

University Centre Askham Bryan Accreditation Visit

22-24 February 2023

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

Contents

List of Panel Members	1
Summary of the Panel's findings	3
Programme details	4
Standard 1 – Learning culture.....	5
Standard 2 – Governance and quality	12
Standard 3 – Student empowerment	20
Standard 4 – Educators and assessors	29
Standard 5 – Curricula and assessment.....	34
Standard 6 – Effective clinical learning	42

List of Panel Members

Sam Double RVN – Educator Representative

Molly Down – Student Representative

Vicky Hedges RVN – RCVS Examinations Manager

Carol Hicks RVN – Chair

Louise Hodnett RVN – Employer Representative

Key Staff met

Institution Personnel

Laura Black – Vice Principal Higher Education, Commercial and Adult Education

Judith Clapham – Head of Governance

Heather Compton – Head of Science

Ange Cousins – HE Student Support Co-ordinator

Yvette Foulds-Davis – HE Academic Registrar

John Freel – Head of Health and Safety

Lynne Griffin – Executive Director of People Services

Lauren Lane – Wildlife Park Manager

Jethro Powell – Legal and Compliance Officer

Claire Pullan RVN – VN Higher Education Co-ordinator

Sarah Reynolds-Golding RVN – Programme Lead

Steven Roe – Head of Finance

Lucy Saker – Head of Student Support

Stacy Vipas – Head of Digital

Dr Tim Whitaker – Principal and CEO

Delivery Team

Naomi Allen RVN

Gemma Bamforth RVN

Nikki Dean RVN

Rebecca Hodgson RVN

Chelsea Hopkinson RVN

Jo Scott RVN

Tracey Seymour

Emily Smith RVN

Ruth Stewart RVN

Summary of the Panel's findings

Askham Bryan College (ABC) was visited between 22 and 23 February 2023. The following programme was under accreditation review:

Foundation Degree Veterinary Nursing

ABC achieved Foundation Degree Awarding Powers (FDAP) in February 2022 and the veterinary nursing programme is the first professionally accredited programme which it will be validating. ABC is also referred to as University Centre Askham Bryan (UCAB) to acknowledge its university centre status; for the purposes of this report, the abbreviation of ABC is used throughout.

ABC confirmed that subject to RCVS accreditation it intends to recruit students at its York site for delivery from September 2023. ABC is currently seeking suitable premises in the Gateshead area which it hopes will also be in place for a September 2023 start.

The RCVS Panel 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 Panel wish to acknowledge that the documentation submitted by ABC for review prior to the event was well written and easy to understand. The panel was grateful for the opportunity to speak to existing students on the Royal Agricultural University (RAU) programme. This enabled the panel to understand many of the processes and procedures that are to be implemented within the new programme.

The team found the following:

ABC is to be **commended** for the high level of student support which was demonstrated across all aspects of the accreditation. Commendations relating to specific standards have been referenced within the body of the report.

Areas for further review include overall review of some policies and procedures around minimising marking bias, quality assurance and review of the new UCAB academic processes to further substantiate Professional Statutory Regulatory Body requirements.

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	Askham Bryan College (Office for Students - OfS)
Main address and contact details for the above organisation	Askham Bryan College Askham Fields Lane Askham Bryan York YO23 3FR
Name of Principal or Chief Executive Officer	Dr Tim Whitaker
Name of Programme Lead	Sarah Reynolds-Golding
Proposed programme(s) title:	Foundation Degree Veterinary Nursing
Address and contact details of proposed site/s for delivery of licence to practise qualification	Askham Bryan College Askham Fields Lane Askham Bryan York YO23 3FR North-East (Gateshead) To be confirmed.
Pattern of delivery	Full-time (3 years)
Intakes and student numbers	Anticipated intake per year circa 40 (York) and 12 (North-East)

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>1.1 Demonstrate that the safety of people and animals is a primary consideration in all learning environments.</p> <p><i>Evidence reviewed:</i> <i>ABC Health and Safety policy</i> <i>TP Tracking List</i> <i>Example TP file</i> <i>Staff Induction materials</i> <i>Example license agreements, including Zoo license</i> <i>Risk Assessment for Animal Practical and Vet Nursing Practical classroom</i> <i>ABC Online safety policy</i> <i>ABC Policy for Safeguarding and Keeping Children Safe</i> <i>Risk Assessment for Animal Practical and Vet Nursing Practical classroom</i> <i>Student induction timetables</i> <i>Risk assessments for animal practicals</i> <i>Health and Safety policy and arrangements covering Fire Safety</i> <i>Equipment servicing records for Radiography (X-ray) machine and Anaesthetic machine.</i></p> <p>The university centre has developed robust health and safety policies. During the tour of the facilities the panel observed a session of students carrying out laboratory work. The health and safety policies were applied effectively during this session.</p> <p>Some of the policies presented as part of the submission were due for review at the end of 2022. The panel were satisfied that these had been reviewed, with working copies appropriately dated and seen during the tour.</p>	✓	
<p>1.2 Prioritise the wellbeing of people.</p> <p><i>Evidence reviewed:</i> <i>Industry Advisor CV and CPD documents.</i> <i>Staff CPD logs</i> <i>Industry advisor CPD logs</i> <i>ABC Staff Induction materials</i></p>	✓	

	<p><i>Staff appraisals proforma example attached - migration to ITrent system in 2022-23</i> <i>CV for Wellbeing staff</i> <i>Health Assured package information provided at staff induction</i> <i>Example MH first aid certificates</i> <i>ABC Staff Code of Conduct and disciplinary procedures</i> <i>ABC Mental Health and Staff Wellbeing Policy</i> <i>Family friendly policies</i> <i>Health Assured package information provided at staff induction</i> <i>Mental Health First Aider training completed for some key staff</i> <i>Example certificates</i></p> <p>ABC has in place clear policies and procedures in relation to the wellbeing of people. Students interviewed during the event were very complimentary about Student Support Services; they felt that they were easy to contact and were able to provide a wide arrange of support.</p> <p>In addition, staff are trained as Mental Health First Aiders which is especially useful for those supporting students in work placement. Of special note: staff conducting TP visits have completed the Suzy Lamplough Personal Safety and Lone Working training.</p> <p>Online group sessions have also been arranged with Vetlife, facilitating discussion around specific issues which students and veterinary nurses may face in their daily life.</p>		
1.3	<p>Ensure that facilities and physical resources, including those used for clinical learning, comply with all relevant legislation including UK animal care and welfare standards.</p> <p><i>Evidence reviewed:</i> <i>Example Training Practice file with example risk assessments included as evidence</i> <i>Veterinary Medicine Registration for both sites</i> <i>Example license arrangements</i> <i>Risk assessments for animal practicals</i> <i>Animal licences, including the wildlife park (Zoo)</i> <i>Example Training Practice file with example risk assessments included as evidence</i> <i>Delivery location detailed on website - 'study' tab under campuses.</i> <i>Training Practice Visit Planner and Activity Planner</i> <i>Evidence of inventory/equipment list included</i> <i>(Student Voice) Student Induction Survey 2022</i> <i>Student Satisfaction Prep Action Plan</i> <i>HE Quality Assurance Processes 2022-23</i> <i>HE Quality Assurances Processes Gantt Chart 2022-23</i> <i>Example Module Survey Report to AQSC</i> <i>Student Voice Strategy for HE</i></p> <p>Throughout the tour of the facilities, it was evident that the facilities and resources were compliant with relevant legislation.</p>	✓	

	Animal welfare was paramount with a policy in place to ensure that animals were only handled for essential matters such as husbandry.		
1.4	<p>Ensure clients have the opportunity to give, and if required withdraw, their informed consent to students being involved in the care of their animals.</p> <p><i>Evidence reviewed:</i> <i>Evidence Consent form and poster</i> <i>Visit Report with withdrawal of consent highlighted</i></p> <p>ABC provides a poster to practices informing clients that student veterinary nurses may be involved in the care of animals. This was provided as evidence along with an example consent form. This invites clients to ask questions but does not inform them that they may withdraw consent.</p> <p>The panel advised ABC to undertake market research to ensure that the imagery used in the poster promotes the work of student veterinary nurses and increases the chance of clients giving consent.</p>		✓
1.5	<p>Promote client, public and animal safety and welfare and maintaining confidentiality.</p> <p><i>Evidence reviewed:</i> <i>Example job descriptions</i> <i>Student Voice includes Student Union Meeting minutes</i> <i>Course Team meeting minutes</i> <i>NSS surveys results</i> <i>Student Induction Survey 2022</i> <i>Student Satisfaction Prep Action Plan</i> <i>HE Quality Assurance Processes 2022-23</i> <i>HE Quality Assurances Processes Gantt Chart 2022-23</i> <i>Example Module Survey Report to AQSC</i> <i>Student Voice Strategy for HE</i> <i>ABC HE Observation Policy</i> <i>Example Deep dive activity and its outcome, with reference to session visits included.</i> <i>ABC Data Protection policy (includes GDPR policy)</i> <i>Training Practice student observations in the workplace</i> <i>NPL Sampling IQA report</i> <i>Example Training Practice file with example risk assessments included as evidence</i> <i>Computer User Agreement</i></p> <p>This requirement has been well evidenced by the programme team. The panel was particularly impressed with the animal handling policies used within the wildlife and conservation park. Animal welfare is prioritised and handling for human enjoyment is avoided. This message is conveyed to students and visitors to the site.</p>	✓	

