

## Harper Adams University Accreditation Visit

8 - 10 November 2023

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

## Accreditation Outcome for Harper Adams University

Harper Adams University (HAU) submitted an application for accreditation of the following programmes:

BSc Veterinary Nursing  
BSc (Hons) Veterinary Nursing  
BSc Veterinary Nursing with Companion Animal Behaviour  
BSc (Hons) Veterinary Nursing with Companion Animal Behaviour  
BSc Veterinary Nursing with Small Animal Rehabilitation  
BSc (Hons) Veterinary Nursing with Small Animal Rehabilitation

Following the meeting of Veterinary Nurse Education Committee (VNEC) on 14 February 2024, HAU has been awarded full accreditation status for five years. This decision reflects the compliance of the programme against the RCVS Standards Framework for Veterinary Nurse Education and Training. HAU 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

Joy Burgess-Carabini RVN – Student Representative

Abigayle Gomez RVN – RCVS Senior Qualifications Officer (Observer)

Louise Hodnett RVN - Employer Representative

Tori Thornton RVN – RCVS Qualifications Assessor

Kirsty Young RVN – Education Representative

## Key Staff met

Lydia Arnold – Associate Pro Vice-Chancellor Teaching, Learning and Digital Education

George Aspey RVN – Lecturer and Second Year Course Tutor

Steven Barnett – Academic Registrar

Pippa Bond RVN – Undergraduate VN Programme Manager, Lecturer and Second Year Course Tutor

Caroline Bromley RVN – Sandwich-year Placement Manager and Senior Lecturer

Helen Cartlidge RVN – Senior Lecturer, Final Year Course Tutor and Harper Forward Curriculum Development Team

Emily Chapman-Waterhouse – Associate Head of Department

Lucy Evans RVN – Senior Lecturer

Sarah Furniss – Resources and Financial Planning Manager

Helen Gauchwin RVN – IQAV (Senior Lecturer)

Elizabeth Gilbert MRCVS – Senior Lecturer and Harper Forward Curriculum Development Team

Carol Hicks RVN – IQAV (Senior Lecturer)

Susan Howarth RVN – Advanced VN Programme Manager and Principal Lecturer

Linzi Nuttall RVN – Senior Lecturer and OSCE Manager

Sharron Perkins RVN – IQAV (Senior Lecturer)

Jane Thomas RVN – Head of Department (Animal Health, Behaviour and Welfare) and Senior Lecturer

Nina Tudor RVN – Veterinary Education Facilities Manager

## Summary of the Panel's findings

- Harper Adams University and affiliated Training Practices (TPs) were visited between 8-10 November 2023. The following programmes were under accreditation review:

BSc Veterinary Nursing

BSc (Hons) Veterinary Nursing

BSc Veterinary Nursing with Companion Animal Behaviour

BSc (Hons) Veterinary Nursing with Companion Animal Behaviour

BSc Veterinary Nursing with Small Animal Rehabilitation

BSc (Hons) Veterinary Nursing with Small Animal Rehabilitation

- 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:

- Harper Adams University is to be **commended** for the commitment and dedication of key staff involved with the development of the proposed programme. The support available from both course tutors and the wellbeing team is excellent, and the new training practice platform, launched in June 2023, provides up to date and easily accessible information to placement providers. The excellent practical facilities and resources available to students allow Harper Adams University to deliver relevant and high-quality teaching of clinical skills relevant to the RCVS Day One Skills and beyond. The development of the OSCE continues to be of a high standard, although any changes should be reflected in the relevant documentation.
- Areas for further review included further updating the student facing documentation to ensure that it is reflective of RCVS and Harper Adams University requirements. Whilst extensive work has been done to update modules in line with the Harper Forward C24 curriculum, further review of these would be beneficial to ensure that it reflects current best practice. Although the panel are confident that students are well supported in finding placements, this needs to be reflected in all student facing documentation and relevant modules, as there are some concerns that the processes in place do not correspond to what takes place.

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
<b>Name of organisation awarding the licence to practise qualification</b>	Harper Adams University
<b>Main address and contact details for the above organisation</b>	Newport, Shropshire TF10 8NB 01952 820280
<b>Name of Principal or Chief Executive Officer</b>	Vice Chancellor Ken Sloan
<b>Name of Programme Lead</b>	Pippa Bond RVN
<b>Proposed programme(s) title:</b>	BSc Veterinary Nursing BSc (Hons) Veterinary Nursing BSc Veterinary Nursing with Companion Animal Behaviour BSc (Hons) Veterinary Nursing with Companion Animal Behaviour BSc Veterinary Nursing with Small Animal Rehabilitation BSc (Hons) Veterinary Nursing with Small Animal Rehabilitation
<b>Address and contact details of proposed site/s for delivery of licence to practise qualification</b>	Harper Adams University, Newport, Shropshire
<b>Pattern of delivery</b>	Four-year degree with a clinical placement sandwich year in the third year of the programme.
<b>Intakes and student numbers</b>	Approximately 100 students per cohort with one intake every September/October.

## 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 partially 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></p> <p><i>Governors Health and Safety Policy Statement / Health and Safety Committee terms of reference</i></p> <p><i>Visitors-Health-and-Safety-Brief</i></p> <p><i>Clinical and delivery site audits</i></p> <p><i>ISTRAIN: University Induction</i></p> <p><i>Human Resources</i></p> <p><i>Probationary review form</i></p> <p><i>Primary Induction Guide</i></p> <p><i>Employee Welcome Guide</i></p> <p><i>New Staff Induction Protocol</i></p> <p><i>Student Safety Handbook 2022</i></p> <p><i>Risk assessments</i></p> <p><i>Animal handling risk assessment</i></p> <p><i>Information Security Policy</i></p> <p><i>IT Acceptable Use Policy</i></p> <p><i>Intellectual Property Policy</i></p> <p><i>General Information - Governance</i></p> <p><i>PREVENT Policy</i></p> <p><i>HAU Safeguarding Policy</i></p> <p><i>University Life - The Library - Getting started with the Library</i></p> <p><i>VN Course Welcome Week Activities 2023</i></p> <p><i>HAU Welcome Week timetable</i></p> <p><i>Lab induction</i></p> <p><i>Animals/Dogs on campus policy</i></p> <p><i>Our Standards   Red Tractor</i></p> <p><i>Guidance for handling in the Companion Animal House Unit (CAHU)</i></p> <p><i>Red Tractor Certificates</i></p> <p><i>Dogs used in teaching - assessment forms</i></p> <p><i>Fire Safety Protocol</i></p>		✓	



	<p><i>Fire Procedure</i></p> <p>There is good evidence of a range of risk assessments (RAs), and that these have recently been reviewed. Discussions focussed on the accessibility and periodic review of the RAs, particularly for students, and how student engagement with these was evidenced.</p> <p>It was noted that the procedures for dealing with animals in the event of a fire or emergency are not described within the policy documents.</p>			
1.2	<p>Prioritise the wellbeing of people.</p> <p><i>Evidence reviewed:</i></p> <p><i>Peer Observation in Pairs scheme</i></p> <p><i>PoP Form template</i></p> <p><i>Completed examples of PoP forms</i></p> <p><i>Peer Observation Scheme</i></p> <p><i>Continued Professional Development (CPD) - Staff Development Policy and Staff Development Application</i></p> <p><i>Personal Development Review (PDR) form</i></p> <p><i>PDR Guidance for Managers</i></p> <p><i>AQA Manual Section 7: Responsibilities of Academic Staff and Students</i></p> <p><i>Student Safety Handbook 2018</i></p> <p><i>Student Health and Wellbeing Policy</i></p> <p><i>Student Conduct and Discipline Policy</i></p> <p><i>Respect Policy</i></p> <p><i>Health &amp; Wellbeing - Home</i></p> <p><i>Mental Health First Aider Training Certificates</i></p> <p><i>University Community Charter</i></p> <p><i>Suicide Safer Strategy</i></p> <p><i>Break in Studies Policy</i></p> <p><i>Mental health support procedures</i></p> <p>The information and services available to staff and students demonstrated that this is a key strength of the institution. The ability for students to self-refer directly to the wellness team is an excellent benefit.</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></p> <p><i>Training practice (TP) / Auxiliary Training Practices (aTP) lists</i></p> <p><i>TP / aTP Risk assessments</i></p> <p><i>Policy for storage and disposal of POM-V products</i></p> <p><i>Policy for onsite animals</i></p>	✓		

