Harper Adams University Accreditation Visit

27-29 March 2023

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

Contents

List of Panel Members

Emma Anscombe-Skirrow RVN, Chair

Joy Burgess-Carabini RVN, Student Representative

Victoria Hedges RVN, RCVS Examinations Manager

Louise Hodnett RVN, Employer Representative

Kirsty Young RVN, Educator Representative

Kirsty Williams, RCVS Education Quality Improvement Manager (Observer)

Key Staff met

Michael Lee, Deputy Vice Chancellor

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

Steven Barnett, Academic Registrar

Sarah Furniss, Resources and Financial Planning Manager

Jane Hill, Head of Learner Support and Disability

Emily Chapman-Waterhouse, Associate Head of Department

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

Suzanne Edwards RVN, Senior Lecturer and First-year Placement Manager

Caroline Bromley RVN, Sandwich-year Placement Manager

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

Linzi Nuttall RVN, Senior Lecturer and OSCE Manager

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

Lucy Evans RVN, Senior Lecturer

Carol Hicks RVN, IQAV (Senior Lecturer)

Summary of the Panel's findings

- Harper Adams University (HAU) was visited between 27-29 March 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

- Training Practices affiliated to HAU were visited by members of the RCVS VN Qualifications Team between 22-23 February 2023.

- 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:

- HAU is to be **commended** for encouraging students to take responsibility for their own mental and physical wellbeing. The focus on mental health, and the staff engagement in the further development and training of this, is excellent. The excellent clinical facilities and the enthusiasm, knowledge, and drive of the VN team for the continuous improvement in the OSCEs is also to be commended.
- Areas for further review include updating documents such as course handbooks and university policies to ensure they are up to date, suitably detailed and that correct terminology is used throughout. A formal process for supporting individual students and safeguarding, such as through regular one-to-one tutorials, should be considered. Evidence of a formal process for staff support, progression and CPD should be in place and a review of the new workload model should be undertaken to ensure that all members of the team are afforded time to undertake development within their working hours whilst having sufficient time to undertake their roles.

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

Programme details

Requirements	Details
Name of organisation awarding the licence to practise qualification	Harper Adams University
Main address and contact details for the above organisation	Harper Adams University Newport, Shropshire, TF10 8NB United Kingdom Tel: 01952 820280
Name of Principal or Chief Executive Officer	Vice Chancellor: Professor Ken Sloane
Name of Programme Lead	Pippa Bond RVN
Proposed programme(s) title:	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
Address and contact details of proposed site/s for delivery of licence to practise qualification	Harper Adams University Newport Shropshire TF10 8NB United Kingdom
Pattern of delivery	4-year sandwich degree with intakes every September/October
Intakes and student numbers	Approximately 100 students per cohort

Standard 1 – Learning culture

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

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

	Standard not met		
	Accredited Education Institutions, together with Centres and Training Practices, must:		
	Requirements	**Met**	**Not Met**
1.1	Demonstrate that the safety of people and animals is a primary consideration in all learning environments. *Evidence reviewed:* *Governors Health and Safety Policy Statement / Health and Safety Committee terms of reference* *Visitors-Health-and-Safety-Brief.pdf (harper-adams.ac.uk)* *Clinical and delivery site audits* *ISTRAIN: University Induction (harper-adams.ac.uk)* *Human Resources (harper-adams.ac.uk)* *Guidance for academic staff mentors and mentees / Probationary review / Probationary review form / Primary Induction Guide / Employee Welcome Guide / New Staff Induction Protocol* *Student Safety Handbook 2022 (harper-adams.ac.uk)* *Overview of risk assessments at HAU / Animal handling risk assessment* *Information Security Policy	Harper Adams University (harper-adams.ac.uk)* *IT Acceptable Use Policy	Harper Adams University (harper-adams.ac.uk)* *Intellectual Property Policy (harper-adams.ac.uk)* *General Information - Governance	Harper Adams University (harper-adams.ac.uk)* *Staff compulsory information security training module available on the Learning Hub / Data Protection Policy with Layered Notice / Student Compliance with e-safety Policy and Online Safety / Acceptable Use Policy / Enrolment - Permissions and Regulations* *PREVENT Policy* *HAU Safeguarding Policy* *University Life - The Library - Getting started with the Library	Harper Adams University (harper-adams.ac.uk)* *VN Course Welcome Week Activities 2022 / HAU Welcome Week timetable / Lab induction* *Animals/Dogs on campus policy (harper-adams.ac.uk)* *Our Standards	Red Tractor*		✓

	Guidance for handling in the Companion Animal House Unit (CAHU) / Red Tractor Certificates / Dogs used in teaching - assessment forms *Fire Safety Protocol / Fire Procedure* The review timescales for policies, and consistency of student access to risk assessments, are variable. The strategy for the updating and communicating of Health & Safety policies and risk assessments, particularly to students, lacks clarity and consistency, although the academic policies are effective and reviewed timeously. No Standard Operating Procedures (SOPs) are available for clinical teaching areas meaning that there is a risk of inconsistency in practice.		5
1.2	Prioritise the wellbeing of people. *Evidence reviewed:* *Peer Observation in Pairs scheme / PoP Form template / Completed examples of PoP forms* *Peer Observation Scheme (office.com)* *Continued Professional Development (CPD) - Staff Development Policy and Staff Development Application* *Please see 1.1c for documents relating to staff inductions* *Personal Development Review (PDR) form / PDR Guidance for Managers* *HealthAssuredEap.co.uk* *Work With Us - Jobs - Wellbeing	Harper Adams University (harper-adams.ac.uk)* *Nominated staff member for wellbeing - Libby Leach (HAU Chaplain) plus the Employee Assistance Programme* *Pastoral support* *AQA Manual Section 7: Responsibilities of Academic Staff and Students* *Student Safety Handbook 2018 (harper-adams.ac.uk)* *Student Health and Wellbeing Policy (harper-adams.ac.uk)* *Student Conduct and Discipline Policy (harper-adams.ac.uk)* *Respect Policy (harper-adams.ac.uk)* *University Life - Student Support	Harper Adams University (harper-adams.ac.uk)* *Health & Wellbeing - Home (sharepoint.com)* *Mental Health First Aider Training Certificates* *University Community Charter (harper-adams.ac.uk)* *Suicide Safer Strategy (harper-adams.ac.uk)* *Break in Studies Policy (harper-adams.ac.uk)* *Mental health support procedures* The policies for wellbeing, and the resources in place to provide student wellbeing advice, are excellent. The approach to embedding wellbeing support into learning and assessment is an example of best practice. Nonetheless, the monitoring and proactive support for non-engaging or	✓	

	'silent' students raises concerns due to the lack of timetabled one-to-one meetings – this is discussed further in Standard 3.			
1.3	Ensure that facilities and physical resources, including those used for clinical learning, comply with all relevant legislation including UK animal care and welfare standards. *Evidence reviewed:* *Training practice (TP)/Auxiliary Training Practices (aTP) lists with risk assessments* *VMD Registration Number: 2041285 and RCVS Practice Premises register number: 7393540* *Policy for storage and disposal of POM-V products* *Policy for onsite animals* *Code of Practice for the Elizabeth Creek Laboratories - micro labs and anatomy lab and the Terms of Reference for the Biological Safety Committee* *Course Committee Meeting Agenda* *Equipment for practical teaching* *Risk assessments for practical lab tasks* *Dog policy and risk assessments* The facilities at HAU are excellent and students report satisfaction with the resources available. The primary concern is the lack of full risk assessment and fire inspection/safety information in the Veterinary Education Centre. Additionally, the dog policy and individual dog risk assessments are out of date and need to be reviewed.			✓
1.4	Ensure clients have the opportunity to give, and if required withdraw, their informed consent to students being involved in the care of their animals. *Evidence reviewed:* *Standard Operating Procedures* *Poster regarding consent* *Consent guidance within pre-operative paperwork* *Website content* *Consent forms* *TP/aTP approval forms* A standardised poster is provided by the university to training practices (TPs), and the information provided to clients is monitored during visits. Some evidence supplied did not offer the opportunity to withdraw consent, however posters supplied by the institution do clearly offer the ability to withdraw consent.	✓		
1.5	Promote client, public and animal safety and welfare and maintaining confidentiality. *Evidence reviewed:*	✓		

	Job descriptions for VN Technician, Clinical Educator and Administrative Assistant *General Data Protection Regulation policy* *TP/aTP approval forms* *TP/aTP risk assessments* *Digital Professionalism for Veterinary Nurses* *Research Ethics Policy* Policies are in place to consider client, public and animal safety. These are also reflected in the expectations described within discussions.		
1.6	Ensure students and educators understand how to raise concerns or complaints and are encouraged and supported to do so in line with local and national policies without fear of adverse consequences. *Evidence reviewed:* *GDPR Consent Form (kimspweb.uk)* *Respect Policy (harper-adams.ac.uk)* *VN Course Committee / VN Course Committee meeting minutes* *HAU VN Course Handbook / Staff Handbook / Placement Handbook* *Student Contract Terms and Conditions 2022-23 (harper-adams.ac.uk)* *Rough Guide to Student Life 2022/23 (office.com)* *Induction policy and timetables for students and staff* *Complaints Policy (harper-adams.ac.uk)* *Whistle Blowing Procedure* *Digital Professionalism* *Safeguarding Policy* *Student Health and Wellbeing Policy (harper-adams.ac.uk)* Policies for raising complaints are suitable and available to staff and students. The policies are appropriate and reflect standard practice.	✓	
1.7	Ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised. *Evidence reviewed:* *Complaints review board* *Complaints Policy (harper-adams.ac.uk)* *Fitness to Practice Policy and Procedures for Veterinary Nurse Students (harper-adams.ac.uk)* *Safeguarding Policy* *Student Health and Wellbeing Policy (harper-adams.ac.uk)* Within the evidence submission HAU indicated that it would provide examples of complaints during the event. This was further alluded to during the event but was not provided to the panel and therefore compliance could not be confirmed.		✓