1.6	<p>Ensure students and educators understand how to raise concerns or complaints and are encouraged and supported to do so in line with local and national policies without fear of adverse consequences.</p> <p><i>Evidence reviewed:</i> <i>(Student Voice) Nov 2022 Student Council Meeting Minutes</i> <i>UCAB Student Representative Handbook 2022-23</i> <i>Minutes of meetings undertaken for 2022-23</i> <i>Course Information Sheet-Handbook</i> <i>Staff complaints policy</i> <i>Example Student Induction Timetable and activities</i> <i>ABC Institutional policy for complaints</i> <i>Course Information Sheet-Handbook</i> <i>Computer User Agreement</i> <i>ABC Policy for Safeguarding and Keeping Children Safe</i> <i>ABC Institutional policy for whistleblowing</i></p> <p>This requirement has been well evidenced by the programme team. It should be noted that students are not always aware of the complaints process, but it was clear that if they needed to raise a concern or make a complaint they would be signposted to the correct process.</p>	✓	
1.7	<p>Ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised.</p> <p><i>Evidence reviewed:</i> <i>Sept 2022 Complaints Report</i> <i>Extract from SLT Minutes re: Complaints</i> <i>Customer Service and Complaints Policy</i> <i>Staff Grievance Policy</i> <i>ABC Institutional policy and procedure for complaints</i> <i>ABC Policy for Safeguarding and Keeping Children Safe</i> <i>ABC Institutional policy for whistleblowing</i></p> <p>There are clear policies in place for raising concerns, complaints, and whistleblowing for both staff and students. It was clear that ABC takes complaints seriously and acts upon them in accordance with the policy. This is a new programme and therefore completed examples showing how complaints are dealt with were not available.</p>	✓	
1.8	<p>Ensure mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated.</p> <p><i>Evidence reviewed:</i> <i>Sept 2022 Complaints Report</i> <i>Extract from SLT Minutes re: Complaints</i> <i>Example screen shot student review form</i> <i>Customer Service and Complaints Policy</i> <i>Staff Grievance Policy</i></p>	✓	

	<p><i>Disciplinary Policy (Students) 2022-23</i> <i>Policy and procedure renewal guidelines</i></p> <p>The institution has clear processes and procedures in place and the panel was impressed that the hypothetical examples given for the current programme utilised a mistake as a learning opportunity for both staff and learners.</p>		
1.9	<p>Ensure students are supported and supervised in being open and honest in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i> <i>Fitness to Practise Institutional policy and procedure.</i> <i>Student Induction Survey 2022</i> <i>Student Satisfaction Prep Action Plan</i> <i>HE Quality Assurance Processes 2022-23</i> <i>HE Quality Assurances Processes Gantt Chart 2022-23</i> <i>Student Handbook (Induction)</i> <i>UCAB Academic Calendar 2022</i> <i>Example session plan with CoPC</i> <i>HE Quality Assurance Processes 2022-23 & HE Quality Assurance Processes Gantt Chart Example Deep dive activity and its outcome, with reference to session visits included</i> <i>Module Descriptor form for Preparing for Professional Registration</i> <i>Student Handbook</i> <i>Course Information Sheet-Handbook</i> <i>Example of Training Practice Handbook</i></p> <p>This requirement has been well evidenced by the programme team.</p>	✓	
1.10	<p>Ensure the learning culture is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation.</p> <p><i>Evidence reviewed:</i> <i>HE Quality Assurance Processes 2022-23 & HE Quality Assurance Processes Gantt Chart Example Deep dive activity and its outcome, with reference to session visits included</i> <i>CPD Action Plans and evidence of lone working training</i> <i>CPD Records (PDR)</i> <i>HE Annual Review 2021-22</i> <i>External examiner report for current RAU programme.</i> <i>Validation feedback from external examiner</i> <i>Equality and Diversity policy and procedure</i> <i>Guidance for Disabled Students on Higher Education</i> <i>Conflict of Interest Forms and Process</i> <i>ABC Institutional complaints policy</i></p>	✓	

	<p>This requirement has been well evidenced by the programme team. Access and discussions with students demonstrated a diverse range of people who felt well supported, treated fairly and with their individual needs taken into consideration.</p>		
1.11	<p>Advance equality of opportunity through effective use of information and data.</p> <p><i>Evidence reviewed:</i> <i>HE Annual Review 2021-22</i> <i>External examiner report for current RAU programme</i> <i>Example minutes of meetings for student representatives undertaken for 2022-23</i> <i>Student voice strategy</i> <i>Student Induction Survey 2022</i> <i>Student Satisfaction Prep Action Plan</i> <i>HE Quality Assurance Processes 2022-23</i> <i>HE Quality Assurances Processes Gantt Chart 2022-23</i> <i>Training Practice Survey 2021-22 with action plan</i> <i>Minutes of meetings for academic year 2022-23 (so far)</i> <i>NSS data for final year 2021-22 (RAU programme)</i></p> <p>This requirement has been well evidenced by the programme team. Extensive stakeholder feedback was sought during the development of the qualification. Students provided examples of areas of the current programme delivered by ABC that could be improved. The panel were encouraged that this feedback had been taken on board by the delivery team and implemented as part of the new programme.</p>	✓	
1.12	<p>Work to promote inter-professional education and inter-professional practice and support opportunities for research collaboration.</p> <p><i>Evidence reviewed:</i> <i>Programme Specification</i> <i>Independent Research Project Module Descriptor</i> <i>Veterinary Nursing Professionalism and Research Module Descriptor</i> <i>Scholarly Activity policy and process</i> <i>MS Form for Guest Speaker overview - Summary included (to date)</i> <i>Minutes of Research Committees and terms of reference</i> <i>Example expert witness statement evidence from the NPL</i> <i>Examples included for Module Descriptor and Information Forms and Assessment Plan</i></p> <p>This requirement has been well evidenced by the programme team.</p>	✓	
1.13	<p>Promote evidenced-based improvement in education and veterinary nursing practice.</p> <p><i>Evidence reviewed:</i> <i>Minutes of Research Committees and terms of reference</i> <i>Programme Specification</i> <i>Independent Research Project Module Descriptor</i></p>	✓	

	<p><i>Veterinary Nursing Professionalism and Research Module Descriptor</i></p> <p><i>Example case study</i></p> <p><i>CPD and Scholarly college policy</i></p> <p><i>Scholarly Activity policy and process</i></p> <p><i>MS Form for Guest Speaker overview - Summary included (to date)</i></p> <p><i>Example clinical audit evidence from TP file</i></p> <p><i>HE Quality Assurance Processes 2022-23 & HE Quality Assurance Processes</i></p> <p><i>Gantt Chart Example Deep dive activity and its outcome, with reference to session visits included</i></p> <p><i>Annual Programme Review documentation for RAU programme 2021-22</i></p> <p><i>HE Quality Assurance Processes 2022-23</i></p> <p><i>HE Quality Assurances Processes Gantt Chart 2022-23</i></p> <p>This requirement has been well evidenced by the programme team.</p>		
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Conclusion:

The learning culture at ABC fosters a supportive and inclusive approach to prioritising education and wellbeing of all staff and students. The Code of Professional Conduct is embedded in the programme.

Health and Safety is well-evidenced via clear policies, focusing on people and animals. Risk assessments and COSHH are in place and their use was evident during the tour of the facilities.

Review of the materials and messaging used to inform clients that they may withdraw consent for students to be involved the care of their animals is required.

Overall, this Standard has been met.

Commendations:

- The panel was particularly impressed with the animal handling policies, specifically those relating to conservation and wildlife, and the fact that students with diverse needs are incredibly well supported.
- Staff training on mental health and wellbeing was also noted as a commendation. The panel was impressed with the clear evidence of improvement based on validation and stakeholder feedback and the thorough analysis of complaints with a clear feed-forward mechanism.

Suggestions:

- a. Undertake market research/focus groups to ensure that the imagery used within the consent poster maximises the chances of consent being given.

Actions:

- a. ABC to provide evidence that clients are informed that they may withdraw consent regarding SVNs being involved in the care of their animals.

Standard 2 – Governance and quality

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

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

Standard met			
Accredited Education Institutions, together with Centres and Training Practices, must:			
Requirements		Met	Not Met
2.1	<p>Comply with all relevant legal, regulatory, professional and educational requirements.</p> <p><i>Evidence reviewed:</i> ABC (Admissions) Access and Participation Plan 2021-2025 Summary of Access and Participation plan (QAA - reports) Quality and Standards Review Report (QSR) 2020 RCVS HE IQA Audit June 2022 and audit actions Example External Examiner report with associated actions and impact Support package presentation to RCVS completed in June 2022 - validation presentation</p> <p>This requirement has been well evidenced by the programme team. The presented programme complies with all relevant legal, regulatory, professional, and educational requirements. ABC has recently been awarded Foundation Degree Awarding Powers and is therefore compliant with the Office for Students.</p>	✓	
2.2	<p>Provide all information and evidence required by regulators in a timely manner i.e., within published timescales.</p> <p><i>Evidence reviewed:</i> RCVS HE IQA Audit June 2022 and audit actions</p> <p>This requirement has been well evidenced by the programme team. There were some IT issues with the initial spreadsheet upload; the Programme Lead was notified, and the issues were resolved promptly. Requests for additional documentation were responded to, and dealt with, in a timely fashion.</p>	✓	

