



RCVS Standards Framework for Veterinary Nurse Education and Training

For consultation
February 2024



A review of the Standards Framework for Veterinary Nurse Education and Training

As a responsible regulator with quality assurance at the heart of everything we do, we have a commitment to regularly review our educational standards for veterinary nursing in order to ensure that they remain up-to-date, fit for purpose and reflect the latest developments in the educational landscape.

This consultation on our Standards Framework for Veterinary Nurse Education and Training is part of a five-year review cycle for this document, which sets out the professional values, skills and behaviours required of approved educational institutions (AEIs), delivery sites and training practices (TPs) responsible for providing training and support to our student veterinary nurses.

The aim of the standards framework is to provide AEIs, delivery sites and TPs with the flexibility to develop innovative approaches to education for student veterinary nurses, while being accountable for the local delivery and management of accredited programmes.

We are looking for veterinary nurses in all walks of life – as well as student nurses and veterinary surgeons – to provide constructive and specific feedback on our proposals. Your insights will help us ensure that the standards continue to enable veterinary nurse educators to deliver the best training and support possible for our students, prepare them



for life in clinical practice, and ensure that animal health and welfare is a foremost consideration. In fact, Animal health and welfare and public safety is central to our standards. Students will be in contact with patients and their owners throughout their education and it is important that they learn in a safe and effective way.

Key changes

Some of the key changes we are proposing to the standards framework are around sustainability, including the potential impact of delivering the veterinary nurse training on the environment, and academic integrity, for example, around assessment and moderation processes. We would particularly appreciate feedback in these key areas.

We are grateful to the members of the task-and-finish working group set up to develop the changes and all other stakeholders and contributors for the development of this new proposed framework.

Please do take the time to read through the Standards Framework in full before undertaking the survey. If you have any questions about the document or how to respond to the survey please don't hesitate to contact the RCVS Veterinary Nursing Team on vetnursing@rcvs.org.uk

Sue Howarth RVN
Chair, VN Education Committee



Standard 1

Learning culture

Standards

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 and a clear commitment to sustainability.

Requirements

Accredited education institutions, together with delivery sites and training practices, must:

1.1 demonstrate that the safety of people and animals is a primary consideration in all learning environments.

This may be evidenced through:

- a. Health and safety policy
- b. Clinical and delivery site audits
- c. Staff induction policy
- d. Standard Operating Procedures
- e. Risk assessments
- f. E-safety policy
- g. Safeguarding policies and procedures
- h. Student inductions
- i. Policy for onsite animals utilised for veterinary nurse education
- j. Fire safety protocol
- k. Radiation Protection Advisor (RPA) reports
- l. Compliance with IRR 2017

1.2 prioritise the wellbeing of people.

This may be evidenced through:

- a. Peer reviews
- b. Continuing Professional Development (CPD) policy
- c. CPD records
- d. Staff inductions
- e. Staff reviews
- f. Nominated staff members for wellbeing
- g. Pastoral support
- h. Staff Code of Conduct
- i. Wellbeing policy
- j. Wellbeing information (physical and online)
- k. Wellbeing initiatives
- l. Mental Health First Aider Training
- m. Mental health support procedures
- n. Risk assessments for display screen equipment/workstations

1.3 ensure that facilities and physical resources, including those used for clinical learning, comply with all relevant legislation including UK animal care and welfare standards.

This may be evidenced through:

- a. Training Practice (TP) and Auxiliary Training Practice (aTP) lists and risk assessments
- b. VMD Registration
- c. Policy for storage and disposal of POM-VS
- d. Standard Operating Procedures
- e. Policy for onsite animals utilised for veterinary nurse education
- f. Facility audits
- g. List of locations where qualifications are delivered
- h. Schedule of quality monitoring activity
- i. Inventory of clinical equipment and consumables
- j. Student feedback

1.4 ensure clients understand the remit of the student veterinary nurse's involvement in the care of their animals and have the opportunity to withdraw consent.

This may be evidenced through:

- a. Standard Operating Procedures
- b. Poster regarding consent
- c. Consent guidance within pre-operative paperwork
- d. Website content
- e. Consent forms
- f. TP/aTP approval and monitoring records

1.5 maintain confidentiality in all aspects of the provision, ensuring client, public and animal safety and welfare is promoted.

This may be evidenced through:

- a. Job descriptions
- b. Staff reviews
- c. Student feedback
- d. Monitoring of teaching and learning
- e. General Data Protection Regulation policy
- f. TP/aTP approval and monitoring records and risk assessments
- g. Social Media policy

1.6 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.