1.8	Ensure mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated.		✓
	Evidence reviewed:		
	Clinical audit reports		
	Complaints Policy (harper-adams.ac.uk)		
	Respect Policy (harper-adams.ac.uk)		
	Student Conduct and Discipline Policy (harper-adams.ac.uk)		
	Harassment-Racism-Bullying-Incident-Handling-Proce.pdf (harper-adams.ac.uk)		
	Student Safety Handbook 2018 (harper-adams.ac.uk)		
	Legal and Governance - Publication Scheme - Committee Minutes | Harper Adams University (harper-adams.ac.uk)		
	The evidence of investigation and outcome of mistakes or incidents has not been provided to the panel.		
1.9	Ensure students are supported and supervised in being open and honest in accordance with the RCVS Codes of Professional Conduct.	✓	
	Evidence reviewed:		
	Fitness to Practice Policy and Procedures for Veterinary Nurse Students (harper-adams.ac.uk)		
	VN Annual Course Monitoring		
	Module/unit handbook		
	CoPC linked to the VN Course Noticeboard on the Learning Hub		
	Lesson plans referencing RCVS CoPC		
	Scheme of Work for A5024C17 Professional Practise module		
	Day One Skills Recording Tool		
	Learning logs		
	Working as a Veterinary Professional A4020C17 reflection on assignment writing process - https://forms.office.com/r/wKLEq9Rsae		
	Reflective diaries and in particular reflecting on feedback, are being utilised within the Academic and Professional Development stream in the new HF curriculum		
	Student handbook		
	Placement handbook		
	The information provided to students regarding the RCVS Code of Professional Conduct (CoPC) is good and available in several forms. There is reference to the CoPC across student information and within teaching plans. The knowledge of SVN requirements, and the support in developing these attributes, by the wellbeing and support teams was very evident and demonstrated excellent practice.		

1.10	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.	✓	
	Evidence reviewed:		
	Lesson observations records		
	Staff training records		
	CPD records		
	HAU Self-Assessment Report 2021-22		
	Student (SU - Student Voice) feedback		
	External examiner report		
	HAU_LearningTeachingAssessmentPolicy.pdf (harper-adams.ac.uk)		
	Respect Policy (harper-adams.ac.uk)		
	Learning-Teaching-and-Student-Experience-Strategy.pdf (harper-adams.ac.uk)		
	Single Equality Scheme		
	Equality and Diversity policy (harper-adams.ac.uk)		
	University Life - Student Support - Academic support | Harper Adams University (harper-adams.ac.uk)		
	Complaints Policy (harper-adams.ac.uk)		
	The evidence has demonstrated an open acknowledgement of challenges the university is facing regarding difficult relations between some groups, and inappropriate behaviours that have been exhibited by some students. There has been good work undertaken in developing the Respect policy, and both students and staff recognise that there have been improvements. It is also recognised that there are still challenges, however, and though the work of the student union is proactive, the university action planning may require further clarity.		
1.11	Advance equality of opportunity through effective use of information and data.	✓	
	Evidence reviewed:		
	Self-Assessment Reports		
	External examiner reports		
	HAU Combined Annual Monitoring Critical Appraisal Report		
	National student survey data		
	HAU Access and Participation Plan / Office for Students fee data		
	Unconscious Bias Training / Professional Practise module scheme of work / Laurence Harvey - Unconscious Bias training notes		
	BSc / BSc (Hons) Veterinary Nursing Degree | Harper Adams University | Undergraduate (harper-adams.ac.uk)		
	The course management team are provided with appropriate data which is evaluated as part of the annual monitoring process. There are actions relating to improving diversity within the programme, though it is unclear how this will be achieved as the wording could be more specific.		

1.12	Work to promote inter-professional education and inter-professional practice and support opportunities for research collaboration. *Evidence reviewed:* *Approved Harper Forward Framework incl Graduate Attributes* *Module/unit handbooks* *Secondment Policy* *Examples of guest (expert) speakers* *Research | Harper Adams University (harper-adams.ac.uk)* *Approved Harper Forward Framework incl Graduate Attributes detailing where group work will take place - please see Standard 1.12a* *Freedom of Speech* *Implementation of practical co-education within an interprofessional veterinary education centre* There are several advantageous opportunities to work with other peers and professionals within the programme, including joint taught modules, work with veterinary physiotherapists, and work with a variety of professionals within placements. There have been some limited initiatives for students to work with veterinary students at Harper & Keele University, however, it is acknowledged that this has not been strategically developed.	✓	
1.13	Promote evidenced-based improvement in education and veterinary nursing practice. *Evidence reviewed:* *Research Committee* *Research | Harper Adams University (harper-adams.ac.uk)* *Programme level intended learning outcomes* *Module/unit handbooks* *Secondment Policy and timetables* *Guest (expert) speaker timetables* *Journal club run as part of the Clinical Research Methods module at level 5 / EBVM: A Quick Guide to Evaluating Veterinary Evidence article* *Clinical audits* *Clinical governance* *Quality improvement policies and procedures.* Students are provided with several opportunities to develop their understanding of evidence based veterinary medicine, and to investigate a veterinary nursing question within their Honours project. There was some evidence of VN and pedagogic research within the teaching team, and although institutionally encouraged, this could be improved through better support with time allocation, which is expanded on in Standard 4.	✓	

Conclusion:

The university has a range of appropriate policies and procedures to support the learning culture and is clearly making improvements to the direction and ethos within the institution. There is a sense that the visit has occurred early in this transition, however, and there are improvements which could be made to strategically drive change. The senior leadership could be more directed in the mechanisms to support the programme team, and to ensure that development is proactive rather than reactive.

Suggestions:
a. Develop Standard Operating Procedures for clinical learning environments and make these accessible for students.
b. Demonstrate improvements to ED&I in relation to protected characteristics on campus.
c. Demonstrate how the Respect Policy is being implemented in relation to the VN course.
d. Address variation in Training Practice engagement in offering withdrawal of consent for students caring for their animals.

Actions:
a. Provide examples of complaints procedures being followed.
b. Provide examples of the legal governance publication scheme in action.
c. Update all out of date policies e.g., Fire safety policy 2016.
d. Develop a strategy for updating all policies within the required timeframe.
e. Make risk assessments accessible to students.

Areas for Commendation:
a. HAU has recognised that there are issues on campus regarding EDI and has started to address these.

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.

<table>
<tr><td colspan="4">Standard met</td></tr>
<tr><td colspan="4">Accredited Education Institutions, together with Centres and Training Practices, must:</td></tr>
<tr><td></td><td>Requirements</td><td>Met</td><td>Not Met</td></tr>
<tr>
<td>2.1</td>
<td>Comply with all relevant legal, regulatory, professional and educational requirements.
Evidence reviewed:
Office of Qualifications and Examinations Regulation (Ofqual) report and action plans
The OfS Register - Office for Students
Quality Assurance Agency (QAA) report and action plans
RCVS quality monitoring report and action plans
External examiners reports and action plans
Minutes of validation/accreditation event

The university has provided evidence of its compliance with national and regulatory requirements, although reflection was not evident in all CPD logs of RCVS registered personnel, which is now a requirement.</td>
<td></td>
<td>✓</td>
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<tr>
<td>2.2</td>
<td>Provide all information and evidence required by regulators in a timely manner i.e. within published timescales.
Evidence reviewed:
Legal and Governance - Publication Scheme | Harper Adams University (harper-adams.ac.uk)
HAU Support Visit Agenda

The evidence demonstrates that information has been submitted on time and therefore this criterion is met. Some information lacks sufficiency, such as the lack of personnel on the visit agenda, which should be considered for future visits. A new EE has been recruited, but their CV and CPD records were not submitted as part of the accreditation review.</td>
<td>✓</td>
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<td>2.3</td>
<td>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.</td>
<td></td>
<td>✓</td>
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	Evidence reviewed: *Curriculum mapping documents to meet RCVS Day One Competences/RCVS Day One Skills* *Curriculum mapping document to QAA Veterinary Nursing Benchmarks (HEIs)* Although the programme has been previously accredited, the RCVS Day One Competences and Day One Skills (DOC/DOS) and QAA Benchmark statements have subsequently been reviewed. The module descriptors and programme specification will need be reviewed separately prior to determining if the current programme meets these requirements.			
2.4	Comply with the RCVS Code of Professional Conduct for Veterinary Nurses. *Evidence reviewed:* *Module/unit documentation* *Programme curriculum* *Lesson observation records* *Schemes of Work* *Lesson planning documentation* *Student and Clinical Supervisor handbooks* The programme supports students to comply with the CoPC and is referenced to the current requirements.	✓	
2.5	Comply with the RCVS Veterinary Nursing Registration Rules. *Evidence reviewed:* *Adequate placement provision/employment* *Programme specification* *Qualification Handbook* The programme design and procedures meet the requirements of the VN Registration Rules. Alternate programme, or exit, awards include 'Veterinary' in the title, which may lead to confusion regarding ability to apply for registration.	✓	
2.6	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. *Evidence reviewed:* *Memoranda of Understanding* *Quality Assurance Procedures* *Risk assessments* *Review meeting minutes*	✓	