2.3	<p>Ensure programmes are designed to meet RCVS Day One Competences and Skills for Veterinary Nurses, QAA Veterinary Nursing Benchmarks and outcomes relevant to the programme.</p> <p><i>Evidence reviewed:</i> <i>Programme Specification DOC/DOS/PB Mapping Document Appendix 1</i> <i>QAA Mapping Document Programme Specification Appendix 5</i></p> <p>This requirement has been well evidenced by the programme team. The academic team is fully aware of the importance of the programme design meeting the RCVS Day One Competences (DOC) and Day One Skills (DOS), professional behaviours and the QAA Veterinary Nursing Benchmarks and outcomes. The programme has been fully mapped to all requirements.</p>	✓	
2.4	<p>Comply with the RCVS Code of Professional Conduct for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> <i>Module information sheets and guidance forms</i> <i>Programme Specification document</i> <i>Session planning documentation</i> <i>Example summaries of work found in modular documentation</i> <i>Example summaries of work found in modular documentation</i> <i>Course Information Sheet-Handbook</i> <i>Student handbook</i> <i>Student induction materials</i> <i>Training Practice Handbook</i></p> <p>This requirement has been well evidenced by the programme team. The RCVS Code of Professional Conduct (CoPC) is highlighted and signposted throughout the student and staff facing literature and clearly reviewed by the placement visiting team.</p>	✓	
2.5	<p>Comply with the RCVS Veterinary Nursing Registration Rules.</p> <p><i>Evidence reviewed:</i> <i>Programme Specification - Appendix 2</i> <i>Course Information Sheet-Handbook</i></p> <p>This requirement has been well evidenced by the programme team and the programme is compliant with the RCVS Veterinary Nursing Registration Rules.</p>	✓	
2.6	<p>Adopt a partnership approach, with shared responsibility, evidenced by a Memorandum of Understanding between the Accredited Education Institution and the delivery site and between the delivery site and the Training Practice. This must be regularly</p>	✓	

	<p>reviewed and clearly stipulate the roles, responsibilities, and regulatory requirements.</p> <p><i>Evidence reviewed:</i></p> <p><i>Exemplar Memorandum of Understanding for affiliated and non-affiliated Training Practices</i></p> <p><i>HE IQA Plan for Clinical Placements</i></p> <p><i>IQA plan for modular quality assurance</i></p> <p><i>Training Practice risk assessments</i></p> <p><i>College risk assessments for activities</i></p> <p><i>Training Practice Handbook</i></p> <p><i>Job descriptions</i></p> <p><i>Training Practice Approval documents</i></p> <p><i>Example documents of secondments</i></p> <p>This requirement has been well evidenced by the programme team. The Memorandum of Understanding (MoU) between the delivery site and training practices (TPs) is clear, comprehensive, and clearly stipulates the roles, responsibilities, and regulatory requirements.</p>		
2.7	<p>Ensure that recruitment, selection and retention of students is open, fair and transparent and includes measures to understand and address underrepresentation.</p> <p><i>Evidence reviewed:</i></p> <p><i>Website</i></p> <p><i>Example letters of offer and interview arrangements</i></p> <p><i>Admissions guidance and interview</i></p> <p><i>Programme Specification document</i></p> <p><i>Access and Participation Policy</i></p> <p><i>Example letters of offer and interview arrangements</i></p> <p><i>Admissions guidance and interview</i></p> <p><i>Example VetN Self-assessment report 2021.22 (Askham Bryan College) RCVS HEI SELF Assessment</i></p> <p><i>APP planning</i></p> <p><i>Access and Participation Policy</i></p> <p>Recruitment and selection of students was demonstrated as open, fair, and transparent. The institution understands the underrepresentation that may occur within the programme and has fully reviewed how this can be addressed. The programme has been clearly labelled as 'pending accreditation' in all marketing material for the new course.</p>	✓	
2.8	<p>Have entry criteria for the programme that includes evidence that the student has capability in numeracy, literacy and science,</p>	✓	

	<p>written and spoken English and mathematics to meet the programme outcomes.</p> <p><i>Evidence reviewed:</i> <i>Programme Specification document</i> <i>UCAB Mini-Guide</i> <i>Website</i> <i>Datasheets</i> <i>Admissions Policy & Procedure</i> <i>Fitness to Practise Policy</i> <i>Course Information Presentation</i></p> <p>This requirement has been well evidenced by the programme team. Entry criteria in terms of UCAS points have been carefully considered and include the need to demonstrate numeracy, literacy, and science, spoken English and mathematics that are sufficient to meet the programme outcomes.</p>		
2.9	<p>Provide students with the information and support to enable them to demonstrate fitness to practise including the disclosure of any criminal convictions that may affect registration with the RCVS as qualified veterinary nurses.</p> <p><i>Evidence reviewed:</i> <i>Fitness to Practise Policy</i> <i>Example Induction timetable and materials</i> <i>Session planning documentation and module teaching summaries</i> <i>Example tutorial plan for individual appraisals</i> <i>Interview Documentation.</i> <i>Student Course Handbook and Interview Documentation</i> <i>Programme Specification</i> <i>Training Practice handbook and Student Handbook</i></p> <p>This requirement has been well evidenced by the programme team. A clear Fitness to Practise Policy and procedure was supplied with comprehensive student facing documentation to provide students with the fitness to practise requirements including convictions and the need to disclose. Fitness to practise will also be monitored by both the academic and programme teams.</p>	✓	
2.10	<p>Demonstrate a robust process for recognition of prior learning (RPL).</p> <p><i>Evidence reviewed:</i> <i>Programme Specification and website information</i> <i>APL Policy</i> <i>UCAB APL Application and Claim Form</i> <i>APL Information</i></p>	✓	

	<p><i>APL Video</i> <i>APEL Spreadsheet 2022-23 - student names redacted</i> <i>APL Information/ APL Video - On HE Student HUB</i> <i>Screenshot of APL on UCAB Student HUB</i></p> <p>This requirement has been well evidenced by the programme team. The institution presented a robust and well considered RPL process.</p>		
2.11	<p>Provide students with the information and support they require in all learning environments to enable them to understand and comply with the relevant governance processes and policies.</p> <p><i>Evidence reviewed:</i> <i>Course Information Sheet-Handbook</i> <i>Programme Specification</i> <i>Fitness to Practise Policy and procedure and teaching session example</i> <i>Course Information Presentations</i> <i>Training Practice Handbook</i> <i>Course Information Sheet-Handbook</i> <i>Module documentation</i></p> <p>This requirement has been well evidenced by the programme team. The academic and pastoral team demonstrated the wealth of well-signposted information available to students for both the academic and clinical placement environments to enable students to understand and comply with the relevant governance processes and policies.</p>	✓	
2.12	<p>Have robust, effective, fair, impartial and lawful fitness to practise procedures to swiftly address concerns, and where appropriate notify the RCVS, as Regulator, about the conduct of students that might compromise public and animal safety and protection.</p> <p><i>Evidence reviewed:</i> <i>Fitness to Practise Policy and procedure</i> <i>ABC policy - Support for continuing studies</i> <i>Academic Appeals Policy & Procedure</i> <i>Academic Misconduct Policy & Procedure</i> <i>Disciplinary Policy (Students)</i> <i>Student Charter</i></p> <p>This requirement has been well evidenced by the programme team. A clear Fitness to Practise Policy and procedure was supplied including how the RCVS will be notified of fitness to practise concerns.</p>	✓	

2.13	<p>Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award.</p> <p><i>Evidence reviewed:</i> <i>Final LTU Sport Minutes 2021-22</i> <i>RAU Final June CAB Minutes</i> <i>RAU Progress Minutes</i></p> <p>This requirement has been well evidenced by the programme team. The institution demonstrates clear academic regulations including how it will confirm that students have met the required programme outcomes in full and are eligible for academic and professional award. There is an appropriate exit award available for the programme.</p>	✓	
2.14	<p>Regularly review all learning environments and provide assurance that they are safe, effective and fit for purpose.</p> <p><i>Evidence reviewed:</i> <i>2020-2021 HAU Annual Course Reviews</i> <i>Student voice strategy</i> <i>Student Induction Survey 2022</i> <i>Student Satisfaction Prep Action Plan</i> <i>HE Quality Assurance Processes 2022-23</i> <i>HE Quality Assurances Processes Gantt Chart 2022-23</i> <i>NSS Results 2022</i> <i>Risk assessment for the teaching resources and examples within the TP file</i> <i>Health and Safety College Policy and Procedure</i> <i>Example Memorandum of Understanding between the centre and the TPs and aTPs</i> <i>External Examiner report 2021/2022</i> <i>QAA QSR Report</i> <i>College online safety policy and documentation</i> <i>Website</i></p> <p>This requirement has been well evidenced by the programme team. All academic and clinical learning environments at ABC have been thoroughly risk assessed. The facilities demonstrated to the panel were exemplary in terms of safety, effectiveness, and fitness for purpose. Evidence supplied demonstrates that TPs are also reviewed regularly and thoroughly.</p>	✓	
2.15	<p>Appoint appropriately qualified and experienced people for programme development and delivery.</p> <p><i>Evidence reviewed:</i> <i>Staff Profiles</i> <i>Staff CPD Action Plans (templates)</i></p>	✓	