This may be evidenced through:

- a. Minutes of student meetings
- b. Minutes of student representative meetings
- c. Programme/qualification handbooks
- d. Induction policy and timetable for students and staff
- e. Complaints procedure
- f. Whistle Blowing policy
- g. Social Media policy
- h. Safeguarding policy
- i. Wellbeing policy

1.7 ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised.

This may be evidenced through:

- a. Complaints review board
- b. Complaints procedure
- c. AEI/delivery site fitness to practise policy
- d. Safeguarding policy
- e. Wellbeing policy
- f. Examples of complaints

1.8 ensure incidents are fully investigated and learning reflections and actions are recorded and disseminated.

This may be evidenced through:

- a. Minutes of meetings
- b. Clinical audit reports

- c. Complaints procedure
- d. Disciplinary policy
- e. Risk assessment and policy reviews
- f. Accident records
- g. Evidence of outcomes/actions and dissemination
- h. Examples of incidents or complaints

1.9 promote student engagement with the RCVS Codes of Professional Conduct to develop open and honest practitioners.

This may be evidenced through:

- a. AEI/delivery site fitness to practise procedure
- b. Student feedback
- c. Module/qualification handbook
- d. Monitoring of teaching and learning
- e. Day One Skills recording tool
- f. Learning logs
- g. Reflective diaries
- h. Tutorial records
- i. Learner reviews
- j. Student handbook
- k. Clinical practice handbook

1.10 develop a learning culture that is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation.

This may be evidenced through:

- a. Monitoring of teaching and learning
- b. Staff training records
- c. CPD records
- d. Self-assessment reports
- e. Student feedback
- f. External examiner reports
- g. Equality, diversity and inclusion policy
- h. Reasonable adjustment policy
- i. Conflict of interest declarations
- j. Complaints procedure
- k. National Student Survey (NSS) results

1.11 utilise information and data to promote and enhance equality of opportunities and widening participation.

This may be evidenced through:

- a. Self-assessment reports
- b. External examiner/advisor reports
- c. Student feedback
- d. Stakeholder feedback
- e. Minutes of staff and/or student meetings
- f. National Student Survey (NSS) data
- g. Office for Students (OfS) data, access and participation plans
- h. Office of Qualifications and Examinations Regulation (Ofqual) Conditions of Recognition reports

1.12 work to promote inter-professional education and inter-professional practice and support opportunities for research.

This may be evidenced through:

- a. Programme/qualification level intended learning outcomes
- b. Module/qualification handbooks
- c. Secondment policy and examples
- d. Guest (expert) speaker timetables
- e. Research committee meetings
- f. Expert witness documentation
- g. Group project work
- h. Knowledge summaries
- i. Poster presentation

1.13 promote evidence-based improvement in education and veterinary nursing practise.

This may be evidenced through:

- a. Research committee meetings
- b. Programme/qualification level intended learning outcomes
- c. Module/qualification handbooks
- d. CPD policy
- e. Secondment policy and examples
- f. Guest (expert) speaker timetables
- g. Journal clubs
- h. Clinical audits
- i. Clinical governance
- j. Quality improvement policies and procedures
- k. Inter-professional research opportunities

1.14 demonstrate a reasonable commitment to environmental sustainability, including consideration of the impact of delivering the programme on the environment.

This may be evidenced through:

- a. Environment sustainability policy
- b. Waste disposal contracts
- c. Accreditation with external partners e.g., green credentials
- d. TP/aTP approval and monitoring records
- e. Sustainably sourced materials
- f. Evidence of internal teams/groups promoting environmental sustainability



Standard 2

Governance and quality

Standards

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 equality, taking account of the diverse needs of, and working in partnerships with, students and all other stakeholders.

Requirements

Accredited education institutions, together with delivery sites and training practices, must:

2.1 comply with all relevant legal, regulatory, professional, and educational requirements.