	TP/aTP handbook *Clinical Supervisor handbook* *Delivery Site approval documents* *TP/aTP secondment documents* Memoranda of Understanding (MOUs) with Training Practices are appropriate, clear, and up to date.			
2.7	Ensure that recruitment, selection and retention of students is open, fair and transparent and includes measures to understand and address underrepresentation. *Evidence reviewed:* *BSc / BSc (Hons) Veterinary Nursing Degree	Harper Adams University	Undergraduate (harper-adams.ac.uk)* *Student Sponsorship Policy and Procedure for Managing Overseas Visa Sponsored Students (harper-adams.ac.uk)* *Admissions Policy (harper-adams.ac.uk)* *339_English-Language-Policy.pdf (harper-adams.ac.uk)* *Apply - How to Apply - Access to Harper	Harper Adams University (harper-adams.ac.uk)* *Recruitment documentation: confidential work experience reference from veterinary practice Wex providers / Vocational Log / Fitness to Practise questionnaire* *Login (education.gov.uk)* *All undergraduate applications come through UCAS* *Accredited Prior Learning (APL)/Recognised Prior Learning (RPL) policy* *Equality of opportunity policy* *Visa Sponsored Student Applicant Interview form* *Offer holder day planning* *Self-Assessment Reports* *Access and Participation plan and accessible summary* The university has a policy of not interviewing applicants, and selects students based on UCAS application, statements, and references from work experience. The selection criteria for ranking applications and which offers are made is unclear and could be seen as subjective to applicants. The university holds 'offer holder' days, providing students an opportunity to see the campus before commencing studies. Panel members described the HARDI (Harper Adams Rural Deprivation Index), developed by the institution to assist in understanding the recruitment of students. This was seen as a positive and beneficial step in addressing widening participation.			✓

2.8	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. *Evidence reviewed:* *Programme specification* *Undergraduate - Prospectus	Harper Adams University Undergraduate - Veterinary Nursing Degrees	Harper Adams University* *VN Newsletter* *Student Sponsorship Policy and Procedure for Managing Overseas Visa Sponsored Students (harper-adams.ac.uk)* The criteria for entry to the programme, including adapted entry requirements, are clear and appropriate, ensuring that all students have achieved an appropriate minimum standard.	✓	
2.9	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. *Evidence reviewed:* *Fitness to Practice Policy and Procedures for Veterinary Nurse Students (harper-adams.ac.uk)* *Induction procedure* *Timetables* *Course Tutor Scheme of Work* *Recruitment policy* *Student interviews* *Student handbook* Appropriate information is provided at offer holders days, induction and at each year of the programme, and there is encouragement to disclose any changes within that year.	✓	
2.10	Demonstrate a robust process for recognition of prior learning (RPL). *Evidence reviewed:* *RPL/APL Policy* *RPL/APL documentation* *RPL/APL decision recording* *Transfer-policy.pdf (harper-adams.ac.uk)* There is an appropriate recognition of prior learning process in place.	✓	
2.11	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. *Evidence reviewed:*	✓	

	Student handbook *Programme handbook* *TP/aTP handbook* *Fitness to Practice Policy and Procedures for Veterinary Nurse Students (harper-adams.ac.uk)* *RCVS enrolment guidance* *RCVS Registration guidance* *Clinical supervisor handbook* *RCVS CoPC references within relevant documentation* There is robust information provided to students within the student and programme information in handbooks, the virtual learning environment (VLE) and on the website.		
2.12	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. *Evidence reviewed:* *Fitness to Practice Policy and Procedures for Veterinary Nurse Students (harper-adams.ac.uk)* *Student Health and Wellbeing Policy (harper-adams.ac.uk)* *Student Conduct and Discipline Policy (harper-adams.ac.uk)* *Respect Policy (harper-adams.ac.uk)* *Drugs and Alcohol Policy (harper-adams.ac.uk)* *Attendance Monitoring* *Student-Engagement-Policy.pdf (harper-adams.ac.uk)* *Academic Appeals Policy and Procedure (harper-adams.ac.uk)* *Student-Discipline-Appeal-Form.docx (live.com)* *Academic-Integrity-and-Academic-Misconduct-A-Guide.pdf (harper-adams.ac.uk)* *University Community Charter (harper-adams.ac.uk)* *Student Contract Terms and Conditions 2022-23 (harper-adams.ac.uk)* The Fitness to Practise (FtP) policy and procedure is appropriate and followed effectively. The evidence demonstrated that the process is followed in a constructive and supportive way.	✓	
2.13	Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award. *Evidence reviewed:* *Board of Examiners meeting minutes* *Student progression meeting minutes* *Student progression data including awards* *Exit award details*	✓	

	Processes are in place to review student outcomes and confirm achievement of the programme requirements.			
2.14	Regularly review all learning environments and provide assurance that they are safe, effective and fit for purpose. *Evidence reviewed:* *Course reviews* *Student feedback* *TP/aTP quality monitoring paperwork* *Risk assessments* *Health and Safety Policy* *QAV risk banding guidance* *AEI visit documentation (site visit or site review documentation)* *Memorandum of Understanding* *External Examiner reports* *External Quality Assurance reports* *Student Safety Handbook 2018 (harper-adams.ac.uk)* *Information Security Policy	Harper Adams University (harper-adams.ac.uk)* *IT Acceptable Use Policy	Harper Adams University (harper-adams.ac.uk)* The new Veterinary Education Centre is an excellent resource, with a variety of clinical teaching spaces which are fit for purpose. However, the building has not had the safety reviews that are legally required and therefore this needs to be urgently addressed.			✓
2.15	Appoint appropriately qualified and experienced people for programme development and delivery. *Evidence reviewed:* *Staff lists and expertise* *Staff development plan* *Staff in-house training records* *Job descriptions* *Example VN Workload Plan* *Recruitment policy* *External Examiner/Adviser recruitment policy* There is a committed teaching team supporting the programme, with a variety of lecturers, senior lecturers, clinical educators and IQAs inputting to the programme. The EE recruitment policy was clear with reassurance that this role would be filled by someone with appropriate qualifications and experience. HAU is reminded that Veterinary Nurse Education Committee (VNEC) must be informed of EE appointments.	✓		
2.16	Where an Accredited Education Institution is not yet fully accredited, or at the discretion of Veterinary Nurse Education Committee, facilitate the	N/A		

	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. *Evidence reviewed:* *None* The existing HAU provision has full accreditation status.		
2.17	Where an Accredited Education Institution plans to make any changes to its provision, including assessment, the RCVS must approve all changes prior to implementation. *Evidence reviewed:* *Correspondence with RCVS regarding proposed changes* The programme team indicated that there had been no changes to the programme except during the Covid 19 pandemic. There was awareness amongst the team that all changes must be approved by VNEC, but there is no written process to ensure that decisions made by the Programme Approval Committee (PAC), or other changes will be notified to the RCVS.		✓
2.18	Provide evidence that adequate market demand and finances are in place and are sufficient to sustain and develop the programme and have been approved by the Higher Education Institution or Awarding Organisation. *Evidence reviewed:* *Budget* *Student Fees and Charges 2023/24 (harper-adams.ac.uk)* *Legal and Governance - Facts and figures	Harper Adams University (harper-adams.ac.uk)* *Annual Accounts* *Competitor Analysis* *Harper Adams University (qaa.ac.uk)* *Evidence of demand for the programme (the market)* *Marketing strategy for the programme* *NSS survey* Market demand analysis and application trends were reviewed and demonstrate sufficient interest for the targets identified. There is a process in place to identify the resources required across the university to support the continued growth this analysis has identified.	✓	

Conclusion:

The university has demonstrated that, overall, it meets the requirements of its governance and legal obligations. There are areas where practices have been revised, however, these are not always clearly defined in policy. There is a clear demonstration that the programme has a strong market demand, and that the university recognises its ongoing success.

Suggestions:

a. Review spelling of competencies/competences throughout all documents when referring to the RCVS Day One Competences.

b. Consider changing the name for the alternative exit award to remove the term 'veterinary' from the title.

c. Provide the CV and CPD for the External Examiner.

Actions:

a. Update reflections for all staff CPD records for this academic year.

b. Provide a selection policy for admissions including a rationale for selection of applicants.

c. Develop a written policy to notify the RCVS of any changes made to the programme.

d. Provide evidence of fire inspection and safety legislation requirements having been met for the Veterinary Education Centre.

Areas for Commendation:

a. HARDI (Harper Adams Rural Deprivation Index) is valuable for widening participation. This could be publicised further to promote awareness.