	<p><i>Section 5.3 - 5.5 of academic regulations</i> <i>Example Job Descriptions for roles</i> <i>HE Workload Modelling paper for ABC</i> <i>HR1 Staff Recruitment Policy</i></p> <p>Staff are appropriately qualified and experienced for programme development and delivery. There are clear job descriptions and recruitment and development policies in place.</p>		
2.16	<p>Where an Accredited Education Institution is not yet fully accredited, or at the discretion of Veterinary Nurse Education Committee, facilitate the attendance of the RCVS at the trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place for the relevant cohort of students.</p> <p><i>Evidence reviewed:</i> <i>List of Dates for planned exam activity for OSCE exams</i></p> <p>The academic team discussed the requirements for the mock OSCE attendance by the RCVS and confirmed that the RCVS will be notified once the ABC dates have been agreed.</p>	✓	
2.17	<p>Where an Accredited Education Institution plans to make any changes to its provision, including assessment, the RCVS must approve all changes prior to implementation.</p> <p><i>Evidence reviewed:</i> <i>Example correspondence for RAU Award</i></p> <p>The academic team was fully aware of the requirements to notify the RCVS of programme and assessment changes; however, this was not yet evident in the written policies and processes.</p>		✓
2.18	<p>Provide evidence that adequate market demand and finances are in place and are sufficient to sustain and develop the programme and have been approved by the Higher Education Institution or Awarding Organisation.</p> <p><i>Evidence reviewed:</i> <i>P90 Accounts for end of Year 2021-22</i> <i>VetN Department Self-Assessment Report and HE Annual Review 2021-22</i> <i>Institutional accounts</i> <i>P90 Accounts for end of Year 2021.22</i> <i>Institutional accounts</i> <i>Presentation delivered to RCVS as part of the preparatory support visit</i> <i>Data for the ABC programme.</i></p>	✓	

	<p><i>HE Marketing Report Oct 22</i> <i>NSS Survey Results 2022</i> <i>Example Annual Programme Managers Report</i></p> <p>This requirement has been well evidenced by the programme team. Financial information was clear and comprehensive, and the institution is clearly committed to investing in the veterinary nursing programme.</p>		
<p>Conclusion:</p> <p>Governance and quality are embodied within the ethos of the institution, and this is clearly reflected in all aspects of the proposed programme.</p> <p>ABC has strengthened the senior leadership team, particularly in relation to the requirements around its own foundation degree awarding powers. Processes and procedures are clear and information for staff and students is clearly articulated.</p> <p>Overall, this Standard has been met.</p>			
<p>Commendations:</p> <ul style="list-style-type: none"> • ABC has recruited senior leaders who have experience in HE at other land-based colleges and has sought to strengthen the HE team following FDAP accreditation with additional posts including the Academic Registrar. <p>Suggestions: None</p> <p>Actions:</p> <ol style="list-style-type: none"> a. Provide the updated academic processes to include the notification of programme and/or assessment changes to the RCVS. 			

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
3.1	<p>Are well prepared for learning in theory and practice having received relevant inductions.</p> <p><i>Evidence reviewed:</i> <i>Placement preparation materials</i> <i>INDUCTION PLAN TT L4 FdSc Veterinary Nursing 2223.</i> <i>Student Induction Pack 22.23</i> <i>Example Induction (course) Presentation</i></p> <p>This requirement has been well evidenced by the programme team. Students who are studying on the currently accredited programme were met with and they provided helpful feedback and insight regarding the institution and aspects of the programme which will be carried forward. The students confirmed that the handbooks are suitably laid out, well utilised and include all the relevant information. Student feedback was also positive regarding the induction period for each academic year, however, students commented that a refresher on using the handbooks, covering elements such as where to locate information, would be beneficial.</p>	✓	
3.2	<p>Have access to the resources they need to achieve the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks, and programme outcomes required for their professional role.</p> <p><i>Evidence reviewed:</i> <i>List of practical equipment</i> <i>Library Catalogue</i> <i>Resource Statement</i> <i>Practical Scheme of Work (L4/L5)</i> <i>Example Training Practice File</i></p>	✓	

	<p>This requirement has been well evidenced by the programme team. Hard and digital copies of texts and journals are available for all students with out-of-date texts being currently removed from the library. Practical equipment is all up to date with a new digital radiography Bucky table due to be installed within the coming months.</p>		
3.3	<p>Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, practice placements and other information relevant to the programme.</p> <p><i>Evidence reviewed:</i> <i>Course Information Sheet-Handbook</i> <i>Student Handbook</i> <i>Level 4 and 5 student Timetable</i> <i>Example Modular Documentation</i> <i>Example Training Practice File</i></p> <p>This requirement has been well evidenced by the programme team.</p> <p>The panel did identify some suggestions for the UCAB Course information sheet, to further promote student support, as follows:</p> <ul style="list-style-type: none"> • Adding a title to show that the document relates to the Veterinary Nursing Programme • Add some context on the front page to demonstrate who the document is aimed at. • On page 6 there is an indication that the RCVS provides 'quality assurance' to ABC and their TPs. This is not the case; the RCVS conducts quality monitoring of programmes. There is also an indication that the RCVS appoints an External Verifier, which is also not the case. The reference to the RCVS jointly approving courses is also incorrect; the RCVS accredits programmes. • The first paragraph "<i>The programme aims to enable learners to demonstrate competence against the RCVS Day One Skills, Competences and Professional Behaviours. Furthermore, the signposting of the completion of the accredited aspects aligned to the RCVS Registration Rules (2017) are also embedded</i>" could be worded in a more conventional way. • The chart on page 15 is not accurate. The 240 credits of the FdSc encompass the 1,800 hours of work placement and the completion of the NPL, but the chart shows these as additional to the 240 Credits. The chart also indicates that graduates 'enrol with the RCVS as an RVN'. This is not the case; graduates can apply to register with the RCVS. <p>It is advisable that these comments are considered where similar information is provided in other student facing documents.</p> <p>Feedback from students on the current programme was very positive in respect of information received regarding teaching, assessments and placements in the</p>	✓	

	handbooks. A Microsoft Teams channel was utilised to share digital information with students, which was demonstrated to the panel.		
3.4	<p>To work with and learn from a range of people in practice placements, preparing them to provide care to a range of animals with diverse needs.</p> <p><i>Evidence reviewed:</i> <i>Example Training Practice File</i> <i>Risk assessment question.</i> <i>Policy for use of witnesses within the NPL guidance</i> <i>NPL Induction PowerPoint presentation</i></p> <p>This requirement has been well evidenced by the programme team. The plans in place for the visiting team illustrated the review of practice placements and clinical supervisors to ensure students have the opportunity to work with and learn from a range of people in practice with a varied caseload.</p>	✓	
3.5	<p>Are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation-based learning appropriate for their programme as necessary for safe and effective practice.</p> <p><i>Evidence reviewed:</i> <i>Programme Specification</i> <i>Example Training Practice File</i> <i>ABC Assessment Plan</i> <i>Modular Documentation.</i> <i>Training Practice handbook</i> <i>List of resources</i></p> <p>The panel was impressed with the use of advanced and innovative technology to enhance learning. Student feedback was very positive in respect of the virtual reality technology which has quickly developed into an engaging and well received learning tool.</p> <p>Practical opportunities were also praised by students for their frequency and quality, in assisting them to prepare for placement and practical assessments.</p>	✓	
3.6	<p>Are supervised and supported in clinical placement learning in accordance with RCVS Standards Framework for Veterinary Nurse Education and Training.</p> <p><i>Evidence reviewed:</i> <i>List of clinical supervisors</i> <i>Example Training Practice</i> <i>Training Practice handbook</i> <i>Summary of NSS/Summary of Module Survey Results.</i> <i>Placement Tutorial Schedule</i> <i>Placement group tutorial materials and statement and keeping in touch week materials</i> <i>HE Sampling Plan</i></p>	✓	

	<p>The panel was impressed with the tutorial system utilised for placement students, which included regular meetings with course tutors, or IQA visitors, for Nursing Progress Log (NPL) progression, as well as wellbeing checks. Student feedback was positive towards this system, and they stated that plenty of support was available when out on placement.</p> <p>TPs and clinical supervisors are risk banded yearly and areas for improvement are acted on accordingly by the placement team.</p>		
3.7	<p>Are supervised according to their individual learning needs, proficiency and confidence.</p> <p><i>Evidence reviewed:</i> <i>Disability support 2021-2022 Vet Nursing</i> <i>Monitoring Visit</i> <i>Academic Regulations</i> <i>HE Sampling Plan</i> <i>Individual Learning Plan for NPL Targets</i></p> <p>This requirement has been well evidenced by the programme team. Students are identified for learning support during the interview process at the beginning of the programme, which leads to the implementation of additional support measures for both theory and practical learning. Tutorial frequency is also increased as necessary for students when on placement. In certain cases, TPs and clinical supervisors are included to provide a well-rounded support team tailored to each student.</p>	✓	
3.8	<p>Are allocated and can make use of supported learning time including blended learning and recording completion of RCVS Day One Skills for Veterinary Nursing when in practice.</p> <p><i>Evidence reviewed:</i> <i>Example Student Rotas</i> <i>IQA Audit Reports</i> <i>Memorandum of Understanding (aTP/TP)</i> <i>Training Practice handbook</i></p> <p>Evidence of rotas and student feedback demonstrated that two hours of NPL time per week is allocated for each student whilst on placement, which is split between skills logging and clinical coach tutorial time. Students are aware of routes for support if this time allocation is not being met, which was made clear to the panel during the student interviews.</p>	✓	
3.9	<p>Are assigned and have access to a nominated academic tutor/lead for each part of the education programme.</p> <p><i>Evidence reviewed:</i> <i>Group tutorial scheme of work</i></p>	✓	