	<p><i>Code of Practice for the Elizabeth Creek Laboratories Course</i> <i>Committee Meeting Agenda</i> <i>Equipment for practical teaching</i> <i>Risk assessments for practical lab tasks</i></p> <p>Facilities for learning and study are excellent, and it has been demonstrated that improvements are ongoing where issues have been identified (heating for example). Investment in equipment, such as simulators, is clear and planned jointly with the vet school, whilst ensuring that sufficient resources are available for veterinary nursing students as required.</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>Standard Operating Procedures</i> <i>Poster regarding consent</i> <i>Consent guidance within pre-operative paperwork</i> <i>Website content</i> <i>Consent forms</i> <i>TP/aTP approval forms</i></p> <p>There is evidence of auditing of consent forms in Training Practices (TP) and a poster is provided to highlight that students are training within a practice. TP visits identified that where a poster is not displayed or a consent form is not required, there is a possibility that clients are not aware that students may be working with their animal.</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>General Data Protection Regulation policy</i> <i>TP/aTP approval forms</i> <i>TP/aTP risk assessments</i> <i>Digital Professionalism for Veterinary Nurses</i> <i>Research Ethics Policy</i></p> <p>Policies and documents demonstrate the requirements for safety and confidentiality. The Programme Manager identified that the policy for animal use in teaching is due for review, and could include better monitoring of teaching dog workload, and consider ethical review.</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>GDPR Consent Form</i>  <i>Respect Policy</i>  <i>VN Course Committee / VN Course Committee meeting minutes</i>  <i>HAU VN Course Handbook / Staff Handbook / Placement Handbook</i>  <i>Student Contract Terms and Conditions 2023/34</i>  <i>The Student Life guides</i>  <i>Brief tour of the Student Guide to Living on Campus</i>  <i>Induction policy and timetables for students and staff</i>  <i>Complaints Policy</i>  <i>Whistle Blowing Procedure</i>  <i>Digital Professionalism</i>  <i>Safeguarding Policy</i>  <i>Student Health and Wellbeing Policy</i></p> <p>Although a complaints policy is in place, no evidence of the investigation and response to stage two complaints could be provided due to a lack of such complaints. Students, although very happy that minor concerns are effectively addressed by the programme team, seemed unfamiliar with this process. Examples provided by students, and National Student Survey (NSS) feedback indicate that better signposting to the procedure may benefit both student satisfaction and the institutional understanding of concerns.</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>Evidence of stage 1 complaints</i>  <i>Complaints Policy</i>  <i>Fitness to Practice Policy and Procedures for Veterinary Nurse Students</i>  <i>Safeguarding Policy</i>  <i>Student Health and Wellbeing Policy</i></p> <p>Evidence of stage one complaints was provided and was satisfactory. No evidence of stage two complaints could be provided.</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>Legal and Governance - Publication Scheme - Committee Minutes</i>  <i>Legal and Governance - Publication Scheme</i></p>			✓

	<p><i>The legal governance publication scheme in action</i>  <i>Clinical audit reports</i>  <i>Complaints Policy</i>  <i>Respect Policy</i>  <i>Student Conduct and Discipline Policy</i>  <i>Harassment-Racism-Bullying-Incident-Handling-Proce</i>  <i>Student Safety Handbook 2018</i></p> <p>No evidence of incident investigation was provided. It is unclear how accidents/near misses are reported and investigated.</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>Fitness to Practice Policy and Procedures for Veterinary Nurse Students</i>  <i>VN Annual Course Monitoring data/feedback</i>  <i>Module/unit handbook</i>  <i>CoPC linked to the VN Course Noticeboard on the Learning Hub</i>  <i>Lesson plans referencing RCVS CoPC</i>  <i>Scheme of Work for A5024C17 Professional Practise module</i>  <i>Day One Skills Recording Tool</i>  <i>Learning logs</i>  <i>Working as a Veterinary Professional A4020C17</i>  <i>Student handbook</i>  <i>Placement handbook</i></p> <p>There is good evidence of students being encouraged to disclose to the institution, and where appropriate, to their placement TP. The panel felt that reference to the Royal College of Veterinary Surgeons (RCVS) Code of Professional Conduct (CoPC) and Professional Behaviours (PB) could be more fully embedded into general information and the curriculum.</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>Lesson observations records</i>  <i>Staff training records</i>  <i>CPD records</i>  <i>HAU Self-Assessment Report 2021-22</i>  <i>Student (SU - Student Voice) feedback</i>  <i>External examiner report</i>  <i>HAU_LearningTeaching Assessment Policy</i>  <i>Respect Policy</i></p>			✓

	<p><i>Learning-Teaching-and-Student-Experience-Strategy</i> <i>Single Equality Scheme</i> <i>Equality and Diversity policy</i> <i>Complaints Policy</i></p> <p>The approach to fostering a fair learning culture within the programme by the team appears to be good, and there is open acknowledgement of challenges in this area across the institution. These challenges appear still to be current, based on evidence in the NSS comments and communications between students. The panel are reassured that there is a clear will within the institution's senior management to address this, however more detailed actions are to be provided.</p>			
1.11	<p>Advance equality of opportunity through effective use of information and data.</p> <p><i>Evidence reviewed:</i> <i>Self-Assessment Reports</i> <i>External examiner reports</i> <i>HAU Combined Annual Monitoring Critical Appraisal Report and Action Plan for 2022-23</i> <i>NSS data/slides to encourage participation in NSS</i> <i>HAU Access and Participation Plan / Office for Students fee data</i> <i>Unconscious Bias Training / Professional Practise module scheme of work / Laurence Harvey - Unconscious Bias training notes</i></p> <p>Data is analysed and contributes to programme review, redesign and action planning.</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>Approved Harper Forward Framework including Graduate Attributes Module/unit handbooks</i> <i>Secondment Policy</i> <i>Examples of guest (expert) speakers</i> <i>Approved Harper Forward Framework incl Graduate Attributes Freedom of Speech</i> <i>Implementation of practical co-education within VEC</i></p> <p>There is strong evidence of the support and encouragement for student involvement in research, and good examples of areas of collaboration with other programmes and Harper Keele Vet School (HKVS). The panel noted the improvements in this area since the previous visit.</p>	✓		

1.13	<p>Promote evidenced-based improvement in education and veterinary nursing practise.</p> <p><i>Evidence reviewed:</i>  <i>Research Committee</i>  <i>Programme level intended learning outcomes</i>  <i>Module/unit handbooks</i>  <i>Guest (expert) speaker timetables</i>  <i>Journal Club: Quick Guide to Evaluating Veterinary Evidence article</i>  <i>Clinical audits</i>  <i>Clinical governance</i>  <i>Quality improvement policies and procedures.</i></p> <p>The promotion of evidence-based practice and student achievements is effective. There is proof of evidence based improvement in the proposed redesigned OSCEs, and of current practice in the Harper Forward approach. This could be strengthened with further support/development to apply scholarship of learning and teaching to programme design e.g. authentic assessment.</p>	✓		
<p><b>Conclusion:</b></p> <p>Overall, this Standard is partially met.</p> <p>The panel noted several improvements within this area, such as newly developed RAs and refreshed teaching dog reviews, as well as continued good practice in supporting student and staff well-being. Some criteria are partially met due to outstanding requests for evidence. The principal concerns the panel have within this standard relate to the support, encouragement and availability to report concerns or complaints of a more serious nature, and the continued cultural challenges across the campus. It is recognised that announcements to staff are imminent and therefore further information on actions are to follow.</p>				
<p><b>Suggestions:</b></p> <ol style="list-style-type: none"> <li>a. Ensure three-year review of policies process is up to date and reflects what is undertaken.</li> <li>b. Consider teaching dog workload monitoring and ethical review during the revision of the policies relating to animal use.</li> <li>c. Consider identifying appropriate actions in relation to animals in emergency/fire policies/procedures.</li> <li>d. Consider how to ensure clients whose animals are not being admitted for procedures are aware of student nurses training within the practice.</li> </ol> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>a. Provide an update on the actions and progress in implementing the Respect policy</li> <li>b. Demonstrate how students are informed of, and encouraged to consider appropriately, the complaints process, and that complaints are fully investigated and recorded.</li> <li>c. Provide information on the institution's approach to accident/near miss investigation and reporting.</li> </ol>				