This may be evidenced through:

- a. Office of Qualifications and Examinations Regulation (Ofqual) report and action plans
- b. Council for the Curriculum Examinations and Assessment (CCEA) report and action plans
- c. Qualifications Wales report and action plans
- d. Scottish Qualifications Authority (SQA) report and action plans
- e. Office for Standards in Education (OFSTED) report and action plans
- f. Office for Students (OfS) report and action plans
- g. Quality Assurance Agency (QAA) report and action plans
- h. RCVS quality monitoring reports and action plans
- i. External examiners reports and action plans
- j. Written confirmation of programme validation
- k. Minutes of validation/accreditation event and evidence of any conditions to have been addressed

- l. Evidence of RCVS pre-accreditation support
- m. Quality improvement plan
- n. Curriculum mapping to meet RCVS Day One Competences, Skills and Professional Behaviours
- o. Curriculum mapping document to QAA Subject Benchmark Statements for Veterinary Nursing (HEI)

2.2 provide all information and evidence required by regulators in a timely manner, i.e., within published timescales.

This may be evidenced through:

- a. completed action plans from regulatory, professional, and legal bodies

2.3 comply with the RCVS Code of Professional Conduct for Veterinary Nurses.

This may be evidenced through:

- a. Module/qualification documentation
- b. Programme/qualification curriculum
- c. monitoring of teaching and learning
- d. schemes of work/syllabus
- e. Student and clinical supervisor handbooks
- f. Day One Skills recording platform sampling records
- g. Professional behaviour evaluation records

2.4 comply with the RCVS Veterinary Nurse Registration Rules.

This may be evidenced through:

- a. Adequate clinical practice provision/employment
- b. Documented programme structure
- c. Programme/qualification handbook

2.5 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.

This may be evidenced through:

- a. Memoranda of Understanding
- b. Quality assurance procedures
- c. Risk assessments
- d. Review meeting minutes
- e. TP/aTP handbook

- f. Clinical supervisor handbook
- g. Delivery site approval and monitoring records and action plans
- h. TP/aTP secondment documents
- i. Written agreement with examination sites (AOs)
- j. Communication regarding changes of accredited AEI

2.6 ensure that recruitment, selection, and retention of students is open, fair and transparent, and includes measures to understand and address underrepresentation.

This may be evidenced through:

- a. Selection criteria for admission
- b. Recruitment documentation
- c. Copies of student certificates
- d. Accredited Prior Learning (APL) and Recognised Prior Learning (RPL) policies
- e. Equality of opportunity policy
- f. Interview records
- g. Self-assessment reports
- h. Widening participation policy
- i. Application process
- j. Interview/selection process

2.7 have entry criteria for the programme that includes evidence that the student has a capability in numeracy, literacy, and science, written and spoken English and mathematics to meet the programme outcomes.

This may be evidenced through:

- a. Programme/qualification specification
- b. Prospectus
- c. Website
- d. Social media
- e. Careers leaflets
- f. Equivalence policy
- g. Work experience requirements

2.8 demonstrate a robust process for the recognition of prior learning (RPL).

This may be evidenced through:

- a. APL/RPL policy
- b. APL/RPL documentation
- c. APL/RPL decision recording
- d. APL/RPL guidance on website
- e. Examples of RPL mapping

2.9 provide accurate and accessible information to students enabling them to understand and comply with relevant governance processes and policies.

This may be evidenced through:

- a. Student induction processes
- b. Student handbook
- c. Programme/qualification handbook
- d. TP/aTP handbook
- e. AEI/delivery site fitness to practise policy
- f. RCVS enrolment guidance
- g. RCVS registration guidance
- h. RCVS CoPC references within relevant documentation
- i. Reasonable adjustment policy
- j. Online learning platform

2.10 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. The procedure must include disclosure of criminal convictions that may affect registration with the RCVS.

This may be evidenced through:

- a. AEI/delivery site fitness to practise policy
- b. Fitness to study policy
- c. Appeals procedure and policy
- d. Academic malpractice policy
- e. Academic integrity policy and guidance
- f. Student code of conduct
- g. Induction processes
- h. Student interviews
- i. Student recruitment policy

2.11 confirm that students meet the required programme outcomes in full and are eligible for academic and professional award.

This may be evidenced through:

- a. Board of examiners meeting minutes
- b. Student progression meeting minutes
- c. Exit award details

2.12 undertake regular reviews of all learning environments and provide assurance that they are safe, effective, and fit for purpose.

This may be evidenced through:

- a. Course reviews
- b. Student feedback
- c. TP/aTP quality monitoring records
- d. Risk assessments
- e. Health and safety policy
- f. Delivery site sampling policy
- g. AEI site visit or site review documentation for delivery sites and TP/aTP
- h. Memoranda of Understanding
- i. External examiner reports
- j. Standard Operating Procedures
- k. E-safety policy
- l. Student training regarding online safety

2.13 have safe and effective recruitment processes in place to ensure appropriate personnel are recruited to support programme delivery.