	<p><i>Summary of NSS Feedback/Module Summary Feedback</i> <i>Programme Specification and Course Information Sheet-Handbook</i> <i>Course Information Sheet-Handbook and tutorial schedules</i> <i>Group tutorial scheme of work</i> <i>Example Student appraisal</i></p> <p>Students are allocated a course tutor for each academic year, who is also available during the student's time on placement, to offer regular tutorials and additional support as required. This includes euthanasia support, which is available to all students subsequent to their first euthanasia experience.</p>		
3.10	<p>Have the necessary support and information to manage any interruptions to the study of programmes for any reason.</p> <p><i>Evidence reviewed:</i> <i>Course Information Sheet-Handbook</i> <i>Programme Specification</i> <i>Academic Regulations</i> <i>Fitness to Practise Policy and Procedure</i></p> <p>This requirement has been well evidenced by the programme team. Students and the programme team both highlighted support available for managing interruptions to study, including returning to placements.</p>	✓	
3.11	<p>Have their diverse needs respected and considered across all learning environments.</p> <p><i>Evidence reviewed:</i> <i>Equality and Diversity policy</i> <i>Academic Regulations</i> <i>Fitness to Practise Policy</i> <i>Support for continuing studies policy</i></p> <p>Policies are in place and acted upon for students with diverse needs. These students are identified at induction and throughout the programme and are given additional support as required including both academic and pastoral support. This includes more frequent meeting with course tutors and tutorials when out on placement.</p>	✓	
3.12	<p>Are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i> <i>Equality and Diversity policy</i> <i>Academic Regulations</i> <i>NSS Summary/Module survey summary</i> <i>Safeguarding policy</i></p> <p>This requirement has been well evidenced by the programme team.</p>	✓	

	All policies are in place for students to apply for reasonable adjustments and access additional support including Disability Support Allowance. Student feedback highlighted their awareness of how to access these resources.		
3.13	<p>Are protected from discrimination, harassment and other behaviour that undermines their performance or confidence.</p> <p><i>Evidence reviewed:</i> <i>Equality and Diversity policy</i> <i>Bullying and Harassment Policy</i> <i>Complaints Policy</i> <i>NSS Summary/Module survey summary</i> <i>Safeguarding policy</i></p> <p>This requirement has been well evidenced by the programme team. Students and staff were aware of, and in support of, policies and procedures in place to report against unacceptable behaviours within the institution.</p>	✓	
3.14	<p>Are provided with information and support which encourages them to take responsibility for their own mental and physical health and wellbeing.</p> <p><i>Evidence reviewed:</i> <i>Student handbook and Course Information Sheet-Handbook</i> <i>Programme Specification</i> <i>Course Information Sheet-Handbook and tutorial schedules and group tutorial presentations</i> <i>Tutorial schedule - placement group</i> <i>NSS Summary/Module survey summary</i> <i>Example session materials/preparation for placement day/Resilience tutorial framework/Self-paced Nearpod</i> <i>Induction timetable</i> <i>Student representatives meeting</i> <i>Sample of wellbeing resources shared with academic tutors.</i></p> <p>This requirement has been well evidenced by the programme team. A demonstration was provided of the 'Teams hub', which includes various wellbeing support materials and highlights the various resources available for both staff and students to access mental and physical health advice. These resources are also evidenced in both student and staff induction handbooks.</p>	✓	
3.15	<p>Are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice.</p> <p><i>Evidence reviewed:</i> <i>Preparatory guidance for students for extended period of work placement</i> <i>Module documentation</i> <i>Programme Specification and Course Information Sheet-Handbook</i> <i>Student voice strategy</i> <i>Student Induction Survey 2022</i></p>	✓	

	<p><i>Student Satisfaction Prep Action Plan</i> <i>HE Quality Assurance Processes 2022-23</i> <i>HE Quality Assurances Processes Gantt Chart 2022-23</i> <i>NSS Results 2022</i> <i>Examples of summative assessment designed for the ABC programme.</i> <i>Group Tutorials (online) for placement students' presentations, pilot statement</i> <i>Policy for the use of the professional behaviour evaluations in NPL guidance</i> <i>Mental Health & Wellbeing 2021-2026</i> <i>Standardisation Strategy (NPL)</i></p> <p>This requirement has been well evidenced by the programme team. Feedback is received from all students, including those on placement, both through student peer groups and anonymous forms.</p> <p>Student feedback highlighted their readiness to commence placement from practical and theory-based learning.</p>		
3.16	<p>Have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills.</p> <p><i>Evidence reviewed:</i> <i>Training Practice handbook</i> <i>Student representatives meeting minute</i> <i>VN Congress plans including student engagement</i> <i>Mentor Documentation</i> <i>OSCE Industry Advisor Review minutes</i> <i>Guest speakers engaged with programme delivery team</i> <i>Student timetables - to include cross college delivery of modules</i></p> <p>The institution reported that a 'buddy' system was trialled between L4 and L5 students. This was unsuccessful within more than one cohort, and so the system was removed to allow for a more organic communication between years. The panel suggest that L5 students may be involved in delivering talks to L4 students which could include the 'pre-placement day' already timetabled for L4 students to share their experiences.</p> <p>There is evidence of student opportunities to enhance leadership roles within the Student Voice initiative.</p>	✓	
3.17	<p>Receive constructive feedback throughout the programme to promote and encourage reflective learning.</p> <p><i>Evidence reviewed:</i> <i>Feedback framework</i> <i>Example assessment feedback on RAU programme</i> <i>Example presentations from VN Congress (recordings)</i> <i>Industry Advisors Engagement in programme design</i></p>	✓	

	<p><i>Reflective assessment plans</i> <i>Sample ABC assessment modes</i> <i>Formative assessments examples</i></p> <p>This requirement has been well evidenced by the programme team. Reflective modules and assessments are included within the programme which will encourage students to continue this practice into employment.</p> <p>Multiple sources were evident for students to give feedback both within peer environments and via anonymous forms.</p>		
3.18	<p>Have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.</p> <p><i>Evidence reviewed:</i> <i>NSS Summary/Module survey summary</i> <i>Student representative meeting minutes.</i> <i>Pro Monitor on-site</i></p> <p>This requirement has been well evidenced by the programme team. Students stated that they were not involved in the development of the new programme, however, changes have been made to module content which are consistent with student feedback. Therefore, the feedback channels available are being used and responded to by staff in a positive manner.</p>	✓	
3.19	<p>Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.</p> <p><i>Evidence reviewed:</i> <i>Professional Behaviour Guidance (Students)</i> <i>IQA sampling reports</i></p> <p>This requirement has been well evidenced by the programme team. The RCVS Professional Behaviours are evidenced and clearly signposted within the modules they pertain to. This ensures students are empowered to develop these behaviours and prepares students not only for their clinical placement but for registration and future careers.</p>	✓	
<p>Conclusion:</p> <p>The student handbooks provide detailed information regarding curriculum, assessments, and placements. These handbooks and online resources also allow students to be responsible for their own learning and well-being, as well as highlighting numerous avenues of support from staff.</p> <p>Advanced technology is continuing to enhance learning, with staff proactively improving these platforms to provide the most optimum environment for students.</p>			

Students with diverse needs are adequately recognised and supported, using policies and procedures in place, to ensure a sense of equality within the institution.

Overall, this standard has been met

Commendations:

- Range of assessments and large advancements in technology which push the boundaries to enhance student learning and experience.
- Students with diverse needs are identified and supported fully throughout the programme.
- Professional behaviour is well signposted and assessed within the modules to map those required by the RCVS and prepare students for their future careers.

Suggestions:

- a. Consider an optional refresher lecture to guide students through the handbooks and accessing supporting documentation in response to student questioning.
- b. Consider L5 students delivering talks to L4 regarding placements with the opportunity for Q&A. This could enhance peer integration and prepare students fully for placement.
- c. Update student facing documents to take on board RCVS suggestions.

Actions:

None

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	<p>Are appropriately qualified and experienced and always act as professional role models.</p> <p><i>Evidence reviewed:</i> <i>Staff CV, CPD and CPD Templates</i> <i>CPD Templates</i> <i>NSS Results and Module feedback. HEAB Paper</i> <i>Access to Feedback, Deep dives, access to PowerApps</i> <i>ABC Staff Code of Conduct</i> <i>Examples of Registration Status</i></p> <p>There was discussion surrounding staff not fully reflecting on Continuing Professional Development (CPD). ABC is aware, and plans are in place to resolve this. However, the minimum CPD hours and reflection had been completed, allowing this requirement to be met. Discussion regarding 100% reflection across all CPD moving forward clarified the approach. The ABC CPD records were not in alignment with the RCVS CPD records. The use of this document was not clear, but the programme team clarified that it is used as a developmental planning tool, and not an additional document to record CPD hours.</p> <p>Qualifications held by the delivery team were appropriate and all team members are encouraged to have Internal Quality Assurance (IQA) qualifications. A General Data Protection Regulation (GDPR) concern was raised over the inclusion of personal details on CVs. The use of an academic proforma CV template was suggested.</p>	✓	
4.2	<p>Receive relevant induction, ongoing support, education and training which includes training in equality and diversity.</p> <p><i>Evidence reviewed:</i> <i>Staff CPD and Congress details</i> <i>ABC Policy</i> <i>CPD Templates</i> <i>Access to appraisal documentation and probationary reviews</i> <i>Clinical supervisor training module and certificate</i> <i>Clinical supervisor standardisation activities.</i></p>	✓	

	<p><i>Example Training Practice File</i> <i>Minutes of standardisation minutes from OSCE examiner sessions</i></p> <p>This requirement has been well evidenced by the programme team. There is a high level of staff support both for new and long-term team members. The development of the team is encouraged and well supported.</p>		
4.3	<p>Have their diverse needs respected and considered and are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i> <i>Staff Induction materials file</i> <i>Equality and Diversity policy</i> <i>Staff Recruitment Policy HR1</i> <i>Equality, Diversity and Inclusion Policy</i> <i>Health and safety policy and statement</i></p> <p>This requirement has been well evidenced by the programme team. Clear policies are in place and staff can confirm that these are effective.</p>	✓	
4.4	<p>Have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities.</p> <p><i>Evidence reviewed:</i> <i>Example Staff Timetables and Hours</i> <i>Staffing Rota and stipulations through the Training Practice handbook</i> <i>CV and CPD aligned with Modules and reflective CPD action plans</i> <i>Evidence of additional time allocated to accommodate large group</i></p> <p>This requirement has been well evidenced by the programme team. The workload of staff is well managed with appropriate time allocation for both full time and part time team members. Staff feel comfortable that their workload is achievable. The timings for assessments are fair and staff feel that it is sufficient. The IQA support available is satisfactory for the number of training practices.</p> <p>Good policies are in place, such as flexible working, which had been taken up by several members of the team. Staff are encouraged to carry out their own research, with some of the team working towards completion of master's degrees. Scholarly days are provided to these team members, with a policy of two days per year. A discussion was had surrounding the balance of workload with individual research, a review to assess and formalise the current allowance would be recommended.</p>	✓	
4.5	<p>Respond effectively to the learning needs of individuals.</p> <p><i>Evidence reviewed:</i> <i>SU Council Meeting Minutes Nov 22</i> <i>Student representative meeting minutes</i></p>	✓	

	<p><i>Individual Learning Plan</i> <i>Feedback from Teaching, Learning and assessment and development plans</i></p> <p>This requirement has been well evidenced by the programme team. Student support is well considered throughout the programme. Additional learning needs are supported by a range of facilities and processes, considering students' unique requirements. Support and guidance are provided to clinical supervisors through IQA reports.</p>		
4.6	<p>Are supportive and objective in their approach to student supervision, assessment and progression and appropriately share and use evidence to make decisions on student assessment and progression.</p> <p><i>Evidence reviewed:</i> <i>Proposed ABC Assessment Plan</i> <i>NPL action plans</i> <i>Visitor meeting minutes.</i> <i>IQA audit feedback and action plans</i></p> <p>This requirement has been well evidenced by the programme team. Student assessment is appropriate both academically and practically. Clinical placement assessments are reported back to the clinical assessor constructively.</p>	✓	
4.7	<p>Liaise, collaborate and action constructive feedback generated by colleagues, students and stakeholders to enhance their teaching assessment and to share effective practice.</p> <p><i>Evidence reviewed:</i> <i>OSCE Policy and Procedure</i> <i>Evidence of feedback cascaded to stakeholders from AOs and PSRBs</i> <i>External Examiner</i> <i>Placement cohort action planning document</i> <i>Deep Dive Evidence and Learning Walk Feedback</i> <i>Student rep meeting and team meeting minutes</i> <i>TP Survey 21.22 - Action Plan. 'You said, we did' poster campaign</i> <i>RCVS HEI IQA Report and Action Plan</i> <i>Senior Examiner OSCE Observations</i></p> <p>This requirement has been well evidenced by the programme team. A good range of stakeholder feedback has been obtained and clearly acted on in the programme development. Plans to engage clinical supervisors and TPs to help gain further feedback in the future are in place.</p>	✓	
4.8	<p>Are expected to respond effectively to concerns and complaints about public protection, animal welfare and student performance in learning environments and are supported in doing so.</p> <p><i>Evidence reviewed:</i> <i>Institutional policy and procedure</i></p>	✓	

	<p><i>Institutional policy and procedure</i> <i>Schedule of risk for TPs and ATPs on visitor tracker and visit strategy</i></p> <p>This requirement has been well evidenced by the programme team. The policies in place are robust and ensure that concerns and complaints are dealt with in a fair and timely manner. The processes for reporting a fitness to practise concern are clear.</p>		
4.9	<p>Ensure the programme lead is a Registered Veterinary Nurse (RVN) who has substantial experience of veterinary nurse education and training at a suitable level for the qualification(s) being delivered and holds a recognised teaching qualification.</p> <p><i>Evidence reviewed:</i> <i>CV and CPD details for Programme Lead</i></p> <p>The Programme Lead has a vast amount of experience and knowledge of veterinary nurse training and education. There is a clear succession plan in place for this role.</p>	✓	

Conclusion:

The team is appropriately qualified and experienced to deliver the proposed programme; new staff are well supported through mentorship and internal training to help develop their knowledge and experience. The workload for staff is achievable and well planned; staff felt comfortable with their current responsibilities and feel they are manageable. There are clear staff policies in place that are confirmed to be effective and relevant. Overall, the level of support provided to the team was excellent, which is supported by the high staff retention rate within the programme team.

The support provided to students is well considered throughout the programme; there are clear protocols in place and evidence of the ability to provide additional support based on a student's individual needs. This is apparent across the entire programme to ensure that students receive a strong support system whilst attending the university centre and on clinical placement.

The Programme Lead has a vast amount of knowledge and experience which will help support the progression and development of the programme. In addition to this, there are several staff members undertaking essential roles within the programme, which highlights the presence of a natural succession plan.

Commendations:

- The level of support provided to the team, both within their job role and in the encouragement of staff development.
- The recruitment and retention of staff within the VN programme team.
- Appropriate management of the Programme Lead's time allocation; the panel particularly appreciated that there are no teaching commitments associated with the role.
- Clear succession plan in place for the Programme Lead, with clear development opportunities for other team members.

Suggestions:

- a. Ensure the team understand the purpose of the ABC CPD template as a developmental planning tool.
- b. Formalise the allowance for scholarly activity; consider increasing this from current allowance of two days.
- c. Ensure CPD reflection is completed by all team members. Continue to monitor this through team meetings and individual appraisals.
- d. In the interest of GDPR, it is recommended that staff CVs are held as academic proformas to prevent disclosure of personal information.

Actions:

None

Standard 5 – Curricula and assessment

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

Standard met			
Accredited Education Institutions, together with Centres and Training Practices, must ensure:			
Requirements		Met	Not Met
5.1	<p>Curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks for Veterinary Nurses and programme outcomes.</p> <p><i>Evidence reviewed:</i> <i>Programme Specification</i> <i>Course Information Sheet-Handbook</i> <i>Module Documentation and Mapping Documents for DOCDOSPB</i> <i>Module Documentation and Mapping Documents for DOCDOSPB</i> <i>Mapping Documents for DOCDOSPB</i></p> <p>This requirement has been well evidenced by the programme team. Curricula are fully mapped to the RCVS DOC/DOS and QAA HE Benchmarks for Veterinary Nurses. Of special note was the mapping of the institution's own graduate benchmarks, alongside those required by the regulators.</p>	✓	
5.2	<p>Programmes are designed, developed, delivered, evaluated and improved based upon stakeholder feedback.</p> <p><i>Evidence reviewed:</i> <i>Department self-assessment report and HE Annual Review 2021-22</i> <i>2122 APRM FdSc VN(Finalised)</i> <i>ABC APRM Template.</i> <i>RCVS HEI QA Report and Action Plan (completed)</i> <i>Industry Advisor feedback and External Examiner feedback on programme design</i> <i>AQSC Meeting minutes from 2022-23</i> <i>Minutes of activity undertaken to review the programme including industry advisor forums, internal scrutiny event and from the external advisor</i> <i>TP Survey and action plans</i> <i>RCVS Presentation outlining intent for the programme with associated market research</i></p> <p>This requirement has been well evidenced by the programme team. The academic team have clearly utilised the stakeholder feedback including External</p>	✓	

	Examiner scrutiny, industry expert opinion, and validation meeting data to inform the programme design and requirements.		
5.3	<p>Curricula remain relevant in respect of contemporary veterinary nursing practice.</p> <p><i>Evidence reviewed:</i> <i>Industry advisors and External examiner feedback</i> <i>Validation Event feedback</i> <i>Module Documentation and Mapping Documents for DOCDOSPB</i></p> <p>The institution has robustly considered contemporary veterinary nursing practice when developing the programme and this is evident through the evidence based and reflective approach that runs through the modules. Modules and their learning outcomes are appropriate and have been through the institution's own validation process, however, the panel felt that some amendments are needed to provide parity across the modules - command verbs in some module learning outcomes differ from those contained within the indicative content and the modules would benefit from the command verbs being removed from the indicative content. These include: modules at level 4 – <i>Anatomy and Physiology, Clinical Care and Nursing Support, Introduction to Animal Behaviour, Introduction to Exotic Nursing, Surgical Nursing and Introduction to Anaesthesia, Veterinary Nursing Professionalism and Research</i> and one module at level 5 – <i>Preparation for Professional Registration</i>.</p> <p>In addition, learning outcome 3 for <i>L5 Preparation for Professional Registration</i> was considered by the panel to need amending. The reference to the RCVS Registration Rules should be removed as this does not strictly include the NPL and OSCE requirement. Whilst the RCVS Registration Rules allude to the theoretical programme, the panel does not consider that the requirement can be met without completion of the theoretical programme, and therefore the LO requires amendment.</p> <p>In order to improve teaching and assessment of radiography the university centre has sourced a digital radiography machine.</p>		✓
5.4	<p>Curricula and assessments weigh theory and practice learning appropriately to the programme.</p> <p><i>Evidence reviewed:</i> <i>Programme Specification</i> <i>Mapping documentation</i> <i>Programme Specification - Appendix 2 Module Documentation and Mapping Documents for DOCDOSPB</i> <i>Modular descriptor and information sheet. Practical scheme of work for L4</i> <i>ABC proposed Assessment Plans</i></p> <p>This requirement has been well evidenced by the programme team. Consideration has been given to where the placement sits within the curricula based on feedback from industry and learners on the previously accredited programme.</p>	✓	

5.5	<p>Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity.</p> <p><i>Evidence reviewed:</i> <i>Example students timetables for RAU programmes</i> <i>ABC proposed Assessment Plans</i> <i>Module Documentation and example assessment briefs</i> <i>Programme Specification and Course Information Sheet-Handbook</i> <i>Practical Schemes of Work (L4 and L5)</i></p> <p>This requirement has been well evidenced by the programme team. The programme has been well considered to incorporate research and data to allow learners to understand the basis of evidence-based research at level 4, for a smoother progression to level 5.</p>	✓	
5.6	<p>Curricula and assessments are structured and sequenced to enable students to manage their theory and practice learning experience effectively, with progression determined at appropriate points.</p> <p><i>Evidence reviewed:</i> <i>Example students timetables for RAU programmes.</i> <i>Example support plan/action plan for students out on extended work placement</i> <i>ABC Example Assessment Plan</i> <i>Mapping documentation - Appendix 1 and 4 in the Programme Specification</i> <i>RAU Progress Award Board meeting minutes</i> <i>Course Information Sheet-Handbook</i> <i>Block week example timetable and resource materials linked</i> <i>NPL tutorial evidence.</i></p> <p>This requirement has been well evidenced by the programme team. The proposed structure and sequencing appear fair to students, and the team have clearly considered the student assessment burden. The academic team are clearly receptive to reviewing how the students find the assessment sequencing during the first academic delivery of the course.</p>	✓	
5.7	<p>A range of appropriate assessments are delivered, within the educational setting, to accurately measure the knowledge, skills and understanding outlined in the programme. At least one summative assessment must be in the form of an Objective Structured Clinical Examination (OSCE) or similarly robust, objective and evidenced-based form of practical examination to test the safe and effective acquisition of a broad range of skills and competences outlined in the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> <i>Industry Advisor feedback on OSCE stations</i> <i>OSCE Examiner Training and Standardisation minutes and activity</i> <i>Assessment Board Minutes.</i> <i>Examination Rules Higher Education</i> <i>HE Assessment Policy</i></p>	✓	

	<p><i>OSCE Station documentation</i> <i>OSCE Station Blueprint and MCQ paper bank selection document</i> <i>Assessment plan for L4 and L5</i> <i>OSCE Policy and Procedure</i> <i>Modular documentation</i> <i>OSCE Examiner guidance with presentation (briefing)</i> <i>OSCE Student Guidance</i></p> <p>This requirement has been well evidenced by the programme team. A wide range of assessment methodology has been applied to the programme and the academic team are clearly committed to utilising novel delivery and assessment methods. The summative assessments include an OSCE in the <i>L5 Preparation for Professional Registration</i> module. New OSCE stations have been developed, and there are plans to further expand the OSCE task pool.</p>		
5.8	<p>Students are assessed practically across clinical placement settings and learning environments as required by their programme.</p> <p><i>Evidence reviewed:</i> <i>IQA audit evidence - Moderation of marked work and assessments form examples</i> <i>IQA Clinical supervisor observation records</i> <i>Summative assessment examples</i> <i>Marking Rubrics at L4</i> <i>OSCE Station mark sheets and results spreadsheet</i> <i>Students are provided with written feedback via the Turnitin platform</i> <i>Assessment IQA plan and OSCE examiner quality assurance</i></p> <p>This requirement has been well evidenced by the programme team. Students are assessed practically through a range of practical assessments both in clinical placement and in the teaching environment.</p>	✓	
5.9	<p>Processes are in place to establish a high degree of validity and robustness to support the decisions made based on the results of the assessment.</p> <p><i>Evidence reviewed:</i> <i>OSCE Policy and Procedure</i> <i>ABC Academic Regulations</i> <i>OSCE Blueprint and MCQ paper bank selection document</i> <i>ABC Grading rubric for each level (level 4 in place)</i> <i>Statistical performance of OSCE stations</i> <i>MCQ Analysis of performance</i> <i>Angoff scoring spreadsheet</i> <i>College system – Turnitin</i> <i>ABC Appeals Policy and Procedure</i> <i>College policy on invigilation and staff instructions</i> <i>JCQ Documentation</i> <i>OSCE Examiner standardisation meeting minutes (OSCE aspect)</i></p>		✓

	<p><i>Evidence of marking moderation activity (HE curriculum meeting) undertaken by HE Co-ordinator</i></p> <p>The institution clearly has processes in place to establish a high degree of validity and robustness to support assessment decisions. However, the process for reviewing the MCQ data is not yet robust enough to feed forward into quality improvement and to inform creation of future examinations containing MCQs. It was unclear from the academic regulations whether the External Examiner for professional, statutory, and regulatory body (PSRB) courses quality assures the level 4 modules. The academic team verbally informed the panel that this would be in place, however this is not currently referenced in a written policy.</p>		
5.10	<p>Moderation processes are in place and demonstrate that assessment is fair, reliable and valid.</p> <p><i>Evidence reviewed:</i></p> <p><i>NSS Student Feedback and Induction survey results (Student voice)</i></p> <p><i>Example ABC moderation form templates</i></p> <p><i>Completed moderation form examples</i></p> <p><i>Example ABC exam board minutes</i></p> <p><i>Moderation of marked work template and example in use</i></p> <p><i>Calibration Activity and example moderation sheets</i></p> <p><i>Examiner OSCE standardisation events</i></p> <p><i>HE curriculum meeting slides</i></p> <p><i>Current RAU EE report 21.22</i></p> <p><i>Example moderation forms with actions for the RAU programme</i></p> <p><i>HE IQA Sampling Plan</i></p> <p>Overarching moderation processes are in place and demonstrate that assessment is fair, reliable, and valid, however, the IQA strategy for the Nursing Progress Log is not yet clear from the IQA sampling plan. The institution currently only utilises teaching and IQA staff for the OSCE Angoff pass mark setting; this could result in the mean Angoff cut scores being artificially skewed. This may also be influenced by the methodology of not limiting Rater scores to above 25% or below 85%.</p>		✓
5.11	<p>Mechanisms are in place to minimise bias in all assessments.</p> <p><i>Evidence reviewed:</i></p> <p><i>HE Assessment Policy</i></p> <p><i>OSCE Examiner guidance with presentation</i></p> <p><i>OSCE Policy and Procedure</i></p> <p><i>College policy on invigilation and staff instructions</i></p> <p><i>JCQ Documentation</i></p> <p><i>OSCE Senior Examiner Observation reports</i></p> <p><i>OSCE Standardisation of examiners</i></p> <p><i>Slides of HE curriculum meeting/assessment marking moderation activity arranged by HE co-ordinator and example moderation reports</i></p>		✓

	<p>Bias is clearly minimised for written work and the academic team have a clear mechanism to minimise bias for the OSCE.</p> <p>There is currently not yet a mechanism for double marking for presentations and oral examinations where a student cannot remain anonymous, and therefore bias is not fully minimised.</p>		
5.12	<p>Adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice.</p> <p><i>Evidence reviewed:</i> <i>Mitigating Circumstances Policy 2022-23</i> <i>Mitigating Circumstances Procedure 2022 -23</i> <i>Guidance for Disabled Students Higher Education 2022-23</i> <i>2 x case Study</i> <i>AQSC Meeting 26.1.2022 Minutes (Section 6b)</i> <i>Fitness to Practise Policy and Procedure</i></p> <p>This requirement has been well evidenced by the programme team. The institution has clear processes and procedures in place to provide adjustments, this is reflected in the experience of current students on the previous programme. Students' diverse needs are carefully considered by the relevant members of the institution and adjustments are actioned in alignment with legislation and RCVS requirements.</p>	✓	
5.13	<p>Clinical placement assessment is facilitated and evidenced by observations and other appropriate methods.</p> <p><i>Evidence reviewed:</i> <i>HE Assessment Policy</i> <i>NPL QA Report and action plans</i> <i>IQA Audit reports and RCVS audit reports and action plans</i> <i>IQA Clinical supervisor observation reports</i> <i>HE IQA Sampling Plan</i></p> <p>This requirement has been well evidenced by the programme team. Evidence supports that the learners are observed in clinical placement in terms of assessment and other appropriate methods, such as witness statements, are encouraged by the institution.</p>	✓	
5.14	<p>Students' self-reflections contribute to, and are evidenced in, assessments.</p> <p><i>Evidence reviewed:</i> <i>New Tutorial documentation for the ABC programme.</i> <i>Professional behavioural reflections on the NPL IQA report/screen shot</i> <i>Extended placement reflective logs (Survey results - current L5 RAU Programme)</i> <i>Example assessment modes with reflection in the module information sheet.</i> <i>Student market research undertaken</i> <i>Tutorial documentation</i></p>	✓	

	<p><i>Placement Group tutorial slides</i></p> <p>The institution has carefully integrated reflection in a number of assessments and reflection is also encouraged within the tutorial framework.</p>		
5.15	<p>There is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> <i>Modular documentation and mapping documents</i> <i>Course Information Sheet-Handbook</i> <i>ABC Academic Regulations</i></p> <p>The academic regulations and course materials are clear that no compensation is permitted between modules that are mapped to the RCVS DOC/DOS.</p>	✓	
5.16	<p>Ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen examination as an element of the assessment strategy.</p> <p><i>Evidence reviewed:</i> <i>Modular documentation and mapping documents (Programme Specification Appendix 2)</i> <i>Example assessment modes</i> <i>Programme Specification and example certificate</i> <i>Academic Regulations</i></p> <p>This requirement has been well evidenced by the programme team. All modules mapped to the RCVS Day One Competences contain an unseen examination element.</p>	✓	

Conclusion:

The new programme presented for accreditation has been carefully constructed and considered by the institution, being contemporary, and with numerous opportunities for student reflection. The panel felt that the programme will be effective at producing competent, independent, and reflective practitioners.

