc.)</i> <i>Placement documentation</i></p> <p>Where a practice is affiliated to another AEI, and secondary affiliation to HU is required, permission is sought from the primary AEI before the placement arrangements are finalised. This guarantees that the practice is fully affiliated with an AEI. MOUs are used to ensure that all parties understand their responsibilities in relation to placement arrangements.</p>	✓		
6.11	<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:</i> <i>Verbal confirmation</i></p>	N/A		

	<p>HU has no international placements and does not plan to allow students to complete placements overseas. Reference to international placements should be removed from documentation.</p>			
6.12	<p>Ensure clinical learning experiences are tailored to the student's stage of learning, competences and programme outcomes.</p> <p><i>Evidence reviewed:</i> <i>TP visit strategy, NPL sampling strategy</i> <i>Accreditation or Reaccreditation visit report form, TP visit strategy</i> <i>Vet Nursing Diary, 2023</i> <i>Clinical Coach Guide</i> <i>Online Clinical Coach training course. Standardisation meeting 4 December 23</i></p> <p>Learning experiences are planned and sequenced in line with the students' progression. HU should consider ways to embed the RCVS Code of Professional Conduct and utilise wider practice staff in teaching students on placement in order to develop this further.</p>	✓		
6.13	<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> <i>Accreditation or Reaccreditation visit report form, TP visit strategy</i> <i>Placement documentation</i> <i>Accreditation or Reaccreditation visit report form, TP visit strategy</i></p> <p>The practice teams are encouraged to contribute to the students' learning and the use of witness forms documents this. Guest speakers are utilised on the programmes, which also contributes to students learning from the wider veterinary team.</p>	✓		
<p>Conclusion:</p> <p>HU provides safe, suitable clinical learning environments for students and continues to invest in this through building relationships with practices and developing the resources and equipment available on campus.</p> <p>Employers are considered to be key stakeholders and are informed of the requirements of becoming a placement practice prior to taking on a student, with full support from HU available.</p>				

Clinical Coaches attend standardisation events and successfully support students in placement. The team have built successful relationships with many placement practices over the years and this, alongside a robust IQA strategy and acting on feedback from employers, ensures that students have access to suitable caseloads, equipment and facilities and are encouraged to learn from the whole practice team.

The team has a clear process for supporting students in finding placements and this is designed to be efficient and beneficial to both students and practices. The placement team are to be commended in their enthusiasm, knowledge, and experience in providing placements to the students.

This standard is met overall.

Suggestions:

- a. Consider ways to embed the RCVS Code of Professional Conduct and utilise wider practice staff in teaching students on placement.
- b. Reference to international placements should be removed from documentation.

Actions:

- a. Provide updated training practice approval documentation including updated terminology and requirements in line with the RCVS Standards Framework for Veterinary Nurse Education and Training.
- b. Ensure students are actively supervised whilst on placement and monitor this during TP visits and include reference to lone working in MOUs.
- c. Demonstrate what support and guidance is given to students, training practices and clinical coaches for RCVS Day One Skills content that has not been taught in theory but is being undertaken on placement.