This may be evidenced through:

- a. Staff development plans
- b. Staff in-house training records
- c. Job descriptions and/or person specifications
- d. Recruitment policy
- e. External examiner/advisor recruitment policy
- f. Safer recruitment policy

2.14 where an accredited education institution is not yet fully accredited, or at the discretion of the Veterinary Nurse Education Committee, facilitate the attendance of the RCVS at a trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place for the relevant cohort of students.

This may be evidenced through:

- a. Proposed dates for trial/mock examination

2.15 where an accredited education institution plans to make any changes to its provision, including assessments, the RCVS must approve all changes prior to implementation.

This may be evidenced through:

- a. Correspondence with RCVS regarding proposed changes
- b. Process for programme changes

2.16 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 AEI.

This may be evidenced through:

- a. Budget
- b. Self-assessment reports
- c. Institution's annual report containing audited accounts
- d. Budgetary forecast for the programme
- e. Evidence of actual and/or projected income sources
- f. Evidence of demand for the programme (the market)
- g. Marketing strategy
- h. National Student Survey
- i. End of programme evaluation
- j. Justification for critical student number e.g., business planning documentation



Standard 3

Student empowerment

Standards

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.

Requirements

Accredited education institutions, together with delivery sites and training practices, must ensure that all students:

3.1 are well prepared for learning in theory and practice, having received relevant inductions.

This may be evidenced through:

- a. Programme/qualification handbooks
- b. Pre-course guidance
- c. Induction timetables
- d. Induction materials for DOS recording platform
- e. Clinical practice induction
- f. Online learning platform induction

3.2 have access to the resources they need to achieve the RCVS Day One Competences, Skills and Professional Behaviours for Veterinary Nurses, and programme outcomes required for their professional role.

This may be evidenced through:

- a. Practical equipment and consumables lists
- b. Onsite animals resource list and policy where utilised for veterinary nurse education
- c. Library resources
- d. Information Learning Technology resources
- e. Timetabled access to resources
- f. TP/aTP approval and monitoring records
- g. TP/aTP risk assessments
- h. Online learning platform

3.3 are provided with timely and accurate information about curriculum, teaching, supervision, assessment, clinical practice, and other information relevant to the programme in an accessible way for student's diverse needs.

This may be evidenced through:

- a. Programme/qualification handbooks
- b. Student handbooks
- c. Timetables
- d. Schemes of work/syllabus
- e. Module/qualification handbooks
- f. Module/qualification descriptors
- g. Clinical practice correspondence
- h. Online platform access

3.4 work with and learn from a range of people in clinical practice, preparing them to provide care to a range of animals with diverse nursing requirements.

This may be evidenced through:

- a. Practice rota
- b. TP/aTP approval and monitoring records
- c. Expert witness forms/statements
- d. Handbooks detailing utilisation of expert witnesses
- e. Secondment agreements and examples

3.5 are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation-based learning appropriate for the programme as necessary for safe and effective practice.

This may be evidenced through:

- a. Programme/qualification handbooks
- b. TP/aTP handbooks
- c. Assessment schedules
- d. Programme/qualification assessment strategies
- e. Module/qualification descriptors
- f. Clinical supervisor handbooks
- g. List of clinical skills resources
- h. Artificial intelligence policy
- i. Virtual/augmented reality policy
- j. Academic integrity policy

3.6 are supervised and supported according to their individual learning needs, proficiency, and confidence.

This may be evidenced through:

- a. Individual learning plans
- b. TP/aTP student reports
- c. Reasonable adjustment policy
- d. Student support services
- e. Special educational needs support
- f. Clinical practice tutorial records
- g. Delivery team meeting minutes relating to student support/progression
- h. Personal tutor correspondence examples
- i. Professional behaviour evaluations

3.7 are allocated and can make use of protected supported learning time including blended learning and recording completion of the RCVS Day One Skills for Veterinary Nurses when in practice.

This may be evidenced through:

- a. Timetables/schemes of work
- b. Audit of blended learning time
- c. Audit of Day One Skills recording tool
- d. Practice rota
- e. Memoranda of Understanding
- f. TP/aTP handbook
- g. Clinical supervisor handbook
- h. TP/aTP annual monitoring records
- i. Tutorial records

3.8 are assigned and have access to a nominated academic tutor/lead for each part of the programme.