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 not met		
	Accredited Education Institutions, together with Centres and Training Practices, must ensure that all students:		
	Requirements	**Met**	**Not Met**
3.1	Are well prepared for learning in theory and practice having received relevant inductions. *Evidence reviewed:* *Induction handbooks* *Induction timetables* *Induction materials for DOS recording platform* Students receive academic, practical and wellbeing inductions for the course and these sessions are compulsory during their induction period. Students are provided with a Nursing Progress Log (NPL) induction tool and skills guidance which references the DOC/DOS and CoPC.	✓	
3.2	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. *Evidence reviewed:* *Practical, equipment, consumables, and animal collection resource list* *University Life - The Library | Harper Adams University (harper-adams.ac.uk)* *University Life - Student Support - IT Support | Harper Adams University (harper-adams.ac.uk)* *Timetabled resources* *Clinical placement audits* *TP/aTP risk assessments* Students are provided with an excellent quality and quantity of practical equipment and consumables to aid their learning, particularly in the Veterinary Education Centre clinical skills areas. The list of practical equipment and consumables provided in the evidence submission was	✓	

			✓
	minimal and should be updated to reflect current equipment provision. The panel were informed that students have good access to physical and virtual books and journals via the library on campus. Clinical placement audits and TP/aTP risk assessments are up to date and thorough.		
3.3	Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, practice placements and other information relevant to the programme. *Evidence reviewed:* *Programme handbooks* *Timetables* *Schemes of work* *Placement correspondence* *VN CAMCAR* *Fitness to Practise questionnaire* Information provided in some student facing documents is inaccurate and requires updating. In particular, the *Fitness to practise questionnaire* and *programme handbooks* contained a number of inaccuracies relating to direct accreditation with the RCVS, eligibility for joining the RCVS register, licence to practise, enrolment with the RCVS and international recognition of the programme. Clarity is needed so that students are aware that registration as a veterinary nurse with the RCVS, upon successful completion of the programme, is not automatic and that they must apply for this.		✓
3.4	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. *Evidence reviewed:* *TP/aTP Approval forms* *Expert witness forms/statements* Students spend 10 weeks during their first year on placement and complete a sandwich year placement for one year during the third year of the course. Examples of TP rotas were listed as evidence, but none were submitted or shown to the panel. A basic template of an *expert witness form*, used to assess a student's competency in the DOS in the clinical supervisor's absence, was provided as evidence, but no completed examples were provided within the evidence submission. Guidance of how to use these forms should be provided to TPs to enhance the learning experience of students on clinical placements.		✓

3.5	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. *Evidence reviewed:* *Programme handbooks* *TP handbooks* *Module/Unit descriptors* *List of clinical skills resources* Examples of assessments and examinations were made available to the panel during the visit but due to the modules for the programme not being reviewed during the event it was not possible to determine if this requirement has been met. This will be discussed further in the report for Standard 5. The *List of clinical skills resources* provided was minimal. Despite this, the clinical learning facilities shown to the panel at the visit were of an excellent standard, and the *List of clinical skills resources* should be updated to reflect this.		✓
3.6	Are supervised and supported in clinical placement learning in accordance with RCVS Standards Framework for Veterinary Nurse Education and Training. *Evidence reviewed:* *TP/aTP student timetabled hours/rotas* *Clinical placement audits* *Training Practice handbook* *Student TP feedback* *Audit strategy for clinical placement tutorials* *Clinical placement visit strategy* Student feedback at the visit was largely positive surrounding support during clinical placement. *Clinical placement audits* are thorough and show effective support from the University for both students and their clinical supervisors (CSs). IQA distribution and availability for all students on clinical placements is excellent.	✓	
3.7	Are supervised according to their individual learning needs, proficiency and confidence. *Evidence reviewed:* *Individual learning plans* *TP/aTP student reports* *HAU_LearningTeachingAssessmentPolicy.pdf (harper-adams.ac.uk)* *University Life - Student Support	Harper Adams University (harper-adams.ac.uk)* *Clinical placement tutorial records*	✓	

	Students are assigned a suitably qualified CS whilst they are on placement. The structure surrounding training and standardisation of CSs is appropriate and practice monitoring evidenced appropriate supervision. The support in place from the student wellbeing team to help support students with additional learning needs is excellent.			
3.8	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. *Evidence reviewed:* *Timetables* *Practice rotas* *Memoranda of Understanding* *TP handbook* Student timetables showed that students are encouraged to manage their time and are given appropriate time to complete all tasks whilst on placement and on campus. Students are encouraged to take responsibility for their own clinical learning with support from the TP/aTP. The *TP handbook* states that students should be given a standard, set time, each week to record the DOS on their NPL.	✓		
3.9	Are assigned and have access to a nominated academic tutor/lead for each part of the education programme. *Evidence reviewed:* *Student feedback* *Programme specification* *Student handbook* *Personal tutor allocations* *Examples of Support to Study meetings* *Support To Study (sharepoint.com)* Year group support is available from year group tutors for academic concerns. Information on year group leads is readily available to students both in their handbooks and on the online learning platform.	✓		
3.10	Have the necessary support and information to manage any interruptions to the study of programmes for any reason. *Evidence reviewed:* *Student handbook* *Programme handbook* *Student-Protection-Plan.pdf (harper-adams.ac.uk)* *Break in Studies Policy (harper-adams.ac.uk)* *Fitness to Practice Policy and Procedures for Veterinary Nurse Students (harper-adams.ac.uk)*	✓		

	Students are provided with a course and placement handbook containing information about student support and wellbeing. If, for any reason, the student takes a break in studies, they will be contacted three times throughout the year by the wellbeing team, which the panel commended. Student handbooks contain information on FtP and CoPC. The FtP policy and procedure is clear which allows any concerns to be reported and fully investigated.			
3.11	Have their diverse needs respected and considered across all learning environments. *Evidence reviewed:* *Equality and Diversity policy (harper-adams.ac.uk)* *HAU_LearningTeachingAssessmentPolicy.pdf (harper-adams.ac.uk)* *Fitness to Practice Policy and Procedures for Veterinary Nurse Students (harper-adams.ac.uk)* *Student Health and Wellbeing Policy (harper-adams.ac.uk)* *University Life - Student Support - Academic support	Harper Adams University (harper-adams.ac.uk)* *Student-Engagement-Policy.pdf (harper-adams.ac.uk)* Students are supported by the Wellbeing Team and the Disability and Leaner Support Team and are encouraged to inform the University, and any placements, of any reasonable adjustments to learning. Information on additional learning support and FtP is readily available to all students. All students undergo assessment via occupational health, and support is structured accordingly based on their individual requirements.	✓	
3.12	Are provided with support and adjustments in accordance with equalities and human rights legislation and good practice. *Evidence reviewed:* *Equality and Diversity policy (harper-adams.ac.uk)* *HAU_LearningTeachingAssessmentPolicy.pdf (harper-adams.ac.uk)* *University Life - Student Support	Harper Adams University (harper-adams.ac.uk)* *Guide to Inclusive Learning and Teaching (harper-adams.ac.uk)* *Safeguarding policy* All policies surrounding equalities and human rights legislation are appropriate and up to date. Student support is readily available and accessible to all students both on campus and on clinical placements. There are opportunities for students to express concerns related to equality and diversity via course representative meetings.	✓	

3.13	Are protected from discrimination, harassment and other behaviour that undermines their performance or confidence.		✓
	Evidence reviewed:		
	Equality and Diversity policy (harper-adams.ac.uk)		
	Harassment-Racism-Bullying-Incident-Handling-Proce.pdf (harper-adams.ac.uk)		
	Respect Policy (harper-adams.ac.uk)		
	Student Conduct and Discipline Policy (harper-adams.ac.uk)		
	Safeguarding policy		
	The *Respect Policy* was put in place to improve the culture within the University as the result of some distressing events that occurred on campus and the feedback given by students in the NSS. The NSS survey engagement was low, but students at the visit confirmed that the themes causing concern were accurate. No evidence of how the policy is being actively put into place by the University could be provided to the panel. The primary concern surrounds students feeling unsafe on campus and how this is being actively addressed by HAU, in addition to the *Respect policy* and *Safeguarding policy.* All students should be actively protected by the University from such events.		
3.14	Are provided with information and support which encourages them to take responsibility for their own mental and physical health and wellbeing.	✓	
	Evidence reviewed:		
	Programme handbook		
	Course tutoring system		
	Student Health and Wellbeing Policy (harper-adams.ac.uk)		
	*University Life - Student Support	Harper Adams University (harper-adams.ac.uk)*		
	Student feedback		
	Induction timetable		
	*Sports, clubs and social life	Harper Adams University (harper-adams.ac.uk)*		
	Health & Wellbeing - Home (sharepoint.com)		
	Students are encouraged to be proactive and resilient and are provided with the support to do so. Support and wellbeing services are promoted in the course handbook and are readily accessible to all students, both on campus and those on clinical placements.		
3.15	Are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice.		✓
	Evidence reviewed:		
	Personal tutor handbook		
	Personal tutorial records		

	Module/Unit descriptors *Programme Handbook* *Student feedback* *Guidance provided regarding the RCVS DOS* The support provided by the wellbeing team for students at HAU is to be commended, particularly for those students taking a break in studies. However, students explained that they have a year group tutor but do not have specific personal tutors causing a lack of one-to-one support. The monitoring and proactive support for non-engaging or 'silent' students raises concerns due to the lack of timetabled one-to-one meetings. It is a concern that these students may be struggling in silence and the University is not actively ensuring their welfare unless the student reaches out first themselves.		
3.16	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. *Evidence reviewed:* *Peer assessment* *TP/aTP handbook* *Professional behavioural tool* *Guest (expert) lecturer timetables* *Mentor programmes* *Assessment examples* *Documentation detailing guidance regarding expert witnesses* Student feedback during the visit was positive surrounding collaborative sessions with the veterinary students, as they felt that they benefited them both personally and professionally. Students also praised the use of external guest lecturers and the sessions delivered by these professionals, and the evidence submitted shows a good range and use of this approach to benefit student teaching sessions.	✓	
3.17	Receive constructive feedback throughout the programme to promote and encourage reflective learning. *Evidence reviewed:* *Feedback policy/procedures* *Clinical Supervisor records* *Evidence-based professional practice procedures* *Module/Unit descriptors* *Programme Handbook* *Assessment examples* *Formative assessment procedures* *Clinical supervisor records* *Clinical placement tutorial records*	✓	