## 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 not 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>Office of Qualifications and Examinations Regulation (Ofqual) report and action plans</i>  <i>The OfS Register - Office for Students</i>  <i>Quality Assurance Agency (QAA) report and action plans</i>  <i>RCVS quality monitoring report and action plans</i>  <i>External examiners reports and action plans</i>  <i>Minutes of validation/accreditation event and evidence of any conditions have been addressed</i></p> <p>Institutional requirements have been met; however, the programme has not achieved final confirmation of validation at the time of the visit (final deadline for validation panel actions confirmation to the Programme Approvals Committee is noted as 13 December 2023), and module descriptors are yet to be finalised. The panel note that this deadline has been provided to the programme team, however the final validation report is yet to be received.</p> <p>The institution should also confirm which programmes it seeks to accredit with the RCVS, and ensure these are included within the validation report, to allow all students intending to apply to the register to meet the RCVS Registration Rules.</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>Legal and Governance - Publication Scheme</i></p>	✓		

	<p><i>HAU Support Visit Agenda and previous Accreditation Panel Visit Agenda</i></p> <p>Information has been provided on time by the institution, for example the Self-Assessment Report (SAR) and accreditation application submission.</p>			
2.3	<p>Ensure programmes are designed to meet RCVS Day One Competences and Skills for Veterinary Nurses, QAA Veterinary Nursing Benchmarks and outcomes relevant to the programme.</p> <p><i>Evidence reviewed:</i> <i>Curriculum mapping documents to meet RCVS Day One Competences/RCVS Day One Skills</i> <i>Curriculum mapping document to QAA Veterinary Nursing Benchmarks (HEIs)</i></p> <p>Modules have been designed and referenced to the Day One Competences and Skills (DOC/S) and QAA benchmark statements. The OSCE has been omitted from module Learning Outcomes (LOs), which therefore implies that a student may achieve without passing this exam.</p>			✓
2.4	<p>Comply with the RCVS Code of Professional Conduct for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> <i>Module/unit documentation</i> <i>Programme curriculum</i> <i>Lesson observation records</i> <i>Schemes of Work</i> <i>Lesson planning documentation</i> <i>Student and Clinical Supervisor handbooks</i></p> <p>The programme has been designed with reference to the RCVS CoPC, and is evidenced for students through the use of the Professional Behaviour Evaluation (PBE).</p>	✓		
2.5	<p>Comply with the RCVS Veterinary Nursing Registration Rules.</p> <p><i>Evidence reviewed:</i> <i>Adequate placement provision/employment</i> <i>Programme specification</i> <i>Qualification Handbook</i></p> <p>The programme is designed to ensure students have opportunity to meet the RCVS Registration Rules, and therefore be eligible to apply for registration as a veterinary nurse on successful completion of the programme.</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>Memoranda of Understanding</i>  <i>Quality Assurance Procedures</i>  <i>Risk assessments</i>  <i>Review meeting minutes</i>  <i>TP/aTP handbook</i>  <i>Clinical Supervisor handbook</i>  <i>Delivery Site approval documents</i>  <i>TP/aTP secondment documents</i></p> <p>Evidence of Memoranda of Understanding (MoU) with TPs is provided and clearly reflects the responsibilities of each party.</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>BSc / BSc (Hons) Veterinary Nursing Degree website</i>  <i>Student Sponsorship Policy and Procedure for Managing Overseas Visa Sponsored Students</i>  <i>Admissions Policy</i>  <i>Apply - How to Apply - Access to Harper website</i>  <i>Recruitment documentation: confidential work experience reference from veterinary practice Wex providers / Vocational Log / Fitness to Practise questionnaire</i>  <i>All undergraduate applications come through UCAS</i>  <i>Accredited Prior Learning (APL)/Recognised Prior Learning (RPL) policy</i>  <i>Equality of opportunity policy</i>  <i>Visa Sponsored Student Applicant Interview form</i>  <i>Offer holder day planning</i>  <i>Self-Assessment Reports</i>  <i>Access and Participation plan and accessible summary</i></p> <p>Applications are processed centrally, based on academic qualifications and work experience, with a proviso to discuss evidence with applicants where required (e.g. for non-standard qualifications). The programme has a number of overseas</p>	✓		

	students studying successfully at the institution (noted that all TP placements are within the United Kingdom).			
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 specification</i>  <i>Undergraduate - Prospectus</i>  <i>Undergraduate - Veterinary Nursing Degrees website</i>  <i>VN Newsletter</i>  <i>Student Sponsorship Policy and Procedure for Managing Overseas Visa Sponsored Students</i></p> <p>The standard entry requirements are clear and provided on the website. For mature learners/non-standard entry the information currently states there are no minimum entry requirements. This was stated as incorrect for the veterinary nursing programme; however, this is likely to be unclear to potential applicants.</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>Fitness to Practise Policy and Procedures for Veterinary Nurse Students</i>  <i>Induction procedure</i>  <i>Timetables</i>  <i>Course Tutor Scheme of Work</i>  <i>Recruitment policy</i>  <i>Student interviews</i>  <i>Student handbook</i></p> <p>The institution has provided a current Fitness to Practise (FtP) policy, however, has indicated during discussions that this policy is under review.</p>	✓		
2.10	<p>Demonstrate a robust process for recognition of prior learning (RPL).</p> <p><i>Evidence reviewed:</i>  <i>RPL/APL Policy</i>  <i>RPL/APL documentation</i>  <i>RPL/APL decision recording</i>  <i>Transfer-policy</i></p>	✓		

	Clear documentation has been provided to identify the process for recognition of prior learning.			
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>Key Information   Harper Adams University</i>  <i>Student handbook</i>  <i>Programme handbook</i>  <i>TP/aTP handbook</i>  <i>Fitness to Practice Policy and Procedures for Veterinary Nurse Students</i>  <i>RCVS enrolment guidance</i>  <i>RCVS Registration guidance</i>  <i>Clinical supervisor handbook</i>  <i>RCVS CoPC references within relevant documentation</i></p> <p>There is a variety of information provided to students, including the Course Noticeboard, website and via Course Tutors (CTs). Draft Programme Specifications and Handbooks have been provided for the new programme. There are a number of areas where outdated information has been included, or where there are errors or omissions (e.g. there is reference to the Nursing Progress Log (NPL) but not the DOS).</p> <p>The programme team have been able to effectively describe the procedures for placing students with TPs, however there are a number of places where this is contradicted within information, and it could be unclear to students what is expected of them and what the institution will provide.</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>Fitness to Practice Policy and Procedures for Veterinary Nurse Students</i>  <i>Student Health and Wellbeing Policy</i>  <i>Student Conduct and Discipline Policy</i>  <i>Respect Policy</i>  <i>Drugs and Alcohol Policy</i>  <i>Attendance Monitoring</i>  <i>Student-Engagement-Policy.pdf</i></p>			✓

	<p><i>Academic Appeals Policy and Procedure</i> <i>Student-Discipline-Appeal-Form</i> <i>Academic-Integrity-and-Academic-Misconduct-A-Guide</i> <i>University Community Charter</i> <i>Student Contract Terms and Conditions 2022-23</i></p> <p>The institution has a FtP policy in place, which is currently under review. This does not clearly indicate what information, and at what stage, RCVS would be informed about concerns with a student's FtP that may impact registration.</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>Board of Examiners meeting minutes</i> <i>Student progression meeting minutes</i> <i>Student progression data including awards</i> <i>Exit award details</i></p> <p>Outcomes are considered and approved at the Course Assessment Board (CAB) twice a year. Professional requirements are written into the award and are therefore considered at the board meetings.</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>Course reviews</i> <i>Student feedback</i> <i>TP/aTP quality monitoring paperwork</i> <i>Risk assessments</i> <i>Health and Safety Policy</i> <i>QAV risk banding guidance</i> <i>AEI visit documentation (site visit or site review documentation)</i> <i>Memorandum of Understanding</i> <i>External Examiner reports</i> <i>External Quality Assurance reports</i> <i>Student Safety Handbook 2018</i> <i>Information Security Policy</i> <i>IT Acceptable Use Policy</i> <i>Veterinary Education Centre safety documentation</i></p> <p>The panel has been provided with a variety of evidence of review, and that developments/actions are created and addressed as a result of these evaluations.</p>	✓		