This may be evidenced through:

- a. Tutorial records
- b. Student feedback
- c. Programme/Qualification specification
- d. Student handbook
- e. Personal tutor allocations
- f. Personal tutor timetables

3.9 have the necessary support and information to manage any interruptions to the study of programmes for any reason.

This may be evidenced through:

- a. Student handbook
- b. Programme handbook
- c. Institutional regulations
- d. AEI/delivery site fitness to practise policy
- e. Student support plans
- f. Return to study plans
- g. Redacted personal tutor records
- h. Withdrawal processes
- i. Suspension of study processes

3.10 have their diverse needs respected and considered across all learning environments, with support and adjustments provided in accordance with equalities and human rights legislation and good practice.

This may be evidenced through:

- a. Equality and diversity policy
- b. Reasonable adjustment policy
- c. AEI/delivery site fitness to practise policy
- d. Fitness to study policy
- e. Learner support plans
- f. Examples of support/adjustment provided

3.11 are protected from discrimination, harassment, and other behaviour that undermine their performance or confidence.

This may be evidenced through:

- a. Equality and diversity policy
- b. Bullying and harassment policy
- c. Complaints policy and reports
- d. Student feedback
- e. Safeguarding policy
- f. AEI/delivery site fitness to practise policy
- g. Student charter
- h. Student code of conduct
- i. Professional behaviour evaluations
- j. Freedom of speech policy

3.12 are provided with information and support that encourages them to take responsibility for their own mental and physical health and wellbeing.

This may be evidenced through:

- a. Student handbook
- b. Programme/qualification handbook
- c. Personal tutoring system
- d. Personal tutorial timetables and records
- e. Student support policy
- f. Student feedback
- g. Wellbeing lectures/sessions
- h. Wellbeing resources
- i. Induction timetable
- j. Meeting minutes from social groups
- k. Online resources

3.13 are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice.

This may be evidenced through:

- a. Personal tutorial records
- b. Evidence-based professional practice procedures
- c. Module/qualification descriptors
- d. Programme/qualification handbook
- e. Student feedback
- f. Assessment examples
- g. Guidance provided regarding the RCVS Day One Skills
- h. Professional behaviour evaluation policy
- i. Day One Skills moderation reports

3.14 have opportunities throughout their programme to collaborate and learn with and from peers and other professionals, and to develop supervision and leadership skills.

This may be evidenced through:

- a. Peer group work and assessment examples
- b. TP/aTP handbook
- c. Student representative meeting minutes
- d. Reflective logs
- e. Professional behaviour tool
- f. Guest (expert) lecture timetable
- g. Mentor programmes
- h. Expert witness statements
- i. Documentation detailing guidance regarding expert witnesses
- j. Co-teaching and cross programme engagement

3.15 receive constructive feedback throughout the programme to promote and encourage reflective learning.

This may be evidence through:

- a. Feedback policy and procedures
- b. Clinical supervisor records
- c. Feedback records
- d. Evidence-based professional practice procedures
- e. Module/qualification descriptors
- f. Programme/qualification handbook
- g. Assessment examples
- h. Formative assessment procedures
- i. Clinical practice tutorial records
- j. Learner reviews
- k. Professional behaviour evaluations
- l. Day One Skills sampling records
- m. Clinical practice support records

3.16 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice with clear outcomes.

This may be evidenced through:

- a. Student surveys
- b. Student representative meeting minutes
- c. National Student Survey results
- d. Clinical practice evaluations
- e. Personal tutor records
- f. Newsletters
- g. Delivery team meeting minutes

- h. Student feedback policy
- i. Examples of feedback disseminated to students
- j. Online notice boards
- k. 'you said, we did' publications
- l. Action plans following student feedback events

3.17 are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.

This may be evidenced through:

- a. Completed professional behaviour evaluations
- b. Professional behaviour guidance to students
- c. Professional behaviour guidance to clinical supervisors
- d. Internal quality assurance sampling policy



Standard 4

Educators and assessors

Standards

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.

Requirements

Accredited education institutions, together with delivery sites and training practices, must ensure that all educators and assessors:

4.1 are appropriately qualified and experienced and always act as professional role models.

This may be evidenced through:

- a. Curriculum vitae
- b. 1CPD compliance where required
- c. Policy for recruitment and training of assessment staff/moderators
- d. Subject specific development
- e. Professional development plans
- f. Student feedback
- g. Monitoring of teaching and learning, walk through and teaching reviews
- h. Staff codes of conduct
- i. RCVS registration status of personnel (where required)

4.2 receive relevant induction, ongoing support, education and training which includes training in equality and diversity.

