

## Nottingham Trent University Accreditation

25 & 26 May 2021

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

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## List of Panel Members

Shirley Gibbins RVN, RCVS Qualifications Manager (Chair)

Victoria Hedges RVN, RCVS Examinations Manager

Carol Hicks RVN, Employer Representative

Jane Furness RVN, Educator Representative

Beth Poncelot RVN, Student Representative

## Key Staff met

Professor Iain Barber, Deputy Dean (Acting Dean) Nottingham Trent University

Jude Bradbury MRCVS, Lecturer Nottingham Trent University

Emily Hall MRCVS, VN BSc Top up Course Leader Nottingham Trent University

Matt Hall RVN, VN Centre Co-ordinator Nottingham Trent University

Suzanne Ian RVN, VN Centre Assistant Co-ordinator Nottingham Trent University

Dr Heather Imrie MRCVS, Senior Lecturer Nottingham Trent University

Nicci Johnson RVN, Senior Lecturer Nottingham Trent University

Alison Simpson RVN, FdSc VN Course Leader Nottingham Trent University

Dr Gareth Starbuck, Head of Department Nottingham Trent University

Mandy Tamba RVN, Senior Lecturer Nottingham Trent University

Alanna Willis RVN, VN Centre Assistant Co-ordinator Nottingham Trent University

Dr Kelly Yarnell, Principal Lecturer Nottingham Trent University

## Summary of the Panel's findings

- Nottingham Trent University (NTU) submitted an application for re-accreditation of the following programme:

FdSc Veterinary Nursing (Small Animal)

- An online meeting took place on 25 & 26 May 2021 between the RCVS panel and representatives of Nottingham Trent University. It was not feasible for a site visit to take place due to the ongoing health and safety risk of Covid-19.
- The online accreditation process was well facilitated, with most of the relevant personnel available as required, and virtual tours prepared to assist with understanding of the facilities and resources. Student and staff interviews were conducted as part of the event.
- Nottingham Trent University is to be **commended** for its facilities and resources available for the training of veterinary nursing students.
- Nottingham Trent University is to be **commended** for its proactive and supportive approach to ongoing delivery and assessment during the Covid-19 pandemic.
- Nottingham Trent University delivery team are to be **commended** for their passion and commitment to the delivery of the programme, especially during the Covid-19 pandemic.
- Nottingham Trent University is to be **commended** for using recognised standard setting techniques to ensure that the examination cut score identifies those who are minimally competent, rather than applying a standard pass mark across all assessment.
- Areas for further review included redevelopment of the placement allocation process, consideration of the mapping requirements for the RCVS Day One Skills, allocation of staff workloads and the academic level of the module learning outcomes.

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

## Programme details

Requirements	Details
<b>Name of organisation awarding the licence to practise qualification</b>	Nottingham Trent University
<b>Main address and contact details for the above organisation</b>	School of Animal, Rural and Environmental Sciences Nottingham Trent University Brackenhurst Southwell Nottinghamshire NG25 0QF
<b>Name of Principal or Chief Executive Officer</b>	Dr Gareth Starbuck
<b>Name of Programme Lead</b>	Alison Simpson
<b>Proposed programme(s) title:</b>	FdSc Veterinary Nursing (Small Animal)
<b>Address and contact details of proposed site/s for delivery of licence to practise qualification</b>	School of Animal, Rural and Environmental Sciences Nottingham Trent University Brackenhurst Southwell Nottinghamshire NG25 0QF
<b>Pattern of delivery</b>	Full time over three years with block release placements in years 1 & 2, full year placement in year 3
<b>Intakes and student numbers</b>	60 students per annum with one intake

## Standard 1 – Learning culture

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

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

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must:		
Requirements	Met	Not Met
<p>Demonstrate that the safety of people and animals is a primary consideration in all learning environments.</p> <p><i>Evidence reviewed:</i></p> <p><i>Examiner instructions 2019 TSPEs</i></p> <p><i>Examiner Handbook</i></p> <p><i>Affiliated ATP - TP monitoring form</i></p> <p><i>Affiliated TP - TP monitoring form</i></p> <p><i>Affiliated TP - risk assessment</i></p> <p><i>Non-affiliated ATP - TP monitoring form</i></p> <p><i>Non-affiliated ATP - risk assessment</i></p> <p><i>Safeguarding Children &amp; Vulnerable Adults Policy</i></p> <p><i>Controlled drug use – SOP</i></p> <p><i>COSHH Audit</i></p> <p><i>Fire Risk Assessment</i></p> <p><i>Fire risk assessment- completed actions</i></p> <p><i>covid19 open plan office risk assessment</i></p> <p><i>covid 19 overarching risk assessment</i></p> <p><i>Affiliated ATP - risk assessment</i></p> <p><i>VN TSPE C19 Full proposal and risk assessment June 2020</i></p> <p><i>Brackenhurst AU handling RA 17a</i></p> <p>Risk assessments and policies for the safety of people and animals are current for the majority of situations, however, there needs to be clear and visible guidance relating to first aid and fire safety procedures available for sessional staff. Additionally, there was no evidence to show how non-employed TSPE examiners are informed about the risk assessments, emergency evacuation procedures and access to first aid.</p>		✓
<p>Prioritise the wellbeing of people.</p> <p><i>Evidence reviewed:</i></p> <p><i>NTU Policies and Procedures</i></p> <p><i>CPD learning and teaching professional development policy</i></p>	✓	

<p><i>ALP Lesson Observation pack A Simpson</i>  <i>Session observation Anaesthesia 2019</i>  <i>Peer development process</i>  <i>NTU Appraisal processes</i>  <i>Placement paperwork tracking cohort 14</i>  <i>Cohort 12 placement support feedback survey results</i></p> <p>This requirement was well evidenced by the programme team.</p>		
<p>Ensure that facilities and physical resources, including those used for clinical learning, comply with all relevant legislation including UK animal care and welfare standards.</p> <p><i>Evidence reviewed:</i>  <i>TP Documentation</i>  <i>Fire Risk Assessment</i>  <i>Fire risk assessment- completed actions</i>  <i>covid19 open plan office risk assessment</i>  <i>covid19 general purpose teaching space risk assessment</i>  <i>covid 19 overarching risk assessment</i>  <i>Delivery location</i>  <i>VN equipment inventory 2020</i>  <i>Course committee meeting minutes with student feedback</i>  <i>VN equipment inventory 2021</i>  <i>Confirmed HE quality deadlines 2021</i>  <i>National student survey data</i>  <i>Course committee meeting minutes January 2020</i></p> <p>NTU is a registered premises for the purpose of storage and use of Prescription Only Medicines – Veterinary (POM-Vs). The evidence provided did not show that the veterinary medicines used for teaching and examinations, for example Hartmann's solution, are stored, used, and disposed of in line with the Veterinary Medicines Directorate (VMD) regulations. Evidence of the relevant policies are required to demonstrate compliance with the relevant regulations.</p>		✓
<p>Ensure clients have the opportunity to give, and if required withdraw, their informed consent to students being involved in the care of their animals.</p> <p><i>Evidence reviewed:</i>  <i>TP SVN Withdrawal of SVN treatment consent form example</i>  <i>Option to withdraw consent for student treatment poster</i></p> <p>NTU utilises a standard poster for TPs to display, which demonstrates this requirement. Whilst it is fit for purpose, the panel did suggest some minor amendments to better explain the rationale behind the poster.</p>	✓	
<p>Promote client, public and animal safety and welfare and maintaining confidentiality.</p> <p><i>Evidence reviewed:</i>  <i>Data protection policy</i></p>	✓	

<p><i>Staff social media policy</i>  <i>Staff year one induction timeline</i>  <i>NTU staff competency framework</i>  <i>NTU academic career pathways guidance</i>  <i>NTU lecturer achievement milestones</i>  <i>ALP Lesson Observation pack</i>  <i>Session observation Anaesthesia 2019</i>  <i>TP approval monitoring visit form template</i>  <i>Peer development process</i>  <i>NTU VN staff records</i>  <i>Cohort 12 student QA observation record</i></p> <p>This requirement has been well evidenced by the programme team.</p>		
<p>Ensure students and educators understand how to raise concerns or complaints and are encouraged and supported to do so in line with local and national policies without fear of adverse consequences.</p> <p><i>Evidence reviewed:</i>  <i>School of ARES undergraduate handbook</i>  <i>Student complaint form</i>  <i>Complaints procedure QH 17E</i>  <i>Whistle-blowing policy</i>  <i>Safeguarding Children &amp; Vulnerable Adults Policy</i>  <i>Course committee meeting minutes with student feedback</i>  <i>Course committee meeting minutes January 2020</i>  <i>MySay feedback Report Theatre Practice and Diagnostic Aids 202021-ANIM-22115</i>  <i>MySay feedback Report Application of VN Care 202021-ANIM-20381</i>  <i>Evasys feedback report AVNC ANIM20381 19-20</i></p> <p>This requirement has been well evidenced by the programme team.</p>	✓	
<p>Ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised.</p> <p><i>Evidence reviewed:</i>  <i>NTU policies and procedures</i>  <i>Safeguarding Children &amp; Vulnerable Adults Policy</i>  <i>Complaints procedure QH 17E</i>  <i>Student disciplinary policy</i>  <i>NTU SVN Fitness to Practise</i>  <i>Fitness to study policy</i>  <i>Misconduct investigation outcome letter</i></p> <p>This requirement has been well evidenced by the programme team.</p>	✓	
<p>Ensure mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated.</p>	✓	



<p><i>Evidence reviewed:</i>  <i>Complaints procedure QH 17E</i>  <i>Student disciplinary policy</i>  <i>Staff disciplinary policy and procedure</i>  <i>Evidence based education and VN documents</i>  <i>Critical event audit case example session notes</i></p> <p>NTU has incorporated critical event auditing into the curriculum, ensuring students are well versed in this aspect of the standards. The programme team are to be commended on this excellent embedding of the standards and current developmental area of veterinary nursing.</p>		
<p>Ensure students are supported and supervised in being open and honest in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i>  <i>Course committee meeting minutes with student feedback</i>  <i>Course handbook ANIM1042 20-21</i>  <i>Clinical coach and student handbooks</i>  <i>Nation student survey data</i>  <i>ALP Lesson Observation pack A Simpson</i>  <i>Session observation Anaesthesia 2019</i>  <i>MySay feedback Report Theatre Practice and Diagnostic Aids 202021-ANIM-22115</i>  <i>AVNC Reflective presentation assignment and feedback student 1</i>  <i>AVNC Reflective presentation assignment and feedback student 2</i>  <i>AVNC Oral presentation brief 2019-20</i>  <i>MySay feedback Report Application of VN Care 202021-ANIM-20381</i>  <i>Evasys feedback report AVNC ANIM20381 19-20</i></p> <p>Whilst this requirement has been met, it was discussed during the event that this can be a challenging aspect of the standards to comply with and evidence, particularly if students are concerned about disclosing health conditions, for example. It was clear that a culture of openness and acceptance is present at NTU.</p>	✓	
<p>Ensure the learning culture is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation.</p> <p><i>Evidence reviewed:</i>  <i>External examiner report 2018-19</i>  <i>External examiner report 2019-20</i>  <i>Equality diversity and inclusion policy</i>  <i>RCVS Centre Self assessment report 1920</i>  <i>Nation student survey data</i>  <i>ALP Lesson Observation pack</i>  <i>Session observation Anaesthesia 2019</i>  <i>Peer development process</i>  <i>MySay feedback Report Theatre Practice and Diagnostic Aids 202021-ANIM-22115</i></p>	✓	

<p> <i>MySay feedback Report Application of VN Care 202021-ANIM-20381</i>  <i>Evasys feedback report AVNC ANIM20381 19-20</i>  <i>AVNC 19-20 response to student feedback survey</i>  <i>AVNC 20-21 response to student feedback survey</i>  <i>NTU VN staff information including CPD records</i> </p> <p>           The equality, diversity and inclusion policy is well embedded into the programme. Evidence of lesson observations also help to demonstrate that a fair learning culture is an institutional aim.         </p>		
<p>           Advance equality of opportunity through effective use of information and data.  <i>Evidence reviewed:</i>  <i>External examiner report 2018-19</i>  <i>External examiner report 2019-20</i>  <i>RCVS Centre Self assessment report 1920</i>  <i>Nation student survey data</i>  <i>Office for students NTU access and participation plan 19-20</i>  <i>Office for students NTU access and participation plan 20-25</i>  <i>Course outcomes by entry criteria</i>  <i>Course outcomes by widening participation</i>  <i>Course committee meeting minutes January 2020</i>  <i>FdSc VN periodic course review presentation</i> </p> <p>           The programme team use information and data to inform and improve the teaching and learning opportunities and experiences of their students. This requirement was well evidenced by the programme team.         </p>	✓	
<p>           Work to promote inter-professional education and inter-professional practice and support opportunities for research collaboration.  <i>Evidence reviewed:</i>  <i>Course handbook ANIM1042 20-21</i>  <i>FdSc VN Course Specification post DAG Feb 2021</i>  <i>Student information pack 2021</i>  <i>Vets in the Community Proposal</i>  <i>Evidence based education and VN documents</i>  <i>Notts Vet School peer tutor training for SVN's</i>  <i>Interprofessional working and collaboration opportunities at NTU</i> </p> <p>           The programme provides students with a range of excellent opportunities for inter-professional education and inter-professional practice through collaborations with another institution and possible future collaborations within the University. The panel suggested that this could be promoted more within their own documentation, to illustrate further the aims of this aspect of the provision.         </p>	✓	
<p>Promote evidenced-based improvement in education and veterinary nursing practice.</p>	✓	

<p><i>Evidence reviewed:</i> <i>Evidence based education and VN documents</i></p> <p>The programme team are to be commended on their active role in research which leads evidence-based education and their encouragement and support given to students to promote evidence-based nursing practice.</p>		
<p><b>Conclusion:</b></p> <p>This programme demonstrates a well-balanced learning culture where the health and safety of people and animals is duly considered with their confidentiality being maintained throughout. The panel was impressed with the support and opportunities provided to students that enable them to achieve their potential.</p> <p>There are some minor actions which need to be addressed, however, overall, the Standard has been met.</p>		
<p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>a. Review and amend 'withdrawal of consent poster'.</li> <li>b. Strengthen reference to inter-professional education and practice within the programme specification.</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>a. Ensure TSPE Examiners are provided with and use the risk assessments relevant to the TSPE station they are examining.</li> <li>b. Provide SOP(s) to show how POM-Vs used in the Veterinary Nurse Centre are obtained, stored, and disposed of.</li> <li>c. Provide evidence that TSPE examiners instructed about the use, storage, and disposal of veterinary medicines where these are used in TSPE stations.</li> </ul>		

## Standard 2 – Governance and quality

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

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

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must:		
Requirements	Met	Not Met
<p>Comply with all relevant legal, regulatory, professional and educational requirements.</p> <p><i>Evidence reviewed:</i></p> <p><i>Development and approval group documentation</i></p> <p><i>RCVS action plans</i></p> <p><i>RCVS Covid-19 updates</i></p> <p><i>EE reports</i></p> <p><i>QAA report</i></p> <p><i>FdSc Veterinary Nursing DAG Report</i></p> <p>The course validation document was reviewed and confirmed that NTU will validate the proposed programmes, providing the actions indicated within the report are met. NTU is required to evidence that the actions have been met.</p> <p>Whilst most of this requirement was met, there was a discrepancy regarding the RCVS requirement for non-compensation of assessments covering the RCVS Day One Competences for Veterinary Nurses (DOC). This was discussed at length during the event; however, the RCVS panel are unclear whether the proposal meets the NTU compensation policy. NTU is required to review this proposal against its own policy and confirm to RCVS that an appropriate approach is being taken.</p>		✓
<p>Provide all information and evidence required by regulators in a timely manner i.e. within published timescales.</p> <p><i>Evidence reviewed:</i></p> <p><i>NTU Application for Accreditation &amp; Supporting Evidence</i></p> <p><i>QAA Report Nottingham Trent University HER15</i></p> <p>NTU is to be commended for the efficiency with which it provided its application submission and additional supporting documentation.</p>	✓	

<p>Ensure programmes are designed to meet RCVS Day One Competences and Skills for Veterinary Nurses, QAA Veterinary Nursing Benchmarks and outcomes relevant to the programme.</p> <p><i>Evidence reviewed:</i>  <i>DOC DOS Mapping</i>  <i>QAA subject benchmark mapping</i></p> <p>The QAA and DOC mapping was fit for purpose; however, the RCVS Day One Skills (DOS) are not fully mapped within the assessments. It was therefore unclear whether they are being fully covered.</p>		✓
<p>Comply with the RCVS Code of Professional Conduct for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i>  <i>Course Handbook</i>  <i>Module specifications</i>  <i>Schemes of work</i>  <i>Staff CPD records</i>  <i>Memoranda of Understanding</i></p> <p>The evidence provided demonstrated compliance with this requirement.</p>	✓	
<p>Comply with the RCVS Veterinary Nursing Registration Rules.</p> <p><i>Evidence reviewed:</i>  <i>Course handbook</i>  <i>Course specification</i></p> <p>The RCVS Veterinary Nursing Registration Rules are fully met, however, there were occasional discrepancies with the number of hours required to be completed within a Training Practice (TP). The course has been validated for 1800 hours of practical training in a TP; it is therefore suggested that NTU review all student-facing documentation to reflect the correct number of hours to avoid confusion.</p>	✓	
<p>Adopt a partnership approach, with shared responsibility, evidenced by a Memorandum of Understanding between the Accredited Education Institution and the delivery site and between the delivery site and the Training Practice. This must be regularly reviewed and clearly stipulate the roles, responsibilities, and regulatory requirements.</p> <p><i>Evidence reviewed:</i>  <i>Memoranda of Understanding</i>  <i>TP Documentation</i></p> <p>NTU is the validating institution and delivery site for the proposed programme, so there is no requirement for a delivery site Memorandum of Understanding (MOU).</p> <p>There is a pro-forma MOU utilised with all affiliated TPs, however, this document contains outdated references and must be updated. As the document has not</p>		✓

been reviewed for some time, this is a good opportunity for NTU to revise the wording and content of the document.		
<p>Ensure that recruitment, selection and retention of students is open, fair and transparent and includes measures to understand and address underrepresentation.</p> <p><i>Evidence reviewed:</i>  <i>NTU recruitment policy</i>  <i>Interview process</i>  <i>Prospectus</i>  <i>ED&amp;I policy</i>  <i>OFS APP</i></p> <p>This aspect of the Standard has been well met, with a stringent interview process. The NTU team have successfully completed online interviews during the Covid-19 pandemic and is considering continuing this approach for students who are geographically remote. The data generated regarding offers for a place on the programme are managed by a central NTU team, however, this programme always achieves its recruitment target.</p>	✓	
<p>Have entry criteria for the programme that includes evidence that the student has capability in numeracy, literacy and science, written and spoken English and mathematics to meet the programme outcomes.</p> <p><i>Evidence reviewed:</i>  <i>Prospectus</i>  <i>FdSc Admissions Process</i>  <i>Course Specification</i></p> <p>The entry criteria are appropriate for a programme at this academic level. The entry criteria also include a specified work experience requirement, which, although amended due to the Covid-19 pandemic, will be returning to the previous requirement of two weeks in a veterinary practice when safe to do so.</p>	✓	
<p>Provide students with the information and support to enable them to demonstrate fitness to practise including the disclosure of any criminal convictions that may affect registration with the RCVS as qualified veterinary nurses.</p> <p><i>Evidence reviewed:</i>  <i>NTU SVN Fitness to Practise</i>  <i>NTU Recruitment policy</i>  <i>Interview Process</i></p> <p>This requirement has been well evidenced.</p>	✓	
<p>Demonstrate a robust process for recognition of prior learning (RPL).</p> <p><i>Evidence reviewed:</i>  <i>NTU Quality Handbook</i></p>	✓	

The RPL policy is robust and fit for purpose.		
<p>Provide students with the information and support they require in all learning environments to enable them to understand and comply with the relevant governance processes and policies.</p> <p><i>Evidence reviewed:</i></p> <p><i>Enrolment and Placement Guidance</i></p> <p><i>Course Handbook</i></p> <p><i>Placement handbook</i></p> <p><i>NTU SVN Fitness to Practise Policy</i></p> <p>All students appeared to be well prepared to be able to comply with all relevant requirements.</p>	✓	
<p>Have robust, effective, fair, impartial and lawful fitness to practise procedures to swiftly address concerns, and where appropriate notify the RCVS, as Regulator, about the conduct of students that might compromise public and animal safety and protection.</p> <p><i>Evidence reviewed:</i></p> <p><i>NTU SVN Fitness to Practise Policy</i></p> <p><i>Code of Behaviour</i></p> <p><i>NTU Fitness to Study Policy</i></p> <p><i>NTU Student Appeals Procedure</i></p> <p>This requirement was well met.</p>	✓	
<p>Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award.</p> <p><i>Evidence reviewed:</i></p> <p><i>BofE Progression boards</i></p> <p><i>BofE Final year Exam Boards</i></p> <p>This requirement is met with an appropriate exit award available for students who cannot achieve all the regulatory requirements.</p>	✓	
<p>Regularly review all learning environments and provide assurance that they are safe, effective and fit for purpose.</p> <p><i>Evidence reviewed:</i></p> <p><i>EE Reports</i></p> <p><i>NTU Central risk assessments</i></p> <p><i>RA VN practicals</i></p> <p><i>NTU H&amp;S Policy</i></p> <p><i>TP Approvals and Risk Assessments</i></p>	✓	

Comprehensive risk assessments were provided in support of this requirement, although NTU is advised to take care with ensuring the dates referenced on these documents are correct.		
<p>Appoint appropriately qualified and experienced people for programme development and delivery.</p> <p><i>Evidence reviewed:</i>  <i>JDs and Person Specs</i>  <i>Staff publications</i>  <i>EE recruitment policy</i></p> <p>The recruitment policy and procedure was well evidenced and this requirement is met. Although it was unclear within the documentation how much involvement the VN team have in recruitment of new delivery personnel, NTU is satisfied that its approach is utilising the relevant expertise.</p>	✓	
<p>Where an Accredited Education Institution is not yet fully accredited, or at the discretion of Veterinary Nurse Education Committee, facilitate the attendance of the RCVS at the trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place for the relevant cohort of students.</p> <p>This requirement is not applicable as the programme is currently fully accredited by RCVS.</p>		
<p>Where an Accredited Education Institution plans to make any changes to its provision, including assessment, the RCVS must approve all changes prior to implementation.</p> <p><i>Evidence reviewed:</i>  <i>RCVS C19 Updates</i>  <i>OSCE proposal</i>  <i>DAG</i></p> <p>NTU has been very proactive about seeking guidance and approval from RCVS for amendments to assessments during the Covid-19 pandemic. Its approach to these proposed changes and the timely manner in which they contacted RCVS is to be commended.</p>	✓	
<p>Provide evidence that adequate market demand and finances are in place and are sufficient to sustain and develop the programme and have been approved by the Higher Education Institution or Awarding Organisation.</p> <p><i>Evidence reviewed:</i>  <i>2020 financial summary</i>  <i>Undergraduate fee breakdown</i>  <i>FdSc VN Financial Statement</i>  <i>FdSc VN market Demand</i></p>	✓	



<p>There was clear evidence of progressive market demand for the NTU FdSc Veterinary Nursing programme. The financial viability of the provision was without question.</p> <p>The student-facing document, demonstrating how students' fees are spent, was particularly well received by the panel, and should help students to appreciate the value of the programme.</p>		
<p><b>Conclusion:</b></p> <p>There is clear governance in place for the proposed programme, with a culture of quality embedded throughout. There are a few minor actions to be addressed in order to demonstrate full compliance, with some supporting suggestions provided by the panel. However, the mapping of the DOS must be addressed as a priority.</p> <p>The applications for this provision continue to grow and whilst the entry criteria are on a par with other level 5 academic programmes, NTU feels that it has a culture of accelerating academic progress and supports its students to succeed. The entry and success data for this provision illustrates this point.</p> <p>NTU has coped well during the difficulties of the Covid-19 pandemic and its commitment to ensuring students were impacted as little as possible is clear. There was regular and robust communication with RCVS throughout the period, and the panel are confident that should any programme be proposed, approval would be sought prior to implementation.</p> <p>This standard has been met overall.</p>		
<p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>a. Review all student facing documentation to reference the correct requirement for 1800 hours in a TP.</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>a. Provide evidence of the required validation actions having been met.</li> <li>b. Review the NTU compensation requirements and ensure they are being applied appropriately.</li> <li>c. Review and update the mapping of the DOS within the assessments.</li> <li>d. Review and update MOU for use with TPs.</li> </ul>		

## Standard 3 – Student empowerment

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

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

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must ensure that all students:		
Requirements	Met	Not Met
<p>Are well prepared for learning in theory and practice having received relevant inductions.</p> <p><i>Evidence reviewed:</i>  <i>NTU policies and procedures</i>  <i>Course handbook ANIM1042 20-21</i>  <i>Course induction timetable</i></p> <p>The student handbook is clearly laid out and shows the use of theory and practical skills while informing students of various areas of NTU. The inductions that the students are provided with were demonstrated via video, including a tour of the facilities, and the NTU campus which displayed excellent resources.</p>	✓	
<p>Have access to the resources they need to achieve the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks, and programme outcomes required for their professional role.</p> <p><i>Evidence reviewed:</i>  <i>NTU policies and procedures</i>  <i>VN equipment inventory 2021</i>  <i>Student QA example Cohort 12</i>  <i>Animal unit species inventory</i></p> <p>The inventory of the university and its facilities were evidenced demonstrating how the DOS would be taught and assessed. There was sufficient library and IT resources, enabling students to the achieve the programme outcomes.</p>	✓	
<p>Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, practice placements and other information relevant to</p>		✓

<p>the programme.</p> <p><i>Evidence reviewed:</i></p> <p><i>Student interviews</i></p> <p><i>NTU policies and procedures</i></p> <p><i>School of ARES undergraduate handbook</i></p> <p><i>Course handbook ANIM1042 20-21</i></p> <p><i>Clinical Coach and Student Handbooks</i></p> <p><i>Schemes of Work</i></p> <p><i>Example student attendance cohort 13</i></p> <p>The student handbook evidenced contains relevant and sufficient information on curriculum, teaching and placement information.</p> <p>For the TSPE, when asked if students use the mark scheme for guidance, NTU explained they do not, but the students are encouraged to generate their own lists from their experiences and use them as a basis for development. However, during the student interviews, students indicated that they are provided with a range of information about the TPSE and how to complete practical skills, which included OSCE checklists developed by the RCVS. These documents are no longer updated by the RCVS and therefore may not demonstrate best practice and must be removed.</p>		
<p>To work with and learn from a range of people in practice placements, preparing them to provide care to a range of animals with diverse needs.</p> <p><i>Evidence reviewed:</i></p> <p><i>TP Approval documents</i></p> <p><i>Placement dates cohort 14</i></p> <p>The TP approval and CC handbooks provide good detail concerning how students should be prepared for practice in the placement setting. NTU does encourage the use of expert witnesses, however, the wording regarding the required RCVS registration of expert witnesses could be misleading and may need rewording for clarity.</p>	✓	
<p>Are enabled to learn and are assessed using a range of methods, including technology enhanced and stimulation-based learning appropriate for their programme as necessary for safe and effective practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>Course handbook ANIM1042 20-21</i></p> <p><i>Clinical Coach and Student Handbooks</i></p> <p><i>Module Specifications</i></p> <p><i>Assessment diet</i></p> <p>This requirement was well evidenced, with excellent facilities and resources available to students, as demonstrated during the virtual campus tour.</p>	✓	

<p>Are supervised and supported in clinical placement learning in accordance with RCVS Standards Framework for Veterinary Nurse Education and Training.</p> <p><i>Evidence reviewed:</i></p> <p><i>Course handbook ANIM1042 20-21</i></p> <p><i>Clinical coach and student handbooks</i></p> <p><i>Placement information sheet V2</i></p> <p><i>Example Student Timesheet Cohort 12</i></p> <p><i>Clinical Coach Risk Assessment v2</i></p> <p><i>Student placement contact examples Cohort 12</i></p> <p>All details about CCs are provided along with the TP handbook. NTU has generated its own documentation for evidencing the hours completion in practice, which is fit for purpose.</p>	✓	
<p>Are supervised according to their individual learning needs, proficiency and confidence.</p> <p><i>Evidence reviewed:</i></p> <p><i>Guidance for reasonable adjustments and statement of access</i></p> <p><i>E links to NTU policies</i></p> <p><i>Access statement</i></p> <p><i>Action Plan for NPL</i></p> <p><i>Student Interviews</i></p> <p>NTU utilises the TSPE exams at the end of years one and two to develop students' competency throughout the programme. The access statement is provided and details the action plan for students with mental health concerns, disabilities, and autism. NTU also gave examples of other support recently provided, such as for a student diagnosed with ADHD, and the institution detailed how this is helping to further develop these policies.</p> <p>The panel was not clear on students' ability to achieve the Nursing Progress Log (NPL) target for the first placement block, and there was discussion regarding the feasibility of the target. NTU confirmed that the percentage requirement is a motivational target, and should a student fall short, a supportive plan would be put in place for their next placement. However, when reviewing the data, it became apparent that less than 50% of the last cohort met this target and only 14 students in the cohort before met the target. It was agreed that if students are continuously not meeting a target, its suitability may need to be reconsidered.</p>	✓	
<p>Are allocated and can make use of supported learning time including blended learning and recording completion of RCVS Day One Skills for Veterinary Nursing when in practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>Student QA example Cohort 12</i></p> <p><i>Timesheet audit</i></p> <p><i>Schemes of Work</i></p>		✓

<p><i>NPL</i> <i>NTU VN digital skills support and blended learning video demonstrations</i></p> <p>The support for blended provision was well evidenced, with a detailed virtual tour of the online platform provided. However, NTU currently does not stipulate that students must have time in practice to record their DOS completion, which is part of this requirement. This aspect of TP approval and agreement must be reflected within the paperwork.</p>		
<p>Are assigned and have access to a nominated academic tutor/lead for each part of the education programme.</p> <p><i>Evidence reviewed:</i> <i>Course committee meeting minutes with student feedback</i> <i>Course handbook ANIM1042 20-21</i> <i>ARES tutorial policy</i> <i>Dashboard tutorial monitoring</i></p> <p>There was clear evidence of tutors being nominated for each student, providing support for all students during their time at NTU.</p>	✓	
<p>Have the necessary support and information to manage any interruptions to the study of programmes for any reason.</p> <p><i>Evidence reviewed:</i> <i>NTU policies and procedures</i> <i>School of ARES undergraduate handbook</i> <i>Fitness to study policy</i> <i>NTU SVN Fitness to Practise</i> <i>Student protection plan</i> <i>NTU quality handbook 2A leave of absence policy</i></p> <p>The withdrawal form is informative for students and gives them options moving forward other than completely removing themselves from the course. NTU also confirmed that the placement team support any changes that may be needed whilst a student is on placement TP, where possible.</p>	✓	
<p>Have their diverse needs respected and considered across all learning environments.</p> <p><i>Evidence reviewed:</i> <i>Equality diversity and inclusion policy</i> <i>NTU policies and procedures</i></p> <p>Equality and diversity policies are in place and well evidenced.</p>	✓	
<p>Are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i></p>	✓	

<p><i>Equality diversity and inclusion policy</i>  <i>Complaints procedure QH 17E</i>  <i>NTU policies and procedures</i>  <i>Student interviews</i></p> <p>The support given to the students was well evidenced throughout the NTU application and confirmed by the students.</p>		
<p>Are protected from discrimination, harassment and other behaviour that undermines their performance or confidence.  <i>Evidence reviewed:</i>  <i>NTU policies and procedures</i>  <i>Complaints procedure QH 17E</i></p> <p>As detailed with Standard 1, this programme promotes a fair learning culture. Students are encouraged to discuss any concerns they have, and a robust complaints procedure is available.</p>	✓	
<p>Are provided with information and support which encourages them to take responsibility for their own mental and physical health and wellbeing.  <i>Evidence reviewed:</i>  <i>Course handbook ANIM1042 20-21</i>  <i>School of ARES undergraduate handbook</i>  <i>ARES tutorial policy</i>  <i>Dashboard tutorial monitoring</i>  <i>NTU SVN Fitness to Practise</i>  <i>NTU policies and procedures</i>  <i>Student interviews</i></p> <p>During the student interviews, positive feedback was provided regarding the support available, particularly during the Covid-19 pandemic. There are numerous resources available via the online platform, utilising approaches which current students are more likely to engage with, such as podcasts.</p>	✓	
<p>Are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice.  <i>Evidence reviewed:</i>  <i>Dashboard tutorial monitoring</i>  <i>Course handbook ANIM1042 20-21</i>  <i>Module Specifications</i>  <i>AVNC Reflective presentation assignment and feedback student 1</i>  <i>AVNC Reflective presentation assignment and feedback student 2</i>  <i>AVNC Oral presentation brief 2019-20</i>  <i>Evidence based education and VN documents</i></p>	✓	

<p>The evidence provided for the support and empowerment of the students at NTU was exceptional. This excellent aspect of the provision was supported by the comments and feedback from current and previous students.</p>		
<p>Have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills.</p> <p><i>Evidence reviewed:</i>  <i>AVNC Oral presentation brief 2019-20</i>  <i>Notts Vet School peer tutor training for SVNs</i>  <i>Evidence based education and VN documents</i>  <i>Interprofessional working and collaboration opportunities at NTU</i>  <i>Placement module specification PLAC29092</i>  <i>Professional behaviour form</i>  <i>Vets in the Community Proposal</i>  <i>Schemes of Work</i></p> <p>NTU utilises a variety of different learning professionals throughout the course for students, including guest lecturers covering topics such as ophthalmology, intubation, and skin prep. Additionally, peer teaching is promoted throughout the programme.</p>	✓	
<p>Receive constructive feedback throughout the programme to promote and encourage reflective learning.</p> <p><i>Evidence reviewed:</i>  <i>Feedback schedule</i>  <i>Module Specifications</i>  <i>Course handbook ANIM1042 20-21</i>  <i>Final year student case study formative feedback</i>  <i>Final year student case study summative feedback</i></p> <p>This was a recommended area for improvement from the External Examiner, which NTU confirmed is being addressed and will continue to promote this aspect of the standards.</p>	✓	
<p>Have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.</p> <p><i>Evidence reviewed:</i>  <i>Course committee meeting minutes with student feedback</i>  <i>Nation student survey data</i>  <i>MySay feedback Report Theatre Practice and Diagnostic Aids</i>  <i>MySay feedback Report Application of VN Care</i>  <i>Evasys feedback report AVNC</i>  <i>Course committee meeting minutes January 2020</i>  <i>Student placement contact examples Cohort 12</i></p>	✓	

Students are provided with regular opportunities to provide feedback.		
<p>Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.</p> <p><i>Evidence reviewed:</i></p> <p><i>Clinical coach and student handbooks</i></p> <p><i>NPL sampling strategy Cohort 13</i></p> <p><i>Professional behaviour form</i></p> <p>NTU does not utilise the Professional Behaviour Evaluation within the NPL as the peer review was not providing useful outcomes in the opinion of the programme team. NTU has therefore developed its own professional behaviour form which the Clinical Coach (CC) fills out. It does not use this with the students, but the panel discussed that it may be worthwhile to do so, to see how the student and CC view how they are getting on together in practice.</p>	✓	
<p><b>Conclusion:</b></p> <p>Almost all the requirements have been met in this Standard, and the support NTU provides is reflected in the feedback from the past and present students. There are a small number of suggestions and actions in this standard, although the information, facilities, resources and support available to students is excellent.</p>		
<p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>a. Clarify wording regarding expert witnesses and the requirement for them to be registered with RCVS.</li> <li>b. Review the target completion for placement block one.</li> <li>c. Consider requiring students to also complete the professional behaviour form.</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>a. Review the information provided to students with regard to practical skills to ensure all materials provided to students are regularly reviewed to ensure that they demonstrate current practice, and permission has been given by the author to publish them.</li> <li>b. Amend TP paperwork to reference DOS recording in practice.</li> </ul>		



## 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 not met		
Accredited Education Institutions, together with Centres and Training Practices, must ensure that all educators and assessors:		
Requirements	Met	Not Met
<p>Are appropriately qualified and experienced and always act as professional role models.</p> <p><i>Evidence reviewed:</i>  <i>Examiner handbook</i>  <i>NTU Staff External Examiner Activity</i>  <i>Evidence Based Education &amp; VN Scholarship</i></p> <p>Staff members should be commended on the quality of the CPD records submitted; this well demonstrated that NTU has a very experienced lecturing team. Within some documents provided there is reference to 'UK practising Registered Veterinary Nurse (RVN) or Member of the Royal College of Veterinary Surgeons (MRCVS)'. This statement needs to be changed to reflect that only MRCVS who are on the UK practising category of the register can teach or assess veterinary nurses against the RCVS DOC and DOS.</p>	✓	
<p>Receive relevant induction, ongoing support, education and training which includes training in equality and diversity.</p> <p><i>Evidence reviewed:</i>  <i>NTU Staff External Examiner Activity</i>  <i>Evidence Based Education &amp; VN Scholarship</i>  <i>NTU CPD Policy</i>  <i>Induction Timeline</i>  <i>Staff Competency Framework</i>  <i>Career Pathway Activities</i>  <i>Lecturer Achievement Milestones</i>  <i>Appraisal Process</i>  <i>Clinical Coach Training and Standardisation</i></p> <p>Whilst NTU has a very comprehensive online 'NOW' platform, it was suggested that this was complex for newer members of staff to negotiate. Whilst it is accepted that the Covid-19 pandemic impacted the usual induction procedures, this platform is online and thus readily available. Additional and more specific training on the online platform should be provided.</p>		✓

<p>There currently appears to be an informal mentoring system in place, both for new members of staff, and for role changes. Senior university representatives did state that a mentoring programme was being rolled out across the University. It would be a suggestion to formalise this, ensuring a more structured mentorship programme.</p>		
<p>Have their diverse needs respected and considered and are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i>  <i>ED&amp;I policy</i>  <i>Race Equality Action Plan</i>  <i>Staff Induction</i></p> <p>The submitted paperwork and the discussion during the event confirmed that this requirement is met.</p>	✓	
<p>Have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities.</p> <p><i>Evidence reviewed:</i>  <i>Academic workload framework</i>  <i>MOUs</i></p> <p>The evidence included a very detailed, well-structured academic workload framework, including average, minimum and maximum teaching hours and teaching-related duties. An individualised more specific staff workload document was requested, in order for the panel to be satisfied that sufficient time is allocated to each member of staff to allow for effective completion of their role. During the discussion of this standard, senior university representatives stated that University Human Resources Department cannot provide the required information as it would constitute a GDPR breach. A mechanism to effectively determine the individual staffing allocation needs to be evidenced and provided.</p> <p>NTU stated that a review of staff workload / availability is conducted every year and was planned for the coming months. This will need to be provided to ensure that workloads are accurate and achievable.</p> <p>The Schemes of Work and module specifications submitted did not highlight who the module leads or allocated lecturers will be for the proposed modules. NTU confirmed that allocations had not yet been finalised as they are currently under review for the coming academic year. This information needs to be provided once completed.</p>		✓

It is evident that the programme team work incredibly hard to support students, which is their primary priority, and was unanimously agreed by the students. This dedication and passion is to be commended.		
<p>Respond effectively to the learning needs of individuals.</p> <p><i>Evidence reviewed:</i></p> <p><i>Student Access Statement</i></p> <p><i>Course meeting minutes</i></p> <p><i>Digital skills support</i></p> <p><i>MS Teams support</i></p> <p><i>NTU Policies and Procedures</i></p> <p>There are a variety of structured mechanisms in place to support the learning needs of students.</p>	✓	
<p>Are supportive and objective in their approach to student supervision, assessment and progression and appropriately share and use evidence to make decisions on student assessment and progression.</p> <p><i>Evidence reviewed:</i></p> <p><i>NPL sampling plan</i></p> <p><i>Pass mark protocol</i></p> <p>Currently the IQA team are devising an NPL action plan and recording feedback for students on a paper template. In order to create a more robust paperwork trail this document could be uploaded onto the NPL; this is currently advised, but not insisted upon, and is therefore complied with ad hoc. NTU may wish to strengthen this guidance.</p>	✓	
<p>Liaise, collaborate and action constructive feedback generated by colleagues, students and stakeholders to enhance their teaching assessment and to share effective practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>EE reports</i></p> <p><i>Peer observation</i></p> <p><i>Interim Course Report</i></p> <p><i>RCVS action plan</i></p> <p><i>RCVS Covid-19 updates</i></p> <p><i>Staff EE Commitments</i></p> <p>Evidence was provided which shows that feedback is reliably acted upon. During the event, NTU was able to explain how interactions with students helped to ensure assessments were current. This will need to be developed to ensure that TPSEs continue to demonstrate current practice. Digital imaging in line with the current radiography TPSE was discussed as a specific example.</p>	✓	

<p>Are expected to respond effectively to concerns and complaints about public protection, animal welfare and student performance in learning environments and are supported in doing so.</p> <p><i>Evidence reviewed:</i>  <i>NTU Complaints procedure</i>  <i>SVN Fitness to practise</i>  <i>TP Information</i>  <i>Misconduct Outcome</i></p> <p>No concerns were identified, with all documentation in place to confirm this requirement is met.</p>	✓	
<p>Ensure the programme lead is a Registered Veterinary Nurse (RVN) who has substantial experience of veterinary nurse education and training at a suitable level for the qualification(s) being delivered and holds a recognised teaching qualification.</p> <p><i>Evidence reviewed:</i>  <i>Staff records</i></p> <p>The named Programme Lead is an RVN with substantial experience of Veterinary Nurse education and training and holds a recognised teaching qualification. However, during the event it became apparent that the Programme Lead is not the line manager for the delivery team, and this role is being undertaken by the Principal Lecturer, who is not an RVN. The RCVS requirement for the Programme Lead is that they are 'responsible for the leadership of the programme team, development of the curriculum and assessments'. In order to demonstrate compliance with this requirement, NTU is required to provide the job descriptions of the Programme Lead and the Principal Lecturer to ensure RCVS requirements are met. The support and guidance in place for this role will need to be evidenced.</p>		✓
<p><b>Conclusion:</b></p> <p>The Educators and Assessors are, in the main, very experienced and are supporting the students well. Maintaining high levels of student support has been a large undertaking in what has been a very challenging time during the Covid-19 pandemic, and the team should be commended for their efforts. The IQA team are still developing into new roles but appeared confident and were able to answer questions appropriately.</p> <p>The quality of CPD records submitted were very good, demonstrating varied events, including relevant time spent in practice, and CPD in relation to the required roles; there was also evidence of professional reflection.</p> <p>Although the academic framework was thorough, the panel were unable to determine how this practically related to the individual team members. The panel were unable to confirm individual staff workloads, and subsequently whether the workload was achievable.</p>		

A lot of quality paperwork was submitted for this standard. There was, however, a concern that although policies and procedures are clearly in place, informative and detailed, it was at times difficult to see evidence that shows full implementation of the aforementioned policies and procedures, and how these both work and relate on a day-to-day basis.

This Standard is currently not met.

**Suggestions:**

- a. Amend documents to ensure that veterinary surgeons employed to deliver and assess aspects of the DOC and DOS are registered on the home practising category of the register.
- b. Implement a stringent approach to mentoring new staff.
- c. Formalise guidance on uploading relevant documentation to the NPL.

**Actions:**

- a. Generate more specific training for the online platform.
- b. Provide individual staffing allocation.
- c. Review staff availability to ensure workloads are accurate and achievable.
- d. Evidence the allocation of module leads.
- e. Provide the job descriptions for the Programme Lead and the Principal Lecturer.

## Standard 5 – Curricula and assessment

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

Standard not met		
Accredited Education Institutions, together with Centres and Training Practices, must ensure:		
Requirements	Met	Not Met
<p>Curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks for Veterinary Nurses and programme outcomes.</p> <p><i>Evidence reviewed:</i>  <i>FdSc VN Course Specification post DAG Feb 2021</i>  <i>Course handbook ANIM1042 20-21</i>  <i>DOS DOC and QAA SBS mapping</i>  <i>Course operational document</i>  <i>DOS TSPE Blueprint 2021</i></p> <p>Whilst it was evident that most of the required mapping was accurate, the programme team need to provide clarity within the documentation to ensure that all RCVS DOS are clearly mapped across the curricula.</p> <p>There was also discussion about two modules which utilise a TSPE in years one and two, which would normally be mapped to the DOS. The programme team have deliberately not mapped these modules, in order to allow compensation of the assessments under NTU regulations, and the programme team were confident that the learning outcomes in the final year module 'FdSc Vet Nursing Placement' sufficiently covered those not mapped in the earlier years in order to meet the RCVS requirements. However, under scrutiny, the wording was misleading and did not achieve this aim. NTU must therefore amend the wording of learning outcome five within the placement module.</p>		✓
<p>Programmes are designed, developed, delivered, evaluated and improved based upon stakeholder feedback.</p> <p><i>Evidence reviewed:</i>  <i>Interim course report 2019-20</i>  <i>FdSc VN periodic course review presentation</i></p> <p>This requirement has been met, with clear evidence of stakeholder feedback being provided and addressed.</p>	✓	

<p>Curricula remain relevant in respect of contemporary veterinary nursing practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>Course handbook</i></p> <p><i>FdSc VN Course Specification</i></p> <p><i>VN Course Operational Document</i></p> <p><i>Evidence based education and VN documents</i></p> <p><i>External examiner report 2019-20 (1031)</i></p> <p><i>DOS DOC and QAA SBS mapping</i></p> <p>This requirement was mostly met, however, there were critical items which were not felt to be up to date or contemporary, namely the module reading lists and misleading terminology. There is frequent reference to the term 'End Point Assessment' in relation to the final summative TSPE. This term usually relates to assessment undertaken by apprentices and is not generally used in higher education. NTU must address these inconsistencies and ensure students are well prepared for current practice.</p>		✓
<p>Curricula and assessments weigh theory and practice learning appropriately to the programme.</p> <p><i>Evidence reviewed:</i></p> <p><i>FdSc VN Course Specification post DAG Feb 2021</i></p> <p><i>DOS DOC and QAA SBS mapping</i></p> <p><i>Schemes of Work</i></p> <p><i>Module Specifications</i></p> <p><i>Feedback schedule</i></p> <p><i>Course operational document</i></p> <p><i>Course assessment diet</i></p> <p><i>Example student attendance cohort 13</i></p> <p>The programme provides opportunity for clinical skills training and placement time within TPs, however, it was difficult to ascertain if learning outcomes were being fully assessed as they were not mapped to the learning outcomes. Senior NTU representatives explained that NTU policy is to aim for one assessment per module, meaning mapping is not normally required, however, all agreed that for the VN modules this would be a useful exercise for both students and educators.</p> <p>The assessment for the 'Functional Anatomy' module also needs to be reviewed; it was presented as an unseen written assessment; however, this was a Covid-19 amendment and will be a practical assessment moving forward. The module and associated assessment need to be updated to reflect this.</p> <p>The programme has recently been validated by NTU to incorporate 1800 hours in a TP, however, some of the documentation referenced 1850 hours, which needs to be amended to reflect the validated methodology.</p>		✓

<p>Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity.</p> <p><i>Evidence reviewed:</i>  <i>Course handbook ANIM1042 20-21</i>  <i>Schemes of Work</i>  <i>Module Specifications</i>  <i>Feedback schedule</i>  <i>Course operational document</i>  <i>Curriculum map</i>  <i>Placement dates cohort 14</i>  <i>Example student attendance cohort 13</i></p> <p>The programme evidences some level of increasing complexity in the modules; however, the taxonomy of the learning outcomes was not always appropriate to the academic level. NTU must review the learning outcomes across all modules, demonstrating an appropriate academic aim for students to achieve.</p>		✓
<p>Curricula and assessments are structured and sequenced to enable students to manage their theory and practice learning experience effectively, with progression determined at appropriate points.</p> <p><i>Evidence reviewed:</i>  <i>Clinical coach and student handbooks</i>  <i>Board of Examiners minutes Final year 2020</i>  <i>Board of Examiners minutes progression 2020</i>  <i>Feedback schedule</i>  <i>Placement module specification PLAC29092</i>  <i>Course assessment diet</i>  <i>Placement dates cohort 14</i>  <i>NPL progression targets examples from placement handbook</i></p> <p>All modules need reviewing to ensure that programme progression expectations align with the information presented to the students, specifically in relation to pre- or co-requisites.</p>		✓
<p>A range of appropriate assessments are delivered, within the educational setting, to accurately measure the knowledge, skills and understanding outlined in the programme. At least one summative assessment must be in the form of an Objective Structured Clinical Examination (OSCE) or similarly robust, objective and evidenced-based form of practical examination to test the safe and effective acquisition of a broad range of skills and competences outlined in the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i>  <i>DOS TSPE Blueprint 2021</i>  <i>Course assessment diet</i>  <i>Module Specifications</i></p>		✓



<p>A range of assessments are used to assess the DOC and DOS, although it was not clear within the module specification how each assessment was structured, nor how they would be delivered and marked. NTU is encouraged to consider utilising more innovative assessment methodologies which may better prepare students for working as a Registered Veterinary Nurse.</p> <p>There is a Time-Based Scenario Practical Examination (TSPE) in three modules. VNEC has previously accepted the TSPE as an alternative to the OSCE due to their similarities. The use of the TSPE in modules Essential Practical Nursing and Applied Practical Nursing is confusing. Students submit coursework in the form of video and complete a 4-6 station TSPE. If they fail the TSPE then the coursework is used to set the grade. If they pass the TSPE then the coursework is not reviewed. The rationale for this approach needs to be reviewed to ensure that this method of assessment, with due consideration of the number of stations and the workload for competent students, is valid, reliable, and fair. In addition, the submission of video evidence is not included in the module specification as an assessment method for the Essential Practical Module.</p> <p>It was also unclear how the TSPE would be structured for the proposed programme. During the accreditation visitors were informed that there would be 12 stations in two circuits but information relating to this did not appear in any of the documents relating to the TSPE.</p>		
<p>Students are assessed practically across clinical placement settings and learning environments as required by their programme.</p> <p><i>Evidence reviewed:</i>  <i>NPL sampling plan Cohort 13</i>  <i>Example QA observation record</i></p> <p>There was clear evidence provided which demonstrated the practical assessment of students.</p>	✓	
<p>Processes are in place to establish a high degree of validity and robustness to support the decisions made based on the results of the assessment.</p> <p><i>Evidence reviewed:</i>  <i>Appeals procedure Quality handbook</i>  <i>Practical examiner standardisation training</i>  <i>Examiner training day</i>  <i>Invigilation on the day guide</i>  <i>Quality handbook academic appeals</i>  <i>Examiner instructions 2019 TSPEs</i>  <i>EE comments on exam papers April 2021</i>  <i>OSCE stations</i>  <i>Ebel standard setting example</i>  <i>NTU Written examination pass mark setting protocol</i></p>		✓

<p>There are a number of systems in place which contribute to the validity of the assessment. The most notable is the use of Ebel method of standard setting for written examinations for which the University is to be commended.</p> <p>There was a lack of policies and procedures outlining how examinations are delivered and without these it was not possible to establish the methodology from the assessment method detailed in the module specification nor to standardise the assessment within or between cohorts. Standard operating procedures are required for each assessment type and delivery method including the invigilation of examinations.</p> <p>Evidence was also provided illustrating that examinations had previously been subject to detailed statistical analysis as part of the quality assurance process, but this had not been undertaken recently due to time pressures. This is a fundamental part of assessment quality assurance and must be reinstated.</p>		
<p>Moderation processes are in place and demonstrate that assessment is fair, reliable and valid.</p> <p><i>Evidence reviewed:</i>  <i>External examiner report 2019-20</i>  <i>Board of Examiners minutes Final year 2020</i>  <i>NTU Written examination pass mark setting protocol</i>  <i>Internal review of HE decisions ANIM20381 Unseen exam moderation record</i>  <i>Internal review of HE decisions PLAC29092 TSPE 1 moderation record</i></p> <p>Moderation processes are in place and appear to be being followed.</p>	✓	
<p>Mechanisms are in place to minimise bias in all assessments.</p> <p><i>Evidence reviewed:</i>  <i>Examiner training day</i>  <i>Practical examiner standardisation training</i>  <i>NTU Quality Handbook section 15 Assessment</i></p> <p>The evidence presented appears to show that the TSPE is designed with mechanisms in place to minimise bias. Without the TSPE Policy and procedure documenting this, it is not possible to determine if this requirement has been met.</p>		✓
<p>Adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice.</p> <p><i>Evidence reviewed:</i>  <i>Fitness to study policy</i>  <i>NTU SVN Fitness to Practise</i>  <i>Guidance for reasonable adjustments and statement of access</i>  <i>Access statement</i></p> <p>This requirement was well evidenced.</p>	✓	

<p>Clinical placement assessment is facilitated and evidenced by observations and other appropriate methods.</p> <p><i>Evidence reviewed:</i></p> <p><i>Example QA observation record</i></p> <p><i>NPL sampling plan Cohort 13</i></p> <p><i>Cohort 12 student QA observation record</i></p> <p>The evidence provided demonstrates that students are being observed in practice, however, the IQA team are not currently conducting observations of the assigned CCs. This step should form part of the routine quality assurance protocol, illustrating that CCs observing students in practice are themselves competent and are following good assessment practice.</p>		✓
<p>Students' self-reflections contribute to, and are evidenced in, assessments.</p> <p><i>Evidence reviewed:</i></p> <p><i>AVNC Reflective presentation assignment and feedback student 1</i></p> <p><i>AVNC Reflective presentation assignment and feedback student 2</i></p> <p><i>AVNC Oral presentation brief 2019-20</i></p> <p><i>Final year student case study summative feedback</i></p> <p><i>Draft PLAC29092 Case Report assignment brief</i></p> <p><i>Student tutorial record 1</i></p> <p><i>Student tutorial record 2</i></p> <p><i>ANIM20381 20-21 Practical skills assessment brief</i></p> <p>The programme encourages student reflection, evidenced in reflective logs for practical skills and the summative case study. This requirement has been well met.</p>	✓	
<p>There is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i></p> <p><i>FdSc VN Course Specification post DAG Feb 2021</i></p> <p><i>Module specifications</i></p> <p>The visitors explored the Essential Practical Nursing and Applied Practical Nursing where compensation is permitted. Both these modules contain elements of the RCVS DOC and DOS, but these are assessed elsewhere thus compensation is permitted. The compensation policy was unclear and following a detailed explanation from the course team it remained unclear if there would ever be a circumstance where compensation would be applied.</p>	✓	
<p>Ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen examination as an element of the assessment strategy.</p> <p><i>Evidence reviewed:</i></p> <p><i>FdSc VN Course Specification post DAG Feb 2021</i></p>	✓	

<p><i>Module specifications</i></p> <p>This requirement was well evidenced.</p>		
<p><b>Conclusion:</b></p> <p>The University has an experienced team who are able to design, develop, deliver and quality assure assessments. They have researched methods of assessment and have demonstrated that they can apply these across assessments. It was, however, difficult for the visitors to visualise the different assessment types for each module and there was a lack of information about how each assessment type would be delivered and quality assured. The methodology for the delivery of the TPSE for the proposed programme was unclear and needs to be clarified. The assessment methodology for the Essential Practical Nursing and Applied Practical Nursing also needs to be reviewed to ensure that it is valid, reliable, and fair and that students are not expected to produce work which is not graded.</p> <p>This Standard is currently not met.</p>		
<p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>a. Provide a worked example to demonstrate how compensation will be applied for Essential Practical Nursing and Applied Practical Nursing modules.</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>a. Update all reading lists.</li> <li>b. Review all learning outcomes to ensure academic appropriateness.</li> <li>c. Amend the assessment methodology for 'Functional Anatomy' to reflect the planned approach.</li> <li>d. Update the assessment diet.</li> <li>e. Provide assessment mapping to the learning outcomes.</li> <li>f. Update all modules to reflect pre- and co-requisites.</li> <li>g. Review LO5 for Placement Module.</li> <li>h. Review the 1800 hours requirement for the placement module.</li> <li>i. Review use of terminology regarding end point assessments.</li> <li>j. Review DOS mapping.</li> <li>k. Review the naming of the TSPE for years 1 &amp; 2 modules.</li> <li>l. Develop CC observation policy and procedure.</li> <li>m. Provide the procedure for online assessments.</li> <li>n. Provide a timeline detailing how and when analysis of assessment will be reinstated.</li> <li>o. Provide detailed SOPs outlining how each different examination type is delivered. This should allow any new staff members to understand how the module author wanted the assessment delivered.</li> <li>p. Review the assessment method for the Essential Practical Nursing and Applied Practical Nursing modules to ensure that it is reliable, valid, and fair.</li> </ul>		

## Standard 6 – Effective clinical learning

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

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must:		
Requirements	Met	Not Met
<p>Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i>  <i>TP Approval Documents</i>  <i>VN Unit Equipment Inventory</i></p> <p>The onsite clinical learning facilities are impressive and fit for purpose.</p> <p>It was apparent that the TP paperwork has not been reviewed for some time; this needs to be revisited and updated for currency. The NPL sampling strategy refers to units rather than the current sections, and the TP application form still refers to RCVS awards.</p> <p>The panel would suggest including review dates on all paperwork as it is updated, ensuring that the most recent copies are more easily recognised.</p>	✓	
<p>Ensure students are enrolled with the RCVS prior to undertaking clinical placement (in order to comply with legislation).</p> <p><i>Evidence reviewed:</i>  <i>RCVS Enrolment Procedure</i></p> <p>The RCVS enrolment procedure is clearly in place and is being complied with.</p>	✓	
<p>Ensure students are actively learning and adequately supervised in all clinical learning environments.</p> <p><i>Evidence reviewed:</i>  <i>CC Risk Assessment</i>  <i>NPL sampling strategy</i>  <i>NPL sampling plan</i>  <i>TP risk assessments</i></p> <p>IQA student support was explained during the accreditation event and reiterated by students during interview. The team should be commended for their success</p>	✓	

with this, especially through the recent challenging times created by the Covid-19 pandemic. The panel suggested that it would be beneficial to risk assess students, in order to ascertain support requirements whilst on placement. This does not need to be a complicated process, but just a record of student risk, that would explain increases in sample size, and prompt the required IQA intervention.		
<p>Ensure clinical learning environments are provided for every student, within a RCVS listed training practice or auxiliary training practice, for a minimum duration of hours as stipulated in the RCVS Veterinary Nurse Registration Rules.</p> <p><i>Evidence reviewed:</i></p> <p><i>Course spec</i></p> <p><i>Example student timesheet</i></p> <p><i>Time sheet audit</i></p> <p><i>Placement Paperwork Spreadsheet</i></p> <p><i>Enrolment and Placement Guidance (ST2)</i></p> <p><i>Student Placement Handbook</i></p> <p>Students are currently expected to source their own placement (with the IQA team ensuring they are equipped to do this, through tutorial support). Additional support from the IQA team is then given if needed. From talking to multiple cohorts of students it became apparent that IQA involvement needs to be earlier. Students were becoming overwhelmed and disillusioned with high levels of repeated practice rejection. The benefits of students applying to practices with their CVs can still be upheld and achieved, but the overall approach to placement allocation needs to be reviewed.</p> <p>In order to ensure sufficient support, it was suggested that the IQA team review their pre-placement procedures for students undertaking placement in non NTU TP's.</p>		✓
<p>All students must have sufficient time within the programme to achieve the Veterinary Nurse Registration Rules hours requirement.</p> <p><i>Evidence reviewed:</i></p> <p><i>Course Specification</i></p> <p><i>Example timesheet</i></p> <p><i>Placement Information Sheet</i></p> <p>Students have sufficient time within the programme to achieve the required hours, and there are sensible contingencies in place should a student need to complete additional placement time.</p>	✓	
<p>Ensure all students are allocated a clinical supervisor responsible for confirming competency of RCVS Day One Skills for Veterinary Nurses. All clinical supervisors must be RVN or MRCVS (UK practising), be experienced and able to demonstrate an experienced level of clinical skills and ongoing professional development.</p> <p><i>Evidence reviewed:</i></p>		✓

<p><i>CC Training and Standardisation</i>  <i>CC Terms of Reference</i>  <i>CC Risk assessment</i>  <i>TP risk assessments</i></p> <p>CCs are risk assessed, although some of the criteria relate more appropriately to the risk of the practice. The CC risk assessment tool should be revisited, to ensure that risk is determined purely on factors that are influenced directly by the CC and can thus be addressed by them.</p> <p>Paperwork requested and submitted from CCs is currently recorded on the individual practice visit paperwork. It would be valuable for the IQAs to have one overview document, so they can clearly see any paperwork non-compliance and deal with this appropriately and in a timely manner. This will ensure ongoing compliance for affiliated CCs that might not have an active NTU student.</p> <p>The IQA team need to ensure that their visit procedures do not include elements of second assessment via the current student / coach observation process of already completed NPL tasks. This action will be addressed via previous Standards.</p>		
<p>Maintain accurate records of student clinical learning environment attendance and provide these to RCVS upon request.  <i>Evidence reviewed:</i>  <i>Example timesheets and attendance record</i></p> <p>Students are provided with a time sheet to track their hours, which is fit for purpose.</p>	✓	
<p>There must be sufficient TP support available for all recruited students.  <i>Evidence reviewed:</i>  <i>TP Information</i>  <i>TP Monitoring forms and risk assessments.</i>  <i>Student Centre Placement Information</i></p> <p>The original paperwork submitted confirmed that NTU has 37 affiliated TPs. During the accreditation event, it was stated that this has very recently increased to 41, with two further prospective TPs. TP numbers were discussed as a point of concern and a detailed strategy for increasing TP numbers must be provided in order to meet the requirement that all students will be provided with a placement. It is very encouraging that TP numbers have recently started to increase.</p>		✓
<p>Ensure that training practices either hold a primary affiliation with the Accredited Education Institution itself or its delivery site, or, where the training practice is to hold a secondary affiliation, that the training practice also holds a primary</p>		✓

<p>affiliation elsewhere and is an RCVS listed practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>TP Information</i></p> <p><i>TP Monitoring forms and risk assessments.</i></p> <p><i>Student Centre Placement Information</i></p> <p><i>MOUs</i></p> <p>The TP approval form is comprehensive. A Training Practice Principal signature box should be added to the approval form, with the Practice Principal therefore confirming acknowledgment of any recommendations or actions.</p> <p>There is currently a verbal agreement in place for secondments where an auxiliary Training Practice (aTP) is utilised, however, this must be formalised with a written agreement.</p>		
<p>Ensure that where a secondary affiliated training practice is used there is a Memorandum of Understanding and robust communication between the Centre responsible for the secondary affiliated training practice and the Accredited Education Institution.</p> <p><i>Evidence reviewed:</i></p> <p><i>TP Information</i></p> <p><i>TP Monitoring forms and risk assessments.</i></p> <p><i>Student Centre Placement Information</i></p> <p><i>MOUs</i></p> <p>The paperwork submitted was contradictory for requesting placement support from a non-affiliated TP. During the event, the IQA team explained the process, which appeared to 'ask' rather than 'dictate'. It is suggested that the process for requesting placement support from a non-affiliated TP be reviewed, ensuring outdated systems are no longer used.</p> <p>The Memorandum of Understanding submitted as evidence was out of date as the signatory is no longer an employee; the submission of a current MOU would have been more beneficial; however, alternative examples were provided.</p> <p>Suggestion: review process for requesting placement support from a non-affiliated TP.</p>	✓	
<p>Be compliant with the RCVS standards framework for veterinary nursing education, including clinical requirements for all periods of learning undertaken outside the UK and comply with all relevant legislation and UK animal care and welfare standards (including the Veterinary Surgeons Act 1966).</p> <p><i>Evidence reviewed:</i></p> <p><b>N/A</b></p>		



<p>Ensure clinical learning experiences are tailored to the student's stage of learning, competences and programme outcomes.</p> <p><i>Evidence reviewed:</i>  <i>NPL Progression targets</i>  <i>Course Handbook</i>  <i>CC Training and Standardisation</i></p> <p>The suggestion of a broader first placement NPL percentage requirement form was discussed within Standard 3. The inclusion of the student participating in the professional behaviour evaluation was also discussed and suggested in Standard 3.</p> <p>A completed NPL report was not provided within the paperwork submitted, which would have been beneficial.</p> <p>The CC training programme and the CC standardisation presentation is detailed and thorough.</p>	✓	
<p>The veterinary team contribute to learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i>  <i>Expert witness statements</i>  <i>Student case audit</i></p> <p>TP audits appear thorough. The utilisation of expert witnesses (who may not be MRCVS or RVN but may be an area expert) was discussed within standard 3.</p>	✓	
<p><b>Conclusion:</b></p> <p>The IQA team are clearly working incredibly hard to ensure that all students are supported. This has been a large undertaking in what has been a very challenging time, and the team should be commended for their efforts.</p> <p>The IQA team were enthusiastic throughout accreditation and their response to constructive feedback and suggestions was very encouraging. Although there is scope to develop some of the systems further, and some actions have been identified, there are some good foundations to build upon.</p>		
<p><b>Suggestions:</b></p> <ol style="list-style-type: none"> <li>Develop a student veterinary nurse risk assessment.</li> <li>Transfer the current CC paperwork compliance onto one overview document.</li> <li>Review the processes for requesting placement support from a non-affiliated TP.</li> <li>Add review dates into the footer when paperwork is updated.</li> <li>Review the pre-placement process for non-affiliated TPs.</li> </ol>		

**Actions:**

- a. Review the approach to placement allocation, ensuring students are fully supported with sourcing a placement.
- b. Review the current Clinical Coach Risk assessment tool.
- c. Provide a detailed strategy for increasing TP numbers.
- d. Provide evidence of written secondment agreements for aTPs.
- e. Add a Training Practice Principal signature box to the TP approval form.
- f. Remove reference to RCVS Awards in the TP application form.
- g. Update the sampling strategy to refer to sections, not the outdated units.