2.15	<p>Appoint appropriately qualified and experienced people for programme development and delivery.</p> <p><i>Evidence reviewed:</i>  <i>Staff lists and expertise</i>  <i>Staff development plan</i>  <i>Staff in-house training records</i>  <i>Job descriptions</i>  <i>Example VN Workload Plan</i>  <i>Recruitment policy</i>  <i>External Examiner/Adviser recruitment policy</i></p> <p>The panel are content that a range of suitably qualified staff contribute to the programme delivery, and that newly appointed people are appropriate to their roles. Staff who are new to academic roles are enrolled on teaching qualification programmes.</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><i>Evidence reviewed:</i>  <i>N/A</i></p> <p>The OSCE is not changing from the one that is being delivered for the exiting programme. Attendance at a trial/mock OSCE/practical assessment is not required.</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><i>Evidence reviewed:</i>  <i>Correspondence with RCVS regarding proposed Harper Forward changes</i></p> <p>The institution was able to provide a description of the process when revalidation or module and assessment changes occur, including reference to the Professional, Statutory and Regulatory Body (PSRB). It was unclear when the PSRB would be informed, and this is not currently reflected within the <i>Academic Quality Assurance Manual</i>.</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</p>	✓		

	<p>Awarding Organisation.  <i>Evidence reviewed:</i>  <i>Student Fees and Charges 2023/24</i>  <i>Legal and Governance - Facts and figures</i>  <i>Annual Accounts</i>  <i>Competitor Analysis</i>  <i>Harper Adams University QAA report</i>  <i>Evidence of demand for the programme</i>  <i>Marketing strategy for the programme</i>  <i>NSS survey</i></p> <p>The programme has consistently recruited a high number of students, though the current year recruited was under target by a considerable figure. Income and support are considered across the institution, and therefore finance personnel have provided reassurance that programme resources will be unaffected.</p>			
<p><b>Conclusion:</b></p> <p>This Standard is not met.</p> <p>The institution clearly meets its governance requirements, understands the RCVS requirements for the programme, and is strongly supported by the student market. The programme is yet to achieve final validation, and this must be concluded prior to a panel recommendation to RCVS Veterinary Nursing Education Committee (VNEC). The programme information requires review and editing to ensure that it reflects current requirements, as described by the programme team during panel discussions.</p>				
<p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>a. Formalise the process of providing placements for students to ensure that it reflects the institutional approach.</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>a. Submit final validation paperwork on approval, indicating which programme titles are to be considered for accreditation.</li> <li>b. Submit final, approved module descriptors, and ensure the OSCE is included within the LOs.</li> <li>c. Submit reviewed, updated and checked programme specifications (including DOS requirements) and programme handbooks.</li> <li>d. Ensure there is clarity on minimum entry requirements for mature entrants to the programme provided on the website.</li> <li>e. Submit the reviewed Fitness to Practise procedure which identifies when and how RCVS will be informed of outcomes where appropriate.</li> </ul>				

- f. Provide an updated institution programme/module review and approval process which indicates the requirement to inform RCVS, and the stage in the process at which this occurs, of changes to the programme to ensure continued accreditation.

## 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>Induction handbooks</i>  <i>Induction timetables</i>  <i>Induction materials for DOS recording platform</i></p> <p>Students are provided with clear and comprehensive academic, practical and placement induction material referencing the DOC, DOS and CoPC. The feedback on this material from students was largely positive.</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>Practical equipment, consumables and animal resource list</i>  <i>University Life - The Library website</i>  <i>University Life - Student Support - IT Support website</i>  <i>Clinical placement audits</i>  <i>TP/aTP risk assessments</i></p> <p>The clinical learning facilities available to students on campus in the Veterinary Education Centre (VEC) are of a high standard. The process for ensuring TP/Auxiliary Training Practices (aTP) are providing suitable resources for clinical learning is robust.</p>	✓		



3.3	<p>Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, practice placements and other information relevant programme.</p> <p><i>Evidence reviewed:</i>  <i>Programme handbooks</i>  <i>Student handbooks</i>  <i>Timetables</i>  <i>Schemes of work</i>  <i>Module handbooks</i>  <i>Placement correspondence</i>  <i>VN CAMCAR</i>  <i>Student noticeboard</i>  <i>Online placement platform (OPP)</i></p> <p>The delivery team are efficient and organised with providing accurate and up to date information to students via the <i>Student Noticeboard</i> and <i>Online Placement Platform (OPP)</i>. These were both shown to the panel during the visit.</p> <p>An updated programme handbook for the new curriculum was not viewed by the panel as it was not yet complete. However, the panel were reasonably assured based on the handbook for the current provision that this would contain all appropriate information the students require, with a few minor amendments as previously discussed in Standard 2.</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>TP/aTP Approval forms</i>  <i>Online placement platform (OPP)</i></p> <p>Students spend 10 weeks during their first year in clinical placement and complete a sandwich-year placement during the third year of the programme. The OPP contains information for both students and clinical supervisors (CSs) on the use of expert witnesses to help students record and achieve the DOS.</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>Programme handbooks</i>  <i>Assessment plans</i>  <i>Module/Unit descriptors</i>  <i>Clinical supervisor handbook</i></p>	✓		

	<p><i>List of clinical skills resources</i></p> <p>Students have access to a variety of high-quality clinical learning facilities on site. The VEC hosts excellent practical teaching models which the students can use to practise the DOS under the guidance of clinical educators. There is also good access to live animal handling on site to enable students to grow in confidence prior to practice placements.</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>TP/aTP staffing lists</i>  <i>Clinical placement audits</i>  <i>Student TP feedback</i>  <i>Audit strategy for clinical placement tutorials</i>  <i>Clinical placement visit strategy</i></p> <p>CS standardisation and practice monitoring methods evidence appropriate supervision of students on clinical placements. The geographical distribution of Internal Quality Assurance Verifiers (IQAVs) enables all students to be well supported and feedback from both students and CSs was positive surrounding this support.</p>	✓		
3.7	<p>Are supervised according to their individual learning needs, proficiency and confidence.</p> <p><i>Evidence reviewed:</i>  <i>Personal Development Planning</i>  <i>Individual learning plans</i>  <i>TP/aTP student reports</i>  <i>HAU_LearningTeaching Assessment Policy</i>  <i>University Life - Student Support website</i>  <i>Clinical placement tutorial records</i></p> <p>The support in place for students with wellbeing or additional learning needs, provided by both the wellbeing and placement teams is to be commended. CS monitoring and standardisation evidenced that HAU ensures students are well supported in practice.</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>Timetables</i>  <i>Audit of blended learning time</i></p>	✓		

	<p><i>Audit of Day One Skills recording tool</i> <i>Memoranda of Understanding</i> <i>Clinical supervisor handbook</i></p> <p>Students are encouraged to take responsibility for their own clinical learning with support from the TP/aTP and the placement team. It is clearly written in the MoU for TPs/aTPs that students should have access to protected time to ensure they can record evidence of the DOS on their NPL whilst on placement. The IQAV team have a robust practice monitoring system in place to ensure this occurs.</p> <p>Students are encouraged to manage their time effectively and the evidence reviewed showed that they have sufficient time to complete all academic work set.</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>Student feedback</i> <i>Programme specification</i> <i>Student handbook</i> <i>Examples of Support to Study meetings</i> <i>Support To Study policy</i></p> <p>Students have a nominated course tutor for each year of the programme to provide support. Students meet on a one-to-one basis with their course tutor a minimum of once a term. HAU may wish to continue exploring the idea of a personal tutoring system based on positive panel discussions during the visit surrounding this.</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>Student handbook</i> <i>Programme handbook</i> <i>Student-Protection-Plan</i> <i>Break in Studies Policy</i> <i>Fitness to Practice Policy and Procedures for Veterinary Nurse Students</i></p> <p>The support provided by the wellbeing team for students taking a break in studies is excellent. Students will be contacted at least three times during the year and any additional support provided. Students have access to a range of academic and wellbeing support through the virtual learning environment and this information is included in the relevant handbooks.</p>	✓		