This may be evidenced through:

- a. CPD records
- b. CPD policy
- c. Professional development plans
- d. Annual appraisal documents
- e. Induction procedures
- f. Induction records
- g. Evidence of clinical supervisor training and standardisation
- h. Completed reviews of clinical supervisor suitability (CV, CPD, registration checks)
- i. Mental health first aid training
- j. Examiner training and standardisation procedures

4.3 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.

This may be evidenced through:

- a. Staff induction policy
- b. Equality and diversity policy
- c. Recruitment policy
- d. Staff support services
- e. Disability policy
- f. Health and safety policy
- g. Maternity, paternity and adoption policies
- h. Mentoring policy

4.4 have sufficient time allocation within contracted hours to fulfil all aspects of their roles.

This may be evidenced through:

- a. Staff timetables
- b. Workload allocation models
- c. Clinical practice rota
- d. Job descriptions and/or person specifications
- e. Tutorial records
- f. Schedule of planned assessments
- g. Clinical supervisor handbook

4.5 respond effectively to the learning needs of individuals.

This may be evidenced through:

- a. Student feedback
- b. Student representative meeting minutes
- c. Personal tutorial timetables/minutes
- d. Clinical practice records
- e. Reasonable adjustment records
- f. Monitoring of teaching and learning
- g. Student support services
- h. Special educational needs support

4.6 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.

This may be evidenced through:

- a. Programme/qualification assessment strategy
- b. Schedule of planned assessments
- c. Clinical practice records/action plans
- d. Day One Skills recording tool meeting minutes
- e. Day One Skills internal quality assurance strategy
- f. Self-assessment reports
- g. Tutorial records

4.7 Liaise, collaborate, and action constructive feedback generated by colleagues, students, and stakeholders to enhance their teaching and assessment and to share effective practice.

This may be evidenced through:

- a. Practice principal meeting minutes
- b. Standardisation meeting minutes
- c. External examiner reports
- d. Individual learning plans
- e. Monitoring of teaching and learning
- f. Student feedback
- g. Stakeholder feedback
- h. Meeting minutes with actions and dissemination plans
- i. RCVS or internal action plans and responses
- j. Examiner observations
- k. Quality improvement plan
- l. Self-assessment reports

4.8 respond effectively to concerns and complaints about public protection and animal welfare and student performance in learning environments and are supported in doing so.

This may be evidenced through:

- a. Complaints procedure
- b. AEI/delivery site fitness to practise policy
- c. Retention records
- d. TP/aTP risk register
- e. Minutes of meeting, action plans and responses

4.9 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 holds a recognised teaching qualification.

This may be evidenced through:

- a. Curriculum vitae
- b. 1CPD compliance



Standard 5

Curricula and assessment

Standards

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

Requirements

Accredited education institutions, together with delivery sites and training practices, must ensure:

5.1 curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, regulatory requirements, and programme outcomes.

This may be evidenced through:

- a. Programme/qualification specification
- b. Programme/qualification handbook
- c. Programme/qualification level mapping documents
- d. Module/qualification mapping documents
- e. Assessment material mapping/blueprint
- f. QAA HE Subject Statement Benchmark Statements for Veterinary Nursing mapping
- g. Professional behaviour mapping

5.2 programmes are designed, developed, delivered, evaluated, and improved based upon stakeholder feedback.

This may be evidenced through:

- a. Self-assessment reports

- b. Annual programme/qualification reviews
- c. Periodic programme/qualification reviews
- d. Regulatory reports
- e. Programme/qualification meeting minutes
- f. Quality and standards meeting minutes
- g. Stakeholder meeting minutes
- h. Action plans following stakeholder meetings
- i. Evidence of implementation of feedback

5.3 curricula and assessments remain relevant in respect of contemporary veterinary nursing practice, with consideration of ongoing developments within the professions and international veterinary communities.

This may be evidenced through:

- a. Curriculum meeting minutes
- b. External examiner reports
- c. Stakeholder feedback
- d. Module/qualification documents
- e. Authentic and relevant assessment methodologies

5.4 curricula and assessments are appropriately weighted in accordance with the type and length of programme.

This may be evidenced through:

- a. Programme/qualification specifications
- b. Mapping to the RCVS Veterinary Nurse Registration Rules
- c. Module/qualification mapping documents
- d. Timetables
- e. Assessment matrices
- f. Programme/qualification assessment strategies
- g. Learning outcomes

5.5 curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity, with due consideration of assessment timings and clear progression points.