	DOS sampling plans Feedback opportunities are provided to students regarding assessments but there is minimal encouragement to formally reflect on the feedback provided. *Clinical placement tutorial records* showed helpful feedback and engagement from students and CSs.		
3.18	Have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice. *Evidence reviewed:* *Use of National Student Survey (NSS)* Meetings are held with the student representatives of each year group to discuss any concerns. An example of topics discussed at these meetings in terms of meeting minutes was provided in the evidence submission, and the panel heard from students at the visit that they find these empowering and feel able to contribute to beneficial change with support. The current response rate to the NSS is low, but responses were concerning in terms of student safety. HAU should consider how to improve engagement with this and use it as a valuable tool to drive change both within the programme and regarding student morale on campus.	✓	
3.19	Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation. *Evidence reviewed:* *Professional behaviour guidance to students* *Professional behaviour guidance to Clinical Supervisors* *IQA sampling policy* Evidence of how professional behaviours are embedded in student and CS online platforms could not be provided to the panel.		✓

Conclusion:

Overall, this standard was not met largely due to concern around student safety. The responses to the NSS and student feedback shared during the visit highlighted some major safeguarding concerns on campus. HAU could not provide evidence to the panel of how they are actively driving change in these areas and ensuring these events do not occur, above and beyond the new *Respect policy*. In addition to this, there is concern surrounding 'silent students' and due to the lack of a structured personal tutor and one-to-one meeting system, it is feared that these students are not being recognised or pro-actively supported. This means there is potential for these students to be struggling in silence unless they reach out to the University themselves.

Suggestions:

a. Consider the strategic approach to collaborating with staff from the Harper Keele Veterinary School.

b. Consider methods for improving NSS engagement.

c. Develop a feedback strategy that ensures consistent and constructive feedback is provided to students.

d. Develop a standardised assessment timetable template for use across all years of the programme.

e. Consider the opportunities for co-teaching and the impact that changes might have on the students, specifically for year 1 modules.

Actions:

a. Review all student facing documents to ensure that errors detailed in requirement 3.3 are corrected. HAU to provide a list of all documents which are being reviewed and once the review has taken place resubmit those documents with tracked changes.

b. Develop a formal process for pro-actively supporting individual students at each stage of the programme, including scheduled one-to-one meetings.

c. Evidence how the *Respect Policy and Safeguarding Policy* are being actively implemented by the University to improve student experience on campus.

d. Demonstrate how professional behaviours are embedded in the student and clinical supervisor online platforms.

Areas for Commendation:

a. The contact from the wellbeing team whilst students are on a break in learning.

b. Students being encouraged to take responsibility for their own mental health and physical wellbeing.

c. Students felt very strongly that they benefitted personally and professionally from the shared modules in year 1.

Standard 4 – Educators and assessors

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

	Standard met		
	Accredited Education Institutions, together with Centres and Training Practices, must ensure that all educators and assessors:		
	Requirements	**Met**	**Not Met**
4.1	Are appropriately qualified and experienced and always act as professional role models. *Evidence reviewed:* *CV and CPD records for the VN Team* *Professional development plans* *Student feedback* *Lesson observations, walk through and teaching reviews* *Staff Codes of Conduct* *RCVS registration status of personnel - please see CPD records to denote RVN or MRCVS / Staffing update* There is a long standing and experienced team in place at HAU who hold appropriate qualifications for their job roles. Whilst CPD records are all up to date with regards to hours undertaken, reflection of CPD is not being carried out consistently within the team with some members not currently meeting their RCVS requirements. There is a plan in place to prevent this in the future with reminders during the Personal Professional Review (PDR) process. Whilst CPD is financially supported, there does not appear to be a formalised plan for allocating time for this. A CPD policy was not viewed, so this approach remains unclear.		✓
4.2	Receive relevant induction, ongoing support, education and training which includes training in equality and diversity. *Evidence reviewed:* *CPD records* *Programme Manager attended CPD - Advance HE Inclusive Curriculum Design* *Professional development plans* *Annual appraisal process* *Induction procedures* *Evidence of Clinical Supervisor standardisation* *Completed reviews of Clinical Supervisor suitability (CV, CPD, registration checks)*	✓	

	Mental health first aid training *Assessment-Regulations-FAQs.pdf (harper-adams.ac.uk)* *Assessment Regulations (harper-adams.ac.uk)* *Academic-Integrity-and-Academic-Misconduct-A-Guide.pdf (harper-adams.ac.uk)* *Examination Rules (harper-adams.ac.uk)* *Assessment-Arrangements.pdf (harper-adams.ac.uk)* *Examiner training and standardisation procedures* There are clear induction procedures in place for the introduction of new staff members and examiners. The team are encouraged to undertake further training through CPD with a process in place to promote the sharing of knowledge learnt with the wider team. Whilst the team are supported financially with further development, the time allocation to facilitate this is unclear. The suitability of CSs is monitored annually with the submission of CPD records and attendance at standardisation events. Members of the placement team have recently attended a Mind Matters CPD event and plans are in place to disseminate this knowledge during CS standardisation to help support students in practice. In addition to this, all members of the veterinary nursing team are working towards becoming mental health first aiders.		
4.3	Have their diverse needs respected and considered and are provided with support and adjustments in accordance with equalities and human rights legislation and good practice. *Evidence reviewed:* *Staff induction policy* *Equality and Diversity policy (harper-adams.ac.uk)* *Recruitment Policy and Procedures* *Staff support services* *HAU_LearningTeachingAssessmentPolicy.pdf (harper-adams.ac.uk)* *Health and safety policy* *Course team interviews* The team are aware of the employee assistance programme available to them and are happy with the support provided through this mechanism. Since the opening of the Veterinary Education Centre, there has been a reduction in the size of communal staff areas; a key point noted was the lack of availability to heat food resulting in staff walking across campus to do this. The team also expressed that now the staff area is smaller it has reduced the ability to socialise with colleagues during breaks. Whilst the team are actively trying to improve their work life balance by reducing the time spent working outside of normal hours, this is proving	✓	

			✓
	difficult with the current workload. It is hoped that the new workload model will improve this but attention to staff feedback will be important to ensure success.		
4.4	Have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities. *Evidence reviewed:* *Staff workloads and staffing allocations* *Job descriptions* *Memoranda of Understanding* *Tutorial records* *Course team interviews* The team have a good relationship and support system providing help to each other where needed, however, the team feel that the current workload is too high. It appears that minimal time is available for the development of the course in areas such as OSCEs and the curricula. There was a consensus that staff were needing to work outside of their normal working hours to fulfil their roles. There was also some concern regarding the support to progress and complete further qualifications; this appears to be difficult for members of the team with caring responsibilities due to the lack of time available within working hours. There is currently a new workload framework being developed which will be introduced in the next academic year. Whilst the team have not been provided with the full details of this yet, the understanding is that this will be a positive and welcome change, providing more time to fulfil their roles. Once the new workload is established, feedback should be gained from the team to ensure the current concerns are addressed.		✓
4.5	Respond effectively to the learning needs of individuals. *Evidence reviewed:* *Student Feedback* *Student representative meeting minutes* *Personal tutorial timetables / minute* *Clinical placement records* *Records of reasonable adjustments* *Lesson observations* *University Life - Student Support	Harper Adams University (harper-adams.ac.uk)* *Guide to Inclusive Learning and Teaching (harper-adams.ac.uk)* *Special educational needs support* There is a range of support available to tailor learning to the student's individual needs. The team take a pro-active approach to this by requesting the students complete the FtP questionnaire at the start of the	✓	

	course, which highlights any areas for support and is re-assessed throughout the programme. In the cases where students need additional support there is an established student support team on campus, whose input is thorough and praised by both staff and students. The students are encouraged to be open with their CS with the disclosure of their additional learning needs; the student is well supported in this process by the placement team. There are clear processes in place to ensure the student continues to be supported appropriately during placement, the CS is informed of any additional requirements and supported in this via contact with the student support team as required.		32	
4.6	Are supportive and objective in their approach to student supervision, assessment and progression and appropriately share and use evidence to make decisions on student assessment and progression. *Evidence reviewed:* *Qualification assessment strategy* *Schedule of planned assessment* *Clear evidenced-based rationale for calculation of pass mark / cut score in assessment* *Clinical placement records/action plans* *Day One Skills recording tool* *Meeting minutes* *Day One Skills IQA strategy* *Self-assessment report* *Tutorial records* The evidence presented shows a clear process for progression throughout the programme.	✓		
4.7	Liaise, collaborate and action constructive feedback generated by colleagues, students and stakeholders to enhance their teaching assessment and to share effective practice. *Evidence reviewed:* *Policy for recruitment and training of assessment staff / moderators* *Standardisation meeting minutes* *External Examiner reports* *Teaching observations* *Student feedback* *Stakeholder feedback* *Meeting minutes with actions and dissemination plans* *RCVS or internal action plans and responses* *Examiner observations*	✓		

	The team has received feedback from students and stakeholders; however, the response rates are low, particularly from the stakeholders. A discussion was had surrounding how the feedback in the NSS is actioned, particularly regarding comments on a high assessment burden in the final year of the programme. The team has considered this by moving assessments, where possible, introducing interim deadlines for assignments, and supporting the students to develop their time management skills. It would be beneficial to consider ways of continuing to improve engagement of students with the NSS, potentially within course tutor sessions.