The institution presented a diverse and innovative range of assessment and delivery methodologies, and the consideration that the academic team has given to these methodologies is evident. The programme additionally incorporates a range of guest speakers, and the ABC Veterinary Nursing Educational Congress was a particular highlight. Overall, the assessments presented were robust, valid, and reliable, however, the data analysis on multiple choice questions requires some review.

New OSCE stations have been developed for the programme and the team is keen to expand the pool of stations within the next 12 months. Some processes with regard to the Angoff, OSCE selection and blueprinting may benefit from further review and refinement.

Processes for marking, moderation and quality assurance are largely comprehensive and robust. The internal quality assurance strategy for the nursing progress log was not clear and requires an overarching

explanation of risk banding and sample selection. The minimisation of marking bias where anonymity is not possible could be more robust and whilst presentations and oral examinations are recorded and sampled this only ensures that bias is minimised for the IQA sample at present.

Of particular note was the consideration and awareness by the academic team of plagiarism utilising artificial intelligence text generation software.

This is a well-considered curricula with robust and innovative assessments and, overall, this standard has been met.

Commendations:

- The clear implementation of processes and support for students with diverse needs.
- Diverse range of assessments including numerous reflective opportunities, and the innovative approach to delivery and assessment.
- The range of journal articles available to learners.
- The ABC Veterinary Nursing Educational congress which adds value to the provision.

Suggestions:

- a. Consider replacing the closed book examination in the *L5 Preparation for Professional Registration* with the OSCE which is a closed book assessment and would reduce assessment burden for the overall module.
- b. Refine the OSCE blueprint and consider how OSCE stations are selected for each assessment window.
- c. Consider including non-academic Registered Veterinary Nurses in Angoff scoring and revising the methodology for Angoff, to prohibit individual step scores below 25% and over 85%, to evaluate the effect on overall station scores and student achievement.

Actions:

- a. Submit a clear IQA strategy for the Nursing Progress Log (NPL) to include how clinical supervisors are risk banded and how the risk banding influences sampling.
- b. Review the MCQ analysis and provide a strategy to ensure that MCQ analysis feeds forward into production of future papers.
- c. Confirm the role of the External Examiner for level 4 modules.
- d. Confirm the academic marking and moderation process to minimise bias when marking assessments cannot be anonymous, such as presentations and oral examinations.

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	<p>Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> <i>Training Practice List</i> <i>Example Training Practice File</i> <i>List of equipment</i></p> <p>This requirement has been well evidenced by the programme team. The clinical skills area is well equipped with models and equipment. This will help students to develop their practical skills prior to entering clinical placement. There is clear ambition to extend the equipment list. TPs are monitored and supported.</p>	✓	
6.2	<p>Ensure students are enrolled with the RCVS prior to undertaking clinical placement (in order to comply with legislation).</p> <p><i>Evidence reviewed:</i> <i>Course Information Sheet-Handbook</i> <i>Student handbook</i> <i>Training practice handbook</i></p> <p>This requirement has been well evidenced by the programme team. There is a clear process in place to ensure students have enrolled with the RCVS prior to the start of placement.</p>	✓	
6.3	<p>Ensure students are actively learning and adequately supervised in all clinical learning environments.</p> <p><i>Evidence reviewed:</i> <i>Example Training Practice File</i> <i>ABC Programme Design - Programme Specification Appendix 2</i> <i>TP list</i> <i>Example centre memo or agreement with other centres.</i> <i>Example job descriptions</i> <i>Market research - student feedback and Training Practice Survey</i> <i>IQA audit reports</i></p>	✓	

	<p><i>Market Research - Training Practice Survey and HE Employer feedback.</i></p> <p>TPs are regularly assessed and monitored with the annual monitoring of health and safety. Service records provided in the example TP files were outdated; during discussion this was identified as an error in submission and adequate processes detailed to insure currency. There is clear evidence of annual approval reports, IQA sampling and ensuring the student is regularly logging on the NPL. There is evidence of reviewing practice rotas to ensure appropriate student supervision and to confirm the allocation of training time in practice.</p> <p>There are clear support mechanisms in place for the clinical supervisor in the case of high-risk students and for students who require additional support. The use of the detailed student tutorial record is particularly useful in assisting clinical supervisors to have constructive discussions on student progression.</p>		
6.4	<p>Ensure clinical learning environments are provided for every student, within a RCVS listed training practice or auxiliary training practice, for a minimum duration of hours as stipulated in the RCVS Veterinary Nurse Registration Rules.</p> <p><i>Evidence reviewed:</i></p> <p><i>Training Practice List</i></p> <p><i>Example Training Practice File</i></p> <p><i>Student record of training practice hours</i></p> <p><i>Programme Specification and Student handbook</i></p> <p><i>ABC Programme Design appendix 2 in the Programme Specification.</i></p> <p><i>List of Training Practices – International</i></p> <p><i>2122 APMR FdSc VN (Finalised)</i></p> <p><i>HEI RCVS Self assessment 2020-21</i></p> <p><i>Departmental SAR VN 2021-22</i></p> <p><i>HE Annual Review 2021-22</i></p> <p>There is clear evidence of a sufficient number of Affiliated TPs available for the number of students proposed for the programme. No concerns were raised on the availability of placement for prospective students.</p>	✓	
6.5	<p>All students must have sufficient time within the programme to achieve the Veterinary Nurse Registration Rules hours requirement.</p> <p><i>Evidence reviewed:</i></p> <p><i>ABC Programme Design appendix 2 in the Programme Specification</i></p> <p><i>ABC Programme Design appendix 4 in the Programme Specification</i></p> <p><i>Course Information Sheet-Handbook and Student TP Handbook</i></p> <p><i>Student action plans example – placement group</i></p> <p><i>List of Training Practices</i></p> <p><i>List of Training Practices – International</i></p>	✓	

	<p>This requirement has been well evidenced by the programme team. In the case of a student being unable to complete their NPL in the placement year, there are contingency plans in place to extend this.</p>		
6.6	<p>Ensure all students are allocated a clinical supervisor responsible for confirming competency of RCVS Day One Skills for Veterinary Nurses. All clinical supervisors must be RVN or MRCVS (UK practising), be experienced and able to demonstrate an experienced level of clinical skills and ongoing professional development.</p> <p><i>Evidence reviewed:</i> <i>Staff CV, CPD and reflective actions plans for CPD</i> <i>Meeting minutes - records and evidence of liaison with clinical supervisors, placement officers and academic staff</i> <i>HE curriculum standardisation meeting slides</i> <i>Example job descriptions for a clinical supervisor</i> <i>Example Training Practice File</i> <i>HE Sampling Plan</i></p> <p>There is a clear system in place for monitoring the status of clinical supervisor CPD records and standardisation attendance. There are multiple check points in place for this throughout the year across the programme team. In the event of a clinical supervisor not being compliant with standardisation, the team has recordings of standardisation sessions that are available for online review. The use of mandatory questions at the end of online presentations helps to demonstrate that the content has been understood.</p> <p>The risk banding process is currently quite restrictive, it considers the student, clinical supervisor and training practice risk together to create an overall risk rating, using an arguably ineffective tick box tool. This could potentially create an inaccurate risk rating when compared to assessing students, clinical supervisors, and training practices individually. There is a clear process for reassessing risk banding but not necessarily a clear structure showing how support varies dependent on risk. Investigation and implementation of a more robust system is suggested.</p>	✓	
6.7	<p>Maintain accurate records of student clinical learning environment attendance and provide these to RCVS upon request.</p> <p><i>Evidence reviewed:</i> <i>Records of student training hours via Teams survey</i> <i>Planned tutorial schedule</i> <i>Student reflections on extended placement learning period</i></p> <p>There was clear evidence of the process for maintaining accurate records of student learning attendance both on placement and at the institution. Mechanisms to authenticate via register taking on campus and Practice Principal verification from placement was confirmed. The student recording form appears to be straightforward which should encourage compliance.</p>	✓	

6.8	<p>There must be sufficient TP support available for all recruited students.</p> <p><i>Evidence reviewed:</i> <i>List of Training Practices</i> <i>Example memorandum of understanding</i> <i>Example secondment arrangements</i> <i>Communications with TPs for the purposes of recruitment and support</i> <i>PP slides from engagement events</i> <i>TP Visit Tracker</i></p> <p>TP support was confirmed to be sufficient. There is an adequate number of affiliated TPs for the student numbers. The IQA team is sufficiently staffed in order to provide the required support to practices and students.</p>	✓	
6.9	<p>Ensure that training practices either hold a primary affiliation with the Accredited Education Institution itself or its delivery site, or, where the training practice is to hold a secondary affiliation, that