This may be evidenced through:

- a. Programme/qualification structure
- b. Timetables/schemes of work
- c. Programme/qualification assessment strategies and schedules
- d. Clinical practice model
- e. Curriculum map (include vertical and horizontal integration)
- f. Programme/qualification handbooks
- g. Module/qualification documents
- h. Board of Examiners/student progression meeting minutes

- 5.6 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 evidence-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.**

This may be evidenced through:

- a. Academic regulations
- b. Student feedback
- c. Module/qualification descriptors
- d. Moderation policies and processes
- e. Moderation meeting minutes
- f. Exam Board minutes
- g. Examination rules
- h. Examination policy and procedure documents
- i. Examples of assessment materials for each different assessment methodology
- j. Assessment blueprint
- k. Programme/qualification assessment strategy
- l. Grading criteria and setting pass marks
- m. Statement of proposed interpretations and uses of the examination/assessment
- n. Assessment rationale
- o. Examiner handbook
- p. Student handbook
- q. Security policies
- r. Artificial intelligence policy
- s. Academic integrity policy

- 5.7 students are assessed practically across clinical practice settings and learning environments as required by their programme with relevant observations undertaken.**

This may be evidenced through:

- a. Day One Skills recording tool
- b. Monitoring of teaching and learning
- c. Student observation records
- d. Examination papers and mark sheets
- e. Student feedback records
- f. Day One Skills sampling plan

5.8 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.

This may be evidenced through:

- a. Examination policy and procedure documents
- b. Rationale for the design of examinations
- c. Moderation policies
- d. Assessment blueprint
- e. Mark schemes
- f. Validity data
- g. Reliability data
- h. Training and standardisation of markers
- i. Test and item statistical analysis mechanisms
- j. Statistical analysis of item level and question level data such as analysis of question difficulty
- k. Grading criteria and setting pass marks
- l. Standard setting documentation
- m. Mechanisms to detect plagiarism
- n. Assessment appeals policy
- o. Invigilation agreements
- p. Assessment validation reports
- q. Programme/qualification assessment sampling strategies

5.9 moderation processes are in place and demonstrate that assessment is fair, reliable, and valid, and the integrity of the assessment is upheld.

This may be evidenced through:

- a. Student feedback
- b. Moderation meeting minutes
- c. Exam Board minutes
- d. Moderation protocol
- e. Internal verification meeting minutes
- f. External examiner reports
- g. Responses to action plans
- h. Sampling strategy
- i. Day One Skills sampling plans
- j. Artificial intelligence acceptable use policy
- k. Academic integrity policy

5.10 mechanisms are in place to minimise bias in all assessments.

This may be evidenced through:

- a. Examination policies and procedures
- b. Examiner handbook
- c. Rationale for the design of the examination
- d. Invigilation arrangements
- e. Assessment validation reports
- f. Examiner standardisation processes
- g. Moderation processes
- h. Grading guides
- i. Examiner training
- j. Anonymous marking processes
- k. Grading criteria and setting pass marks
- l. Conflict of interest policy

5.11 adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice.

This may be evidenced through:

- a. Reasonable adjustment policy
- b. Mitigating circumstances policy
- c. Records of reasonable adjustment
- d. AEI/delivery site fitness to practise policy
- e. Student support plans
- f. Individual learning plans

5.12 students' self-reflections contribute to, and are evidenced in, assessments.

This may be evidenced through:

- a. Student feedback forms
- b. Tutorial reports
- c. Clinical practice reports
- d. Reflective logs
- e. Example assessments
- f. Quality assurance reports
- g. Professional behaviour evaluations
- h. Reflection opportunities
- i. Module/qualification descriptors
- j. Day One Skills recording tool audits

5.13 there is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses.

This may be evidenced through:

- a. Module/qualification specifications
- b. Candidate handbooks
- c. Student programme handbooks
- d. Example of a pass list
- e. Progression board/student progression meeting minutes

5.14 ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen (closed book) examination as an element of the assessment strategy.

This may be evidenced through:

- a. Module/qualification mapping
- b. Assessment methods
- c. Assessment compensation policy



Standard 6

Effective clinical learning

Standards

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.

Requirements

Accredited education institutions, together with delivery sites and training practices, must:

6.1 ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses, across both delivery site and practice settings.