The feedback from stakeholders is very low; when discussed, the team posed that this could be due to pressures within the industry as they have had better response rates in previous years using the same methods. It would be beneficial to develop the engagement methods in these areas to help provide reliable feedback about experiences with the programme. Currently the team are using questionnaires sent via email which they feel get overlooked due to busy practice life; provision of in person events to gain feedback may be worth considering. It may also be beneficial to try and engage practice principals further, particularly as the team mentioned several RVNs having recently taken on this role. | | |
| 4.8 | 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.
Evidence reviewed:
Complaints Policy (harper-adams.ac.uk)
Protest Policy and the poster that initiated a review of this policy
Fitness to Practice Policy and Procedures for Veterinary Nurse Students (harper-adams.ac.uk)
Retention records
TP/aTP Risk register
Minutes of meetings, action plans and responses

There is a clear complaints policy in place which staff and students are aware of. Although requested, there has been no evidence of complaints submitted for review by the panel; it was therefore not possible to see how the complaint policy is followed. Students are taught about the FtP policy during course tutor sessions and their professional practice modules, including lectures on whistleblowing and information reporting concerns to the RCVS. | ✓ | |
| 4.9 | Ensure the programme lead is a Registered Veterinary Nurse (RVN) who has substantial experience of veterinary nurse education and training at a suitable level for the qualification(s) being delivered and holds a recognised teaching qualification. | ✓ | |

Evidence reviewed:		
CV and CPD records for Philippa Bond The programme lead is a Registered Veterinary Nurse who is experienced within the role. The workload levels appear to be high with some of the work being completed outside of working hours. As previously detailed, a new workload model is being introduced; this should be reviewed to ensure it is enabling the Programme Lead sufficient time and support to both complete their role and develop themselves.		

Conclusion:

The HAU team is well established and experienced with the appropriate skills to fulfil their job roles. Mental health is a key area of focus within the team which is commendable. There is a proactive approach to developing knowledge in this area and ensuring this is at the forefront of the student's experience both at university and during placement. The current approach to gaining feedback from practices does not appear to be working, so development in this area is needed to reflect changes in the industry.

An overarching theme in this standard is the high workload currently affecting the team, which is reducing their ability to both fulfil their job roles and progress professionally. There is a clear commitment from the team to progress the programme in the development of new curricula and OSCEs, however, this is likely to be hindered by the lack of time available to do this within working hours. The implementation of the new workload model in the next academic year will hopefully improve this, but it is essential to listen to feedback from the team and continue to develop it as required.

Suggestions:

a. Continue to try and engage TPs in providing feedback in a range of areas.
b. Develop a staff CPD policy.
c. Consider development of communal staff areas to provide sufficient space and facilities for the team.

Actions
a. Review the new workload model and ensure that the programme is properly resourced.
b. Ensure all members of the team are provided with the time to undertake development during their work hours.
c. Ensure all staff are given sufficient time to fulfil their roles during work hours e.g., development of new curriculum, development of OSCE.

Areas for Commendation:
a. The focus on mental health and the staff engagement in the further development and training of this.

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 5 is reported in 'FINAL Accreditation Report HAU Standard 5'

Standard 6 – Effective clinical learning

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

	Standard met		
	Accredited Education Institutions, together with Centres and Training Practices, must:		
	Requirements	Met	Not Met
6.1	Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses. *Evidence reviewed:* *TP/aTP list including RCVS TP number* *TP/aTP approval and monitoring documentation for UK practices* *Centralised TP/aTP and secondary affiliated TPs* *Consumable and equipment lists* *Clinical Coach Terms of Reference* *Clinical Coach CVs, CPD records and Clinical Coach Certificates* *Memoranda of Understanding* *Onsite clinical learning facilities and resources* *Risk banding policy for TPs/aTPs* The newly built Veterinary Education Centre is equipped with a large range of modern clinical equipment. The building has purpose built clinical areas to help prepare the students for clinical placement. The team has purchased and developed models to help simulate clinical skills such as blood sampling, intravenous catheter placement and cardio-pulmonary resuscitation. As identified previously, the equipment list provided does not reflect what is available; this should be updated to provide a full inventory of the facilities accessible. TPs are monitored appropriately with visits undertaken annually. There was a query over some TPs having an 'expired' status on the *Centralised TP/aTP and secondary affiliated TPs* document. The team explained that they had recently realised that the RCVS requires a TP approval form to be resubmitted for all TPs every 5 years. The 'expired' status reflects this form not yet being completed but the team are confident that TPs are compliant due to their annual monitoring visits.	✓	
6.2	Ensure students are enrolled with the RCVS prior to undertaking clinical placement (in order to comply with legislation). *Evidence reviewed:*	✓	

	Confirmation letter to students prior to arrival and course registration *Clinical Placement for Veterinary Nurses - VLE Resource* *RCVS enrolment* *Emails to students advising them of RCVS enrolment information and NPL logins* There is a clear policy for the enrolment of students with the RCVS. This is completed quickly and well in advance of students commencing their first placement block.		
6.3	Ensure students are actively learning and adequately supervised in all clinical learning environments. *Evidence reviewed:* *TP/aTP approval and monitoring documentation for UK practices* *Clinical coach interview records* *Student interview records* *Student tracker* *NPL report* *University staff CVs and CPD* *Clinical Coach Terms of Reference* *Progress Reviews* The team monitor learning and supervision during practice visits using CS and student interviews. Where concerns are raised from students about time spent with the CS these are followed up separately with the CS. This enables the team to accurately assess the situation and consider whether the CS requires more support or whether a different staff member would be more suited to the role. These interviews also feed into the risk banding of the CS, and student, and will determine whether contact frequency is changed. Practice rotas are checked to ensure students are adequately supervised by an RVN or MRCVS for the entirety of their shift. Information is given to practices about the requirements for student support and clearly states that lone working is not permitted. The placement team ensure that students are equipped with the knowledge they need to recognise what they should and should not be doing. The students are given this information in pre-placement sessions and provided with details on how to raise any concerns.	✓	
6.4	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. *Evidence reviewed:* *Centralised TP/aTP and secondary affiliated TPs*	✓	

	TP/aTP list including RCVS TP number *Placement set-up documents* *Communications with TPs/aTPs* *Clinical Placement for Veterinary Nurses - VLE Resource* *Record of Training* *Placement advertisements* *Individual placement support* *Placement Requirements Questionnaire* There is a robust process for sourcing placements, however, this does not appear to be fully transparent to students. The team are confident they have sufficient TP support to place students, although these may not be local to the student's home. In cases where a placement is not local, HAU ensures the student is fully supported with travel and accommodation. The placement process begins prior to the student arriving at HAU with the placement team requesting individual requirements via a questionnaire. In cases where students still require a placement, HAU contacts available TPs and provides students with details of suitable practices asking them to apply. Students also have access to placement adverts from TPs actively seeking a new student. Whilst it is clear that the placement team work hard to ensure students secure a placement, during the student interviews it appeared the students felt alone in the process; one student stated they had contacted 30 TPs with no responses. Whilst the number of students interviewed was small, and so this may not be reflective of all experiences, it would be worth providing clarity on the placement process. A student facing document would be beneficial clearly outlining what the student can expect from HAU and what is expected from the students themselves.		
6.5	All students must have sufficient time within the programme to achieve the Veterinary Nurse Registration Rules hours requirement. *Evidence reviewed:* *Programme design including placement module* *Record of Training* *Guidance on training hours and employment law* *UK clinical placement lists* There is sufficient time allocated to clinical placement across the programme to ensure all students can complete the DOS and required TP hours.	✓	
6.6	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. *Evidence reviewed:* *Overview of primary TPs/aTPs and secondary affiliated TPs* *Clinical coach CVs, RCVS registration, CPD records and clinical coach certificates* *Clinical Coach Terms of Reference* *Clinical coach interview records* *Clinical Coach training handbook* *Clinical Coach inductions* The team ensure CSs are compliant with their CPD and standardisation requirements on an annual basis. This is carried out by sending an email to all CSs requesting CPD records; standardisation session dates are sent out at the start of the year for CSs to book on to. If there is a new CS in a TP a separate training session will be undertaken on a one-to-one, or small group, basis. This is carried out by the IQA team and is a tailored session based on the CS's previous knowledge and experience. HAU encourages students to disclose any additional learning needs (ALNs) via their FtP questionnaires. Students are referred to support to study where an individual learning plan will be created. This plan can be used both in university and placement settings. Students are supported by the placement team to disclose ALNs to their CS, the placement team will then communicate with the CS to ensure support is available. The CS has access to the support to study team whilst the student is on placement, which is beneficial.		
6.7	Maintain accurate records of student clinical learning environment attendance and provide these to RCVS upon request. *Evidence reviewed:* *University attendance monitoring* *Record of Training* Attendance in clinical placement is recorded by the student on their record of training as an ongoing process. This is confirmed as accurate by the practice principal. Any concerns about attendance in practice would be passed onto the IQA via the CS for further investigation.	✓	
6.8	There must be sufficient TP support available for all recruited students. *Evidence reviewed:* *TP/aTP list including RCVS TP number* *Overview of primary TPs/aTPs and secondary affiliated TPs* *Placement set up overviews - per individual cohort* *Evidence of communication with primary affiliated centres* *TP/aTP visit strategy*	✓	