<p>3.11</p>	<p>Have their diverse needs respected and considered across all learning environments.</p> <p><i>Evidence reviewed:</i></p> <p><i>Equality and Diversity policy</i></p> <p><i>HAU_LearningTeachingAssessmentPolicy.pdf</i></p> <p><i>Fitness to Practice Policy and Procedures for Veterinary Nurse Students</i></p> <p><i>Student Health and Wellbeing Policy</i></p> <p><i>University Life - Student Support - Academic support website</i></p> <p><i>Student-Engagement-Policy</i></p> <p><i>Respect Policy</i></p> <p><i>Respect Action Plan Report, July 2022</i></p> <p>Students requiring any reasonable adjustments to study are well supported at university and on placement. Information on additional learning support and FtP is readily available to all students. The IQAV team can make CS aware of these adjustments with the student's permission, to help enhance their experience in practice. Student discussion confirmed that this process is effective and valuable.</p>	<p>✓</p>		
<p>3.12</p>	<p>Are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>Equality and Diversity policy</i></p> <p><i>HAU Learning Teaching Assessment Policy</i></p> <p><i>University Life - Student Support</i></p> <p><i>Guide to Inclusive Learning and Teaching</i></p> <p><i>Safeguarding policy</i></p> <p>Examples of student support and reasonable adjustments shown to the panel were comprehensive and evidenced good practice. All relevant policies are in place.</p>	<p>✓</p>		
<p>3.13</p>	<p>Are protected from discrimination, harassment and other behaviour that undermines their performance or confidence.</p> <p><i>Evidence reviewed:</i></p> <p><i>Equality and Diversity policy</i></p> <p><i>Harassment Racism Bullying Incident Handling Process</i></p> <p><i>Respect Policy</i></p> <p><i>Student Conduct and Discipline Policy</i></p> <p><i>Safeguarding policy</i></p> <p>The appropriate policies, as listed above in the evidence submission, are in place. A provisional <i>Respect Policy</i> action plan has also been put in place. Although this was not explicitly viewed</p>	<p>✓</p>		

	by the panel, discussions with the delivery team meant that the panel were reasonably assured this was a positive step in the promotion of a respectful culture on campus.			
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>Student handbook</i>  <i>Programme handbook</i>  <i>Student Health and Wellbeing Policy</i>  <i>University Life - Student Support website</i>  <i>Student feedback</i>  <i>Induction timetable</i>  <i>Health &amp; Wellbeing website</i></p> <p>Students are encouraged to be proactive and take responsibility for their own mental and physical wellbeing whilst at university and on practice placements. One-to-one sessions in addition to termly compulsory meetings are available on request with course tutors and placement managers to discuss any further concerns or reasonable adjustments that may be required.</p>	✓		
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>Module/Unit descriptors</i>  <i>Programme Handbook</i>  <i>Student feedback</i>  <i>Guidance provided regarding the RCVS DOS</i>  <i>Professional Behaviour Evaluation policy</i></p> <p>Students have scheduled termly personal development planning meetings with their course tutor. Sessions are also scheduled termly with the Placement Manager for students' respective year groups to provide any necessary support. The support provided by the wellbeing team for students is to be commended, particularly for those students taking a break in studies for any reason, as discussed above.</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>Peer assessment</i></p>	✓		

	<p><i>TP/aTP handbook</i>  <i>Student representative meetings</i>  <i>A4020C17 Working as a Veterinary Professional assignment brief</i>  <i>Professional behavioural tool</i>  <i>Guest (expert) lecturer timetables</i>  <i>Mentor programmes</i>  <i>Assessment examples</i></p> <p>The current interprofessional education (IPE) sessions with students from HKVS are well received and authentic to professional veterinary practice. The new Harper Forward curriculum includes elective modules open to students across the university to encourage collaboration with other professions.</p>			
3.17	<p>Receive constructive feedback throughout the programme to promote and encourage reflective learning.</p> <p><i>Evidence reviewed:</i>  <i>Feedback policy/procedures</i>  <i>Clinical Supervisor records</i>  <i>Module/Unit descriptors</i>  <i>Programme Handbook</i>  <i>Assessment examples</i>  <i>Formative assessment procedures</i>  <i>Clinical placement tutorial records</i>  <i>Learner reviews</i>  <i>Professional Behaviour Evaluations</i>  <i>DOS sampling plans</i></p> <p>An effective process is required for providing students with feedback from examinations. This is currently only available on request, so students are not actively encouraged to formally reflect on this feedback as standard.</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>Student surveys</i>  <i>Student representative meetings</i>  <i>Use of National Student Survey</i>  <i>Clinical placement evaluations</i>  <i>VN Newsletter</i>  <i>Student Noticeboard</i></p> <p>Students report that there are many feedback channels in place and that these are well utilised. Both the <i>VN Newsletter</i> and <i>Student</i></p>	✓		

	<p><i>Noticeboard</i> provide an opportunity for staff to disseminate their response to student feedback to ensure communication is clear and demonstrate the value of this feedback to the programme.</p>			
<p>3.19</p>	<p>Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.</p> <p><i>Evidence reviewed:</i></p> <p><i>Completed Professional Behaviour Evaluations</i></p> <p><i>Professional behaviour guidance to students</i></p> <p><i>Professional behaviour guidance to Clinical Supervisors</i></p> <p><i>IQA sampling policy</i></p> <p>PBEs are completed by CSs and students whilst on practice placements. PBEs could be further embedded into the curriculum to empower students to consider these throughout the programme, encouraging authentic reflection and better prepare them for professional life.</p>	<p>✓</p>		
<p><b>Conclusion:</b></p> <p>This Standard has been met.</p> <p>Overall, the academic and wellbeing support provided to students whilst at university and on practice placements by various teams is excellent. Reasonable adjustments to learning have been well evidenced and thought out. Students feel empowered by the many opportunities to feedback to HAU and have access to a high standard of clinical learning facilities on campus. They are encouraged to learn with, and from other professions in IPE sessions, and to become well rounded professionals who take responsibility for their own mental and physical wellbeing.</p>				
<p><b>Suggestions:</b></p> <p>a. Further embed professional behaviours into the curriculum to encourage students to reflect on these throughout the programme not just whilst on placement for the evaluation.</p> <p><b>Actions:</b></p> <p>a. Ensure a process is in place for providing students with feedback on examinations.</p>				

## 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>CV and CPD records for the VN Team</i>  <i>Professional development plans</i>  <i>Student feedback</i>  <i>Lesson observations, walk through and teaching reviews</i>  <i>Staff Codes of Conduct</i>  <i>RCVS registration status of personnel</i></p> <p>The team are appropriately qualified with a large proportion of the department being long standing and experienced. HAU has plans in place to support the progression of team members, with the new workload model having the capacity for team members to undertake development within their working hours. Recruitment is currently in progress which will increase the availability of development time.</p> <p>Whilst all CPD (Continuing Professional Development) records were up to date in terms of hours logged, reflection wasn't fully compliant in all cases. Line managers have reminded their team of the requirement for reflection, however, there is no formal mechanism for checking compliance.</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>CPD records</i>  <i>Programme Manager attended CPD - Advance HE Inclusive Curriculum Design</i>  <i>CPD policy</i>  <i>Professional development plans</i>  <i>Annual appraisal process</i>  <i>Induction procedures</i></p>	✓		



	<p><i>Evidence of Clinical Supervisor training</i>  <i>Evidence of Clinical Supervisor standardisation</i>  <i>Completed reviews of Clinical Supervisor suitability</i>  <i>Mental health first aid training</i>  <i>Assessment-Regulations-FAQs</i>  <i>Assessment Regulations</i>  <i>Academic-Integrity-and-Academic-Misconduct-A-Guide</i>  <i>Examination Rules</i>  <i>Assessment-Arrangements</i>  <i>Examiner training and standardisation procedures</i></p> <p>New team members are appropriately inducted and expressed that they felt supported throughout this process. Personal Development Reviews (PDR) are carried out annually which contribute towards progression plans. There is a CPD policy in place and HAU is supportive of requests for further development. Additional team members are currently being recruited to help further improve the time available for individual progression.</p> <p>Standardisation sessions are provided for CSs with the dates available easily identified on the OPP. Plans are in place to incorporate knowledge gained from mental health first aid training into these sessions, to help CSs further support SVNs throughout placement.</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>Staff induction policy</i>  <i>Equality and Diversity policy</i>  <i>Recruitment Policy and Procedures</i>  <i>Staff support services</i>  <i>HAU_LearningTeachingAssessmentPolicy</i>  <i>Health and safety policy</i></p> <p>There is wellbeing support provided to the team through the employee assistance programme. The team feel supported and confident that they can approach their line managers for assistance. Mentorship is provided for those in new roles, which ensures they are supported during their development.</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></p>	✓		