This may be evidenced through:

- a. TP/aTP lists including RCVS TP number
- b. TP/aTP approval and monitoring records
- c. Delivery site approval forms
- d. Consumable and equipment lists
- e. Memoranda of Understanding
- f. TP/aTP risk rating and support approach
- g. Secondment agreements

6.2 ensure that students are enrolled with the RCVS prior to undertaking clinical practice to comply with legislation.

This may be evidenced through:

- a. Enrolment policies and procedures
- b. Student handbook
- c. Clinical supervisor handbook
- d. Programme specification

6.3 ensure students are actively learning and adequately supervised in all clinical learning environments.

This may be evidenced through:

- a. TP/aTP rotas
- b. Programme/qualification timetables
- c. Clinical practice records
- d. Job descriptions for educators, assessors, and support staff
- e. Student feedback
- f. Quality assurance reports
- g. Clinical practice evaluations
- h. Clinical supervisor risk rating and support approach
- i. Tutorial records

6.4 ensure clinical learning environments are provided for every student; these must be allocated for placement students. Clinical training must be undertaken 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.

This may be evidenced through:

- a. Clinical practice lists
- b. Clinical practice allocation process for placement students
- c. Clinical practice allocation for placement students
- d. Memoranda of Understanding
- e. Registers
- f. Record of Employment
- g. Programme/qualification specification
- h. Timetables
- i. Programme/qualification structure
- j. Self-assessment reports and action plans
- k. Clinical practice handbook
- l. Internal quality assurance visit strategy

6.5 all students must have sufficient time within the programme to achieve the RCVS Veterinary Nurse Registration Rules hours requirement, with the opportunity for contingencies if required.

This may be evidenced through:

- a. Timetables
- b. Planned clinical practice model
- c. Programme/qualification specification
- d. Module/qualification descriptors
- e. Individual learning plans
- f. Clinical practice lists
- g. Student handbook
- h. Clinical supervisor handbook
- i. Attendance/absence policy or procedure
- j. Interruption to study policy

6.6 ensure all students are allocated a clinical supervisor responsible for confirming competency 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.

This may be evidenced through:

- a. Curriculum Vitae
- b. Records of co-ordination and continuity of support and supervision
- c. Records of CPD to support role
- d. Job descriptions and/or person specifications
- e. TP/aTP approval and monitoring records
- f. Policy for recruitment and training of clinical supervisors
- g. Clinical supervisor checks made by the delivery site
- h. Process for allocating and changing clinical supervisors
- i. Clinical supervisor risk rating and support approach
- j. Memoranda of Understanding

6.7 maintain accurate records of student clinical learning environment attendance and when applicable, provide these to the RCVS.

This may be evidenced through:

- a. Registers
- b. Records of Employment
- c. Records of Training
- d. Records of absence

6.8 ensure there is sufficient TP support available for all recruited students.

This may be evidenced through:

- a. Clinical practice allocations
- b. TP/aTP lists
- c. Memoranda of Understanding
- d. Secondment agreements and records
- e. Evidence of communication with primary affiliated delivery sites
- f. TP/aTP visit strategy
- g. TP/aTP approval and monitoring records and action plans
- h. Self-assessment reports and action plans
- i. Training practice recruitment policy

6.9 ensure the TP or aTP is an RCVS listed practice.

This may be evidenced through:

- a. TP/aTP lists with RCVS TP numbers
- b. Clinical practice allocations

6.10 ensure that use of TPs not affiliated to the AEI are agreed with the primary AEI, and a robust MoU is in place with the TP.

This may be evidenced through:

- a. Communication records
- b. Memoranda of Understanding
- c. TP/aTP approval and monitoring records

6.11 ensure clinical learning experiences are adapted to the student's stage of learning, competences, and programme outcomes.

This may be evidenced through:

- a. TP/aTP rotas
- b. Schemes of work
- c. Day One Skills recording tool audits
- d. Clinical practice records and action plans
- e. Individual learning plans
- f. Student handbooks
- g. Clinical practice handbooks
- h. Clinical supervisor training and standardisation
- i. Tutorial records
- j. Reasonable adjustment policy

6.12 the veterinary team contribute to the learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct.

This may be evidenced through:

- a. Clinical practice records
- b. Staff codes of conduct
- c. Staff rotas/timetables
- d. Expert witness statements
- e. Team meeting minutes
- f. TP/aTP approval and monitoring records
- g. Memoranda of Understanding
- h. TP/aTP risk assessments
- i. Day One Skills sampling strategy



RCVS Standards Framework for Veterinary Nurse Education and Training

For consultation
February 2024