	There are enough TP/aTPs available to support the current numbers being recruited at HAU. The geographical availability of the IQA team to provide local, face-to-face practice support is commendable. All students will get at least one visit during their placements in addition to check-in calls and emails. The frequency of additional visits is dependent on risk banding allocation. It may be worth providing information to CSs and students about the minimum level of contact they should expect. A discussion was had about secondment protocols as no documentation on this had been provided. The team reported that secondment is not commonplace as their aTPs are within groups that include larger practices within their TP lists. Students therefore gain sufficient experience from TPs within their practice group and HAU feels they do not require secondment. In these cases, the student is not completing all skills in their allocated TP, which may be considered a secondment, and a secondment policy should be developed to accommodate this.		
6.9	Ensure that training practices either hold a primary affiliation with the Accredited Education Institution itself or its delivery site, or, where the training practice is to hold a secondary affiliation, that the training practice also holds a primary affiliation elsewhere and is an RCVS listed practice. *Evidence reviewed:* *Memoranda of Understanding* *TP/aTP list including RCVS TP number* *Placement set up overviews - per individual cohort* The evidence reviewed demonstrates a large number of primary affiliated TPs. In the event of a secondary affiliated TP being used there is evidence to show communication with other centres. There is a clear MoU in place with TPs outlining the expectation from HAU. A document titled *Standard Operating Procedures: Monitoring Visits* was provided to show how TPs are reviewed annually to ensure compliance; however, this was last updated in 2018. During discussion with the team, it transpired that this document had been updated, although the older version had been submitted. The current version was not viewed during the visit. All documents are reviewed and updated as required on an annual basis during the summer period.		✓
6.10	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. *Evidence reviewed:* *Memoranda of Understanding*	✓	

	Email comms to a secondary affiliated practice *Centre permission requests* *Placement set up overviews - per individual cohort* Evidence has been submitted demonstrating communication with other centres as required. HAU ensures contact is made prior to any decision being made on placing a student with a secondary affiliated TP.		
6.11	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). *Evidence reviewed:* *No international placements are currently used*	N/A	
6.12	Ensure clinical learning experiences are tailored to the student's stage of learning, competences and programme outcomes. *Evidence reviewed:* *Placement confirmation letter to aTP/TP* *Training Practice Handbook* *Student Placement Handbook (Yr 1)* *Clinical Coach and Student NPL induction and planning tool* *NPL report* *Risk banding policy for TPs/aTPs* *Clinical Supervisor training and standardisation* The *TP handbook* provided gives a high level of detail on student support and coaching. Students and CSs are encouraged to consider learning styles to ensure a successful learning experience whilst on placement. It was not clear how CSs were provided with information on the theoretical knowledge taught to students on placements. During discussion this was said to be provided by email prior to placement, however, this was not viewed and TP visits by RCVS personnel prior to the event identified that not all CSs received this. The team are planning to launch an online placement platform for students and CSs which will provide access to this information. Evidence of the information available via this platform will be required. HAU provided a detailed NPL guide to support students and CSs on case types and logging technique. This looks to be a useful tool, however, the version provided is based on the 2016 DOS. The team has recently updated this to reflect the current DOS, and the guidance will now be in an online format accessible on the online placement platform.		✓

	A discussion was had regarding NPL targets: there is a 10% completion target for the first-year placement but no documented targets for the placement year. There is an unofficial target of 50% completion by Christmas of the placement year, of which students are advised in pre-placement sessions. IQAs monitor progress to ensure the percentage completed is rising throughout the year, but there are no set targets to promote student independence. It may be worth considering whether documenting targets will help provide clarity for students.		
6.13	The veterinary team contribute to learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct. *Evidence reviewed:* *TP/aTP approval and monitoring documentation for UK practices* *Clinical Placement for Veterinary Nurses - VLE Resource* *Witness statements* *Team meeting minutes* *Memoranda of Understanding* HAU encourages interprofessional learning and promotes student engagement with other professionals in practice alongside their CS. Interprofessional learning will hopefully develop as the relationship with Harper-Keele progresses. A discussion was had surrounding the use of witness statements and the support provided to students and CSs. The team stated that information on this was provided in the *TP handbook,* but this was not found in the version submitted. The TP visits conducted by RCVS personnel ahead of the event also highlighted that CSs felt they would like to have more information on the utilisation of witness statements. It is possible that this information is being provided in the new versions of documents that will be accessed on the online placement platform. At the time of the accreditation event, evidence of this had not been reviewed; guidance in this area should be provided for both students and CSs.	✓	

Conclusion:

HAU has a dedicated and supportive placement team in place. Their commitment to provision of student placements is evident in the availability and relationships with TPs across the country, helping to ensure students can obtain a conveniently located placement in as many cases as possible. However, the level of support being provided does not appear to be transparent to the students, which needs to be reviewed to manage student expectation.

The onsite clinical facilities in the Veterinary Education Centre are outstanding and should be highlighted as a real benefit to helping prepare students for clinical placement. Additional support is required for CSs with regard to witness statements and student theoretical knowledge, which HAU is clearly trying to progress by creating an online placement platform. Hopefully, the introduction of this facility will improve

communications between HAU and CSs, providing easily accessible information to help provide a high standard of clinical training for students.

Suggestions:
a.   Ensure that there is a clear and transparent process in place to provide students with a placement.
b.   Provide specific guidance for the use of witness statements for clinical coaches and students.
c.   Develop a secondment policy and record.
d.   Provide a full inventory of all equipment.

Actions:
a. Provide evidence to demonstrate communication with TPs showing the stages of learning for each placement.
b. Provide the current version of the *Standard Operating Procedures: Monitoring Visits* document.

Areas for Commendation:
a.   Excellent clinical skills facilities.
b.   Enthusiasm, knowledge, and drive of the team for continuous improvement of the OSCEs.
c.   Availability of IQA staff across the country to ensure localised support.

Harper Adams University Accreditation Visit

May 2023

Standard 5

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

Contents

List of Panel Members

Emma Anscombe-Skirrow RVN, Chair

Joy Burgess-Carabini RVN, Student Representative

Victoria Hedges RVN, RCVS Examinations Manager

Louise Hodnett RVN, Employer Representative

Kirsty Young RVN, Educator Representative

Kirsty Williams, RCVS Education Quality Improvement Manager (Observer)

Key Staff met

Michael Lee, Deputy Vice Chancellor

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

Steven Barnett, Academic Registrar

Sarah Furniss, Resources and Financial Planning Manager

Jane Hill, Head of Learner Support and Disability

Emily Chapman-Waterhouse, Associate Head of Department

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

Suzanne Edwards RVN, Senior Lecturer and First-year Placement Manager

Caroline Bromley RVN, Sandwich-year Placement Manager

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

Linzi Nuttall RVN, Senior Lecturer and OSCE Manager

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

Lucy Evans RVN, Senior Lecturer

Carol Hicks RVN, IQAV (Senior Lecturer)

Summary of the Panel's findings

- Harper Adams University (HAU) was visited between 27 and 29 April 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

- Training Practices affiliated to HAU were visited by members of the RCVS VN Qualifications Team between 22 and 23 February 2023.

- The panel had insufficient information to make a decision on Standard 5 due to the modules being delivered for the next academic year not being presented for review. Following the event, the modules were submitted, and outcome of the review is found within this report. Section 5 will be published with the original report following the approval process.

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

Programme details

Requirements	Details
Name of organisation awarding the licence to practise qualification	Harper Adams University
Main address and contact details for the above organisation	Harper Adams University Newport, Shropshire, TF10 8NB United Kingdom Tel: 01952 820280
Name of Principal or Chief Executive Officer	Vice Chancellor: Professor Ken Sloane
Name of Programme Lead	Pippa Bond RVN
Proposed programme(s) title:	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
Address and contact details of proposed site/s for delivery of licence to practise qualification	Harper Adams University Newport Shropshire TF10 8NB
Pattern of delivery	4-year sandwich degree with intakes every September/October
Intakes and student numbers	Approximately 100 students per cohort

Standard 5 – Curricula and assessment

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

	Standard not met		
	Accredited Education Institutions, together with Centres and Training Practices, must ensure:		
	Requirements	**Met**	**Not Met**
5.1	Curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks for Veterinary Nurses and programme outcomes. *Evidence reviewed:* *Programme specifications* *VN Course Handbook 2022* *Master Programme mapping document and QAA mapping to graduate attributes* *Module Descriptors* Documents were provided demonstrating that the course outcomes, DOC / DOS and QAA HE Benchmarks for Veterinary Nurses are mapped to the modules.	✓	
5.2	Programmes are designed, developed, delivered, evaluated and improved based upon stakeholder feedback. *Evidence reviewed:* *Self-assessment reports* *Annual programme reviews* *Periodic programme reviews* *Regulatory reports* *Programme meeting minutes* *Stakeholder meeting minutes* *Action plans following stakeholder meetings* *Evidence of implementation of feedback* The modules reviewed are largely unchanged from those accredited by the RCVS in 2016. Whilst it is understood that stakeholder feedback was gathered when they were originally developed, no further feedback was obtained ahead of this event although it is accepted that the team were not expecting the RCVS to review the exiting modules. This must be		✓

				✓
	undertaken to evidence that the modules remain fit for purpose in both content and educational standards.			
5.3	Curricula remain relevant in respect of contemporary veterinary nursing practice. *Evidence reviewed:* *Curriculum meeting minutes* *External Examiner reports* *Stakeholder feedback; VN Team, current, prospective and past students, employers and placement providers* *Module Descriptors* The 2023/24 intake will be the final cohort enrolled on the modules presented for review. Subsequent cohorts will be enrolled onto the 'Harper Forward' modules which will be presented for RCVS accreditation at a future event. This means that it will be 10 years between the launch of the modules and the final cohort graduating; some aspects of the curricula may therefore be out of date. In particular, the completion of the workplace assessment, professional behaviours and the 1,800 hours within a clinical placement are not embedded within a module and there is a risk that students may graduate without meeting these requirements. The clinical skills facilities are equipped to allow teaching of clinical skills. Some modification is required within the radiography area to ensure that this mimics current practice in respect to digital imaging. In addition, the models used for patient positioning require anatomical structure to enable patient positioning to be demonstrated, practised, and assessed.			✓
5.4	Curricula and assessments weigh theory and practice learning appropriately to the programme. *Evidence reviewed:* *Programme specifications* *Mapping to RCVS Veterinary Nursing Registration Rules* *Module/unit documents* *Timetables* *Assessment matrices* The number of learning outcomes (LOs) per credit value is variable; some 15 credit modules have five LOs, whereas 30 credit modules also have five LOs. The assessments do not always align to the LO command verbs, meaning the students using the LOs as a reference may be unable to evidence achievement within their written work.			✓

	Clarity is required in relation to the design and type of assessment. The programme team confirmed that the assessment type is deliberately vague within the modules to allow for redesign without the necessity of the modules going through module change processes. The RCVS VN registration rules, in respect of the 1,800 hours period of practical training in an approved TP, are not included within the curriculum. It should be noted that there is a requirement for the workplace assessment to be completed prior to entering the OSCE, but the completion of the DOS is not detailed as an assessment requirement.		
5.5	Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity. *Evidence reviewed:* *Timetables* *Assessment strategies* *Curriculum map (include vertical and horizontal integration)* *Programme handbooks* *Module/unit documents* The command verbs used for some module learning outcomes are not at the appropriate level, especially in the level 4 modules. In addition, some of the verbs used are vague, for example, 'demonstrate competence'. Students may find it difficult to interpret how they should interact with the learning. Some statements include two command verbs, and it is unclear whether there is opportunity for students to demonstrate competence in both ways. It is unclear how it is managed if the students demonstrate competence in one way but not the other.		✓
5.6	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. *Evidence reviewed:* *Timetables* *Clinical placement plans* *Assessment matrix/ overview* *DOC/DOS Mapping* *Student progress reports* *Student handbook* *Assessment plans* *Board of Examiners/progression meeting minutes* Assessment timetables were provided. Different templates are used each year, which leads to inconsistency of information provided.		✓

		The requirement to complete 1,800 hours in clinical practice, including the workplace assessment of the DOS, does not appear to be embedded within any of the modules. The professional behaviours also do not appear to have been included.		
5.7		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.		✓

Evidence reviewed:
Student feedback
OSCE Moderation Document
Moderation forms, meeting minutes and please see Section 5 of the Academic Quality Assurance Manual
Subject Assessment Board agenda
Student Fees and Charges Brochure 2022/23 (harper-adams.ac.uk)
Examination Rules (harper-adams.ac.uk)
Assessment Regulations (harper-adams.ac.uk)
Assessment-Regulations-FAQs.pdf (harper-adams.ac.uk)
Assessment-Arrangements.pdf (harper-adams.ac.uk)
Sample assessment briefs folder
OSCE blueprint / task selection
Assessment strategy
Assessment-Arrangements.pdf (harper-adams.ac.uk)
Assessment rationale
Examiner handbook
Senior OSCE Examiner Report
Student handbook
Academic-Integrity-and-Academic-Misconduct-A-Guide.pdf (harper-adams.ac.uk)

A range of assessments are utilised within the modules. The panel concluded that there was insufficient information about some of the assessment types, and how they would be delivered within the modules. For example, there is no information on the length of examination for the unseen assessments or the word count for written assignments. In addition, there are several different terms used to describe the unseen examination, such as end of module exam, unseen exam, and written examination. This needs to be standardised across all modules.

A summative OSCE is delivered to assess LO1 of the Career Progression Module. The delivery team described future plans for the OSCE which are innovative, although it is not known when these would be implemented. Given the significant amendments to the OSCE, VNEC must be informed

	ahead of delivery. In addition, the OSCE stations need to be developed to cover a broader range of the DOS.				
5.8	Students are assessed practically across clinical placement settings and learning environments as required by their programme. *Evidence reviewed:* *Day One Skills recording tool* *Observation records* *Examination papers and mark sheets* *Student feedback records* *Sampling plan* This requirement has been well evidenced by the programme team. Evidence was provided demonstrating that students are assessed practically within the clinical placement. Formative practical assessment opportunities are available within the teaching environment.	✓		
5.9	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. *Evidence reviewed:* *Examination policy and procedure documents* *Rationale for the Design of examinations* *Moderation policies* *Assessment blueprint* *Mark schemes* *Training and standardisation of markers* *Test and item statistical analysis mechanisms* *Statistical analysis of item level and question level data such as analysis of question difficulty* *Standard setting documentation* *Mechanisms to detect Plagiarism and Turnitin report sheets* *Academic Appeals Policy and Procedure (harper-adams.ac.uk)* *academic-appeals-stage-2.docx (live.com)* *Invigilation arrangements* *Assessment validation reports* The institution clearly has processes in place to establish a high degree of validity and robustness to support assessment decisions.	✓		
5.10	Moderation processes are in place and demonstrate that assessment is fair, reliable and valid. *Evidence reviewed:* *Student feedback* *Moderation meeting minutes* *Exam Board minutes*		✓	

	Moderation protocol *Internal verification meetings* *External examiner reports* *Responses to action plans* *Sampling strategy* *DOS sampling plans - overall OSCE task mapping to DOS* The programme team confirmed that the role of the 'second marker' is for moderation and they are not involved with marking assessments. The panel questioned the effectiveness of the moderation process, given that examples of inconsistent and unconstructive feedback were viewed but this was not identified within the moderation reports.		9
5.11	Mechanisms are in place to minimise bias in all assessments. *Evidence reviewed:* *Examination Policies and Procedures* *Examiner handbook* *Rationale for the design of the examination* *Academic-Integrity-and-Academic-Misconduct-A-Guide.pdf (harper-adams.ac.uk)* *Examination Rules (harper-adams.ac.uk)* *Assessment-Regulations-FAQs.pdf (harper-adams.ac.uk)* *Assessment Regulations (harper-adams.ac.uk)* *Assessment-Arrangements.pdf (harper-adams.ac.uk)* *Assessment validation reports* *Examiner standardisation processes* *Moderation processes* Processes are in place to reduce bias within assessments. Where possible, anonymous marking is completed. There is one examiner responsible for each OSCE station, which further reduces bias.	✓	
5.12	Adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice. *Evidence reviewed:* *HAU_LearningTeachingAssessmentPolicy.pdf (harper-adams.ac.uk)* *Learning-Teaching-and-Student-Experience-Strategy.pdf (harper-adams.ac.uk)* *Arrangements for Claiming Mitigating Circumstances (harper-adams.ac.uk)* *Records of reasonable adjustment* *Fitness to Practise Policy and Procedures for Veterinary Nurse Students (harper-adams.ac.uk)*	✓	

	Adjustments are provided according to the type of assessment, in discussion with the learning support team, and examples of reports to the academic team were provided.			
5.13	Clinical placement assessment is facilitated and evidenced by observations and other appropriate methods. *Evidence reviewed: Moderation policy Day One Skills recording tool Schedule of activity Moderation reports Clinical Supervisor observation records DOS sampling plans* This requirement has been well evidenced by the programme team. Evidence supports that the students are observed in clinical placement. Students and clinical supervisors utilise the Nursing Progress Log to record assessment decisions.	✓	
5.14	Students' self-reflections contribute to, and are evidenced in, assessments. *Evidence reviewed: Student feedback Clinical placement reports Reflective logs - A4020C17 assignment brief Example assessments Quality assurance reports Professional behaviour evaluations* There is evidence of students reflecting within several assessments, although the assessment design could include further opportunity to reflect on assessment feedback.	✓	
5.15	There is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses. *Evidence reviewed: Module specifications Candidate handbooks Student programme handbooks* The academic regulations and course materials are clear that no compensation is permitted between modules that are mapped to the RCVS DOC/DOS.	✓	

5.16	Ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen examination as an element of the assessment strategy. *Evidence reviewed:* *Module/unit mapping* *Moderation forms for Principles and Application of Disease Diagnosis to include mapping of the DOC to assessment* *Assessment methods* *Assessment compensation policy* In most of the modules, the LOs are assessed using an unseen assessment. As a result, it was possible to determine that all DOC are assessed using an unseen / closed book assessment.	✓	

Conclusion:

This standard has not been met.

The modules presented for review were originally approved by the RCVS in 2016. These need to be reviewed in line with the feedback provided in this report. In particular, the use of command verbs in the LOs needs to be reviewed to ensure that they are at the correct academic level. The modules also lack detail in relation to the assessment type, length or word count.

A thorough review of the OSCE has been undertaken and the revised systems will be implemented over the coming years.

Suggestions:
a. Explore ways to mimic digital imaging within the clinical skills environment.
b. Obtain models with correct anatomical musculoskeletal structure to enable correct patient positioning to be taught and assessed within a safe environment.
c. Develop a standard template for the assessment timetables.
d. Further develop student reflection for assessment feedback.

Actions:
a. Undertake a review of the modules including the command verbs used in the LOs.
b. Provide evidence of stakeholder feedback in relation to the revision of the 2016 modules.
c. Ensure that the registration rules, completion of the workplace assessment, and professional behaviours are embedded within a module.
d. Provide confirmation that the university supports the structure of modules with 30 credits having the same number of LOs as 15 credit modules.
e. Provide information about the assessment type and length on the student facing documentation/ module guides.
f. Review the training process of the second markers to ensure that they pick up inconsistent or unconstructive feedback.

Commendation:
a. The panel found the work being undertaken to modernise the OSCE to be exceptional.