	<p><i>HAU Workload Model</i> <i>Workload Presentation</i> <i>Clinical placement rota</i> <i>Job descriptions</i> <i>Memoranda of Understanding</i> <i>Tutorial records</i></p> <p>Previously, there were high workload levels noted, however, this appears to have improved since the introduction of the new workload model. Whilst this model has only just been introduced, and it appears to generally be providing sufficient teaching and planning time, the allocation for certain roles may need developing.</p> <p>The model is currently under review, with feedback being considered as an ongoing process and the model adapted to reflect this. The time available for individual progression in all roles will need to be monitored to ensure it is appropriately allocated.</p>			
4.5	<p>Respond effectively to the learning needs of individuals.</p> <p><i>Evidence reviewed:</i> <i>Student Feedback</i> <i>Student representative meeting minutes</i> <i>Clinical placement records</i> <i>Records of reasonable adjustments</i> <i>Lesson observations</i> <i>University Life - Student Support</i> <i>Guide to Inclusive Learning and Teaching</i> <i>Special educational needs support</i> <i>Staff Handbook</i></p> <p>There is a robust system in place to support students with their learning needs. The on-site support team is well utilised to help assist students and produces individual learning plans to help support any additional learning requirements. This is also adapted to help the student whilst in placement, and CSs can gain assistance from HAU as required, ensuring student learning is supported in all aspects of the course.</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>Qualification assessment strategy</i> <i>Clinical placement records/action plans</i></p>	✓		

	<p><i>Day One Skills recording tool reports</i> <i>Meeting minutes</i> <i>Day One Skills IQA strategy</i> <i>Self-assessment report</i> <i>Tutorial records</i></p> <p>The reviewed evidence shows a clear assessment schedule, and students are given the opportunity to provide feedback on the course. Students are provided with individual course tutor meetings to discuss progress and allow for reflection. There is a robust Internal Quality Assurance (IQA) process in place during placement and appropriate checks are made to ensure student support is being provided by the CS.</p>			
4.7	<p>Liaise, collaborate and action constructive feedback generated by colleagues, students and stakeholders to enhance their teaching assessment and to share effective practice.</p> <p><i>Evidence reviewed:</i> <i>Staff Handbook</i> <i>External Examiners Report</i> <i>Support to Study process</i> <i>Peer observations</i> <i>Veterinary Nursing Combined Annual Monitoring and Critical Appraisal Report</i> <i>VN Course Committee Action Plan for 2022-23.</i> <i>2022 Accreditation Support visit</i></p> <p>The team have received feedback from stakeholders; however, response rates are low, particularly from CSs. There are several opportunities for CSs to provide feedback, including at standardisation sessions and following student placements. There are plans in place for a CS OSCE support day to be held as a future face to face event, which may provide an opportunity to increase engagement.</p> <p>Feedback received is clearly considered and reviewed, with evidence of this being utilised to make improvements being apparent. Changes made based on feedback are communicated to students via the Educational Champion following course committee meetings and to CSs through standardisation meetings.</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</i></p>	✓		

	<p><i>Protest Policy and Poster</i>  <i>Fitness to Practice Policy and Procedures for Veterinary Nurse Students</i>  <i>TP/aTP Risk register</i>  <i>VN CAMCAR</i></p> <p>There is a <i>Complaints Policy</i> in place which is used across the institution. Evidence of complaint handling was requested but the team explained that HAU has received no complaints so this could not be provided. As there were no complaints to review it was not possible to see how the policy is followed, which has been addressed in Standard 1.</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 holds a recognised teaching qualification.</p> <p><i>Evidence reviewed:</i>  <i>CV and CPD Records</i></p> <p>The programme lead is a RVN who is suitably qualified and experienced for the role. Their commitment and dedication to the programme is to be commended. There is no clear succession planning in place but there are individuals in the team who are aware of aspects of the programme lead role.</p>	✓		
<p><b>Conclusion:</b></p> <p>This Standard has been met.</p> <p>The programme team is well established, experienced and suitably qualified. The introduction of the new workload model appears to have had a beneficial impact on the team’s workload levels. As this is a new model the feedback generated should be considered and the model adapted as required. Whilst most roles appear to have benefited from the new model, some development for the allocation of specific roles, such as course tutor and programme lead, may be useful.</p> <p>HAU is committed to the progression of its team which is evident in the new workload allocations, and work is ongoing to ensure more time for individual progression is available. The PDR progress could be used to assist with progression through the setting of objectives. In addition to this, focusing on staff progression could also be beneficial in developing succession plans across the department to ensure staff are prepared to advance into roles such as programme lead.</p>				

**Suggestions:**

- a. Formalise the monitoring of CPD records and objective setting in the PDR process.
- b. Consider the process of succession planning across the department.

**Actions:**

None.

## Standard 5 – Curricula and assessment

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

Standard not met				
Accredited Education Institutions, together with Centres and Training Practices, must ensure:				
	Requirements	Met	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 specifications</i>  <i>VN Course Handbook 2023</i>  <i>Master Programme mapping document and QAA mapping to graduate attributes</i>  <i>Module Descriptors</i></p> <p>The documents provided demonstrate that the course outcomes, DOC, DOS and QAA HE Benchmarks for Veterinary Nurses are appropriately mapped within modules and assessments.</p>	✓		
5.2	<p>Programmes are designed, developed, delivered, evaluated and improved based upon stakeholder feedback.</p> <p><i>Evidence reviewed:</i>  <i>HAU SAR</i>  <i>CAMCAR</i>  <i>VN Course Committee</i>  <i>Regulatory reports</i>  <i>Annual Course Monitoring meeting minutes</i>  <i>Annual Course Monitoring Report</i>  <i>Combined Annual Course Monitoring and Critical Appraisal Report and Action plan</i></p> <p>The Harper Forward curriculum review process is effective and reflects current good practice. This process includes the collection and consideration of stakeholder feedback,</p>	✓		

	and student and employer representatives were included in the validation panel. There are a variety of surveys provided to students, staff and TPs to gather feedback.			
5.3	<p>Curricula remain relevant in respect of contemporary veterinary nursing practice.</p> <p><i>Evidence reviewed:</i>  <i>Curriculum meeting minutes</i>  <i>External Examiner reports</i>  <i>Stakeholder feedback</i>  <i>Module Descriptors</i></p> <p>The curricula have been considered in light of current practices, and this is reflected within the programme and module design. Some constraint on modules exists due to institutional requirements.</p> <p>HAU has invested heavily in the VEC providing students with a range of modern equipment and mannequins which are reflective of current nursing practice.</p>	✓		
5.4	<p>Curricula and assessments weigh theory and practice learning appropriately to the programme.</p> <p><i>Evidence reviewed:</i>  <i>Programme specifications</i>  <i>Mapping documents</i>  <i>Module/unit documents</i>  <i>Assessment matrices and glossary</i></p> <p>The modules and assessments are balanced and appropriate to veterinary nursing.</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>Assessment strategies</i>  <i>Curriculum mapping</i>  <i>Programme handbooks</i>  <i>Module descriptors</i></p> <p>The programme development team have demonstrated good practice in considering programme and level outcomes, and student pathways. This is evident from the module design, and in the consideration of developing higher level academic skills in later years e.g. preparation</p>			✓

	<p>for the dissertation project. It is also evident that consistency has been considered within levels.</p> <p>The LOs are of lower challenge than would usually be accepted for each level however, and this could be considered during the final review of module descriptors.</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>Clinical placement plans</i>  <i>Assessment matrix/ overview</i>  <i>DOC/DOS Mapping</i>  <i>Student progress reports</i>  <i>Student handbook</i>  <i>Assessment plans</i>  <i>CAB meeting minutes</i></p> <p>There has been clear consideration of the student pathways and level outcomes. Where novel assessment is intended at later years, the programme team described scaffolded formative assessment to prepare students, and this should be included in teaching design as this is developed.</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>  <i>Student feedback</i>  <i>OSCE Presentation Video</i>  <i>OSCE Moderation Document</i>  <i>Moderation forms</i>  <i>Academic Quality Assurance Manual</i>  <i>Subject Assessment Board agenda</i>  <i>Fees and Charges 2023/24</i>  <i>Examination Rules</i>  <i>Assessment Regulations</i></p>	✓		



	<p><i>Assessment-Regulations-FAQs</i>  <i>Assessment-Arrangements</i>  <i>Sample assessment briefs</i>  <i>OSCE blueprint / task selection</i>  <i>Assessment strategy</i>  <i>Assessment-Arrangements</i>  <i>Assessment rationale</i>  <i>Examiner handbook</i>  <i>Senior OSCE Examiner Report</i>  <i>Student handbook</i>  <i>Academic-Integrity-and-Academic-Misconduct-A-Guide</i></p> <p>Assessments are appropriate and are designed to meet current requirements. In some of the proposed module descriptors, assessment types are not aligned to the LO verb (e.g. 'demonstrate' assessed by exam, 'describe' assessed by practical). In some modules, particularly the zero credit modules, the current wording means that it is not possible for the students to achieve the assessment; i.e. that students are required to identify their placement, however this is a requirement of the institution.</p> <p>There was further opportunity to include authentic assessment, and a variety of approaches to unseen assessment. In the sample of existing assessments, examples of question verbs that are lower level than LOs were observed. Appropriate level of challenge should be considered in the development of new assessments.</p> <p>A summative OSCE is delivered to assess students' practical skills and abilities in relation to the DOS. The delivery team indicated a change in the approach to the marking of OSCEs in the future. Any changes will need to be communicated to the RCVS and approved by VNEC ahead of any changes being implemented.</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>Day One Skills recording tool</i>  <i>Clinical Placement Visit Report</i>  <i>OSCE marksheets</i>  <i>Student feedback records</i>  <i>Sampling Strategy</i></p> <p>This requirement has been well evidenced by the delivery team. Objective Structured Practical Examinations</p>	✓		

	(OSPEs) are utilised within the programme as formative assessments.			
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>AQA Manual</i>  <i>Moderation policies</i>  <i>Assessment blueprint</i>  <i>Mark schemes</i>  <i>Training and standardisation of markers</i>  <i>OSCE Results Spreadsheet</i>  <i>Angoff Standard Setting Documents</i>  <i>Academic Appeals Policy and Procedure</i>  <i>Invigilation arrangements</i>  <i>External Examiner Reports</i></p> <p>The programme team provided examples of approaches to standardisation of marking across assessors, and some use of marking calibration noted as best practice, prior to research project marking for example. The panel noted effective practice in the team review of assessment briefs, which encourages peer understanding of programme assessments, as well as providing a good additional support and review stage to the process.</p> <p>The process utilised to determine OSCE results and standard setting is not reflective of the current practice. Further clarification of the process is required within the policies and procedures to ensure transparency.</p>			✓
5.10	<p>Moderation processes are in place and demonstrate that assessment is fair, reliable and valid.</p> <p><i>Evidence reviewed:</i>  <i>CAB Meeting Minutes</i>  <i>AQA Manual</i>  <i>External Examiner Report</i>  <i>Sampling Strategy</i>  <i>OSCE mapping document</i></p> <p>There is a moderation process in place, with completed samples seen in current assessments. The team were able to describe the moderation cycle and the process for addressing actions was identified. This was not consistently followed in examples seen, with no action</p>		✓	

	<p>recorded for an identified marking calculation error, and no evidence that this had been reviewed by the markers for the rest of the cohort. The terms ‘moderation’ and ‘second marking’ were used interchangeably in paperwork; however, it was confirmed that moderation was the process used in the majority of cases.</p> <p>It was indicated in the discussions with the programme team that the tutor aspect of the PBE is completed by the IQAV and that a final review of the feedback is collated by the Placement Manager. This currently does not fit within the formal academic moderation process, however, as the NPL is positioned within a module for the new framework this will allow for more formal moderation to be undertaken. This approach needs to be reflected within policies and procedures.</p>			
5.11	<p>Mechanisms are in place to minimise bias in all assessments.</p> <p><i>Evidence reviewed:</i>  <i>AQA Manual</i>  <i>OSCE Examiner Handbook</i>  <i>Academic-Integrity-and-Academic-Misconduct-A-Guide</i>  <i>Examination Rules</i>  <i>Assessment-Regulations-FAQs</i>  <i>Assessment Regulations</i>  <i>Assessment-Arrangements</i>  <i>Assessment validation reports</i></p> <p>It is evident that anonymous marking is completed where possible, and that processes are in place to reduce bias within assessments.</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>HAU_LearningTeachingAssessmentPolicy</i>  <i>Learning-Teaching-and-Student-Experience-Strategy</i>  <i>Arrangements for Claiming Mitigating Circumstances</i>  <i>Fitness to Practice Policy and Procedures for Veterinary Nurse Students</i></p> <p>Adjustments and access arrangements are well considered by the delivery team, and support is provided by the Learning Support team on an individual basis.</p>	✓		

	<p>It is encouraging to see that new methods have been implemented within practical assessments to enable individual adjustment requirements to be considered and implemented where possible. It is recommended that this new approach is detailed within the OSCE Procedure Manual.</p>			
5.13	<p>Clinical placement assessment is facilitated and evidenced by observations and other appropriate methods.</p> <p><i>Evidence reviewed:</i>  <i>Moderation policy</i>  <i>Day One Skills recording tool</i>  <i>TP/aTP monitoring records</i>  <i>Clinical Supervisor Handbook</i>  <i>DOS Sampling Strategy</i></p> <p>Students and CSs use the NPL to record practical experience and assessment decisions. Regular visits are undertaken by the IQAV team to ensure students are being practically assessed in clinical placement, with audits of the NPL being carried out both in person and remotely.</p>	✓		
5.14	<p>Students' self-reflections contribute to, and are evidenced in, assessments.</p> <p><i>Evidence reviewed:</i>  <i>Student feedback</i>  <i>Module Descriptors</i>  <i>DOS Quality Assurance Reports</i>  <i>Professional Behaviour Evaluations</i></p> <p>Reflective practice is embedded within theory and assessments, and students are encouraged to incorporate reflection within the DOS recording platform. Feedback on exam performance is currently only by request and therefore the ability for students to reflect and improve is limited.</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>  <i>Programme Specifications</i></p>	✓		

	The <i>Programme Specification</i> documents confirm that there is no compensation for modules that address the DOC and DOS within assessments.			
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></p> <p><i>Module descriptors</i></p> <p><i>Moderation forms</i></p> <p><i>Assessment methods</i></p> <p><i>AQA Manual</i></p> <p><i>Programme Specifications</i></p> <p>LOs across modules that are mapped to the DOC are assessed using unseen assessments.</p>	✓		
<p><b>Conclusion:</b></p> <p>This Standard has not been met.</p> <p>The institution has clearly considered its curriculum review process in relation to current good practice within the sector, and the programme team have taken an open and constructive approach to considering the new proposal. The institution could consider further support for the team in developing and reviewing modules to ensure they are consistent with the wider sector, and that a shortened timeframe is provided for a validation report. There is clearly effective review of the programme approaches in considering good practice and good student experience, and the panel has noted the progress underway, and intention to develop in many areas.</p>				
<p><b>Suggestions:</b></p> <ol style="list-style-type: none"> <li>Consider the review of module assessments to ensure there is consistent alignment of assessment type to LOs.</li> <li>Review the moderation process to ensure it is robustly maintaining consistent programme academic standards.</li> <li>Within the OSCE Procedure Manual, consider including reference to the use of electronic tablets within OSCE stations to allow for reasonable adjustments.</li> </ol> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>Review module LOs to ensure that the academic challenge is appropriate to each stage of the programme and level.</li> <li>Review the wording of the LOs for the zero credit modules to ensure students are able to achieve the assessment requirements.</li> <li>Submit the process for providing exam feedback to students.</li> <li>Review and update the Standard Setting policy and OSCE Procedure Manual to reflect the current standard setting process utilised for the OSCE.</li> <li>Update policies and procedures to ensure the moderation process of PBEs is transparent.</li> </ol>				

## 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></p> <p><i>TP/aTP list including RCVS TP number</i></p> <p><i>TP/aTP approval and monitoring documentation for UK practices</i></p> <p><i>TP/aTP approval and monitoring documentation for international practices</i></p> <p><i>Centre approval forms</i></p> <p><i>Consumable and equipment lists</i></p> <p><i>Memoranda of Understanding</i></p> <p><i>TP/aTP risk assessments</i></p> <p>The programme has a newly built VEC that provides a wide range of modern clinical equipment. The facilities are spacious and well laid out to support effective practical learning. HAU is continuing to invest in the facilities with the addition of new models to allow the realistic simulation of clinical skills such as cardio-pulmonary resuscitation and intubation.</p> <p>Students are well prepared for clinical placement with information provided through pre-placement sessions and via the OPP. The TP lists provided appeared to vary in numbers; on discussion with the team it was established that the list was currently being updated due to the addition of new TPs.</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></p> <p><i>Enrolment policies and procedures</i></p> <p>The enrolment process is clear, and the students are well supported during this, it is carried out during welcome week meaning students are enrolled promptly.</p>	✓		

6.3	<p>Ensure students are actively learning and adequately supervised in all clinical learning environments.</p> <p><i>Evidence reviewed:</i>  <i>Programme timetables</i>  <i>Clinical placement records</i>  <i>Job descriptions for educators, assessors and support staff</i>  <i>Student feedback</i>  <i>Quality assurance reports</i>  <i>Clinical placement evaluations</i></p> <p>There is a detailed <i>Veterinary Nursing: Clinical Placement Visit Report</i> which the IQAV team used during their annual monitoring visits. Supervision and support are regularly reviewed and monitored through CS tutorial records and discussions between the student, CS and IQAV.</p> <p>The OPP provides clear information to both the student and the CS on the expectations required during the placement period. This resource is a new introduction but appears to be extremely detailed and CS feedback has been positive, it will be a beneficial support tool. There are regular CS training and standardisation sessions available, these can be easily booked via the OPP; the content of these sessions is informative, relevant and current.</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>Clinical placement lists</i>  <i>Memoranda of Understanding</i>  <i>Registers</i>  <i>Record of Employment</i>  <i>Timetables</i>  <i>International clinical placement lists</i></p> <p>HAU is confident that it can provide clinical placements for all students recruited. The IQAV team closely support students during this process, questionnaires are sent to students prior to starting at HAU to gain information on their placement preferences. This information is used to tailor TP choices to a student's individual requirements, the team provide guidance to the students to assist them in professionally communicating with TPs.</p> <p>The IQAV team are geographically distributed across the country which helps to facilitate student placement in their chosen location.</p>	✓		

	<p>Whilst the students are well supported during the placement process, a student facing document may be beneficial to formalise the expectations.</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>Timetables</i> <i>Planned placement model</i></p> <p>The students undertake a 10-week placement in first year and a placement year in third year. There is flexibility in the start and end dates of the placement year to accommodate for additional placement time if required.</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>CV's</i> <i>Records of co-ordination and continuity of support and supervision</i> <i>Records of CPD to support role</i> <i>Job description</i> <i>TP/aTP approval forms</i> <i>Clinical Supervisor checks made by provider</i></p> <p>The IQAV team ensure the CS remains up to date with their requirements through annual checks. The CS tracker provided in the evidence had some gaps for standardisation dates and CPD records in some cases. On discussion with the team, it was clarified that this is the responsibility of the placement administrators to update, however, the IQAV team have now been given direct access to the document so they can update during visits which may streamline the process.</p> <p>There is a detailed support banding process in place which individually considers the student, CS and TP. The allocation of support bands is standardised throughout the IQAV team during an annual standard setting meeting. The compliance of the CS with requirements, such as up to date CPD records, is monitored by the IQAV team and actions set if not compliant. If actions remain incomplete this will affect the support banding of the CS. A</p>	✓		



	<p>discussion was had regarding the observation of CS for quality assurance purposes, this is carried out based on support banding with all CSs being reviewed at least once. This process wasn't detailed fully in the <i>Veterinary Nursing Courses Policies for the Quality Assurance of Clinical Placement Document</i>, so there could be further consideration of the information relating to this within the document.</p> <p>During the visit a discussion was had with the team regarding the use of the term Clinical Coach. As the RCVS Standards use the term CS, it may be worth considering changing from Clinical Coach to CS going forward.</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>Registers</i> <i>Records of Employment</i> <i>Records of training</i></p> <p>Students are advised on the completion of their Record of Training whilst on clinical placement. In the event of any absences the students are encouraged to directly report this to their placement manager in addition to informing the practice. There is also information on this available to the CS via the OPP.</p>	✓		
6.8	<p>There must be sufficient TP support available for all recruited students.</p> <p><i>Evidence reviewed:</i> <i>TP/aTP lists</i> <i>MoUs</i> <i>Evidence of communication with primary affiliated centres</i> <i>QA policies</i></p> <p>There are currently sufficient TP numbers for recruited students, which will be carefully monitored as student numbers increase to ensure numbers remain appropriate. HAU uses several aTPs which require some aspect of secondment to ensure the student can achieve all DOS. On discussion with the team, it was clarified that secondments are arranged on an individual basis and subsequently reviewed and adapted if a student requires more time in a TP. Secondment agreements are added to the MoU, however, no evidence of this was submitted.</p>		✓	
6.9	<p>Ensure that training practices either hold a primary affiliation with the Accredited Education Institution itself or its delivery site, or,</p>	✓		

	<p>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>TP memorandum of understanding</i>  <i>aTP memorandum of understanding</i>  <i>TP / aTP lists</i></p> <p>HAU has a high number of primary affiliated TPs, and a MoU is in place which clearly states the responsibilities of both parties. TPs are monitored annually to ensure they remain compliant.</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>Communication records</i>  <i>Memoranda of understanding</i></p> <p>Evidence has been submitted demonstrating communication with other centres as required. HAU ensures contact is made prior to any decision to place a student with a secondary affiliated TP.</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></p> <p>No international placements are currently used.</p>	N/A		
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>Timetables</i>  <i>Day One Skills recording tool audits</i>  <i>Clinical placement records and action plans</i>  <i>Student handbooks</i>  <i>Placement handbooks</i>  <i>Clinical Supervisor training and standardisation</i></p> <p>The OPP and CS training provides detailed information on the role of the CS in supporting the students' learning. Discussion on</p>	✓		

	<p>learning styles is available and clinical supervisors are encouraged to consider this to further promote successful learning whilst on placement. CSs are expected to undertake tutorials with their students at least fortnightly to ensure support can be adapted as required, and documentation of this is expected. The placement team encourage students to disclose additional learning needs to their CS, to enable support to continue whilst in clinical placement.</p> <p>The OPP provides information for CSs on the theoretical knowledge gained by students prior to placement, and it also suggests skills to focus on during the first-year placement. There is a detailed guide for NPL logging which is beneficial to both CSs and students. Currently, there is a version on the OPP that relates to the 2016 DOS, this will be removed after the students currently using these have completed the NPL.</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>Clinical placement records</i>  <i>Witness statements</i>  <i>TP/aTP approval and audit forms</i>  <i>Memoranda of Understanding</i>  <i>TP/aTP risk assessments</i></p> <p>The development of interprofessional collaboration is continuously developing to involve HKVS students, and the development of this relationship should prove beneficial to students from both institutions. Students are encouraged to work with other professionals whilst on placement, ensuring they can gain knowledge from different professionals. CSs are supported in the use of expert witnesses via information available on the OPP.</p>	✓		
<p><b>Conclusion:</b></p> <p>This Standard has been met.</p> <p>The clinical facilities available to students in the VEC are exceptional and are continuing to be developed with new models being obtained. This provides the students with a valuable opportunity to practise clinical skills in a controlled environment, increasing their confidence for performing these skills on clinical placement. It also provides a supportive environment for students to practise and prepare for their OSCEs, with guidance from the team available as required.</p> <p>The placement and IQAV team provide robust and individualised support to students during the process for finding a placement and whilst in practice. The availability of the IQAV team across the</p>				

country enables the opportunity to provide placements tailored to the student's requirements wherever possible. The launch of the OPP has been well received by CSs and is an extremely detailed resource which will provide easily accessible and current information to assist CSs in supporting their students.

**Suggestions:**

- a. Consider updating the *Veterinary Nursing Courses Policies for the Quality Assurance of Clinical Placement* document to reflect the current practice for direct observations of CSs.

**Actions:**

- a. Provide evidence of MoU that details secondment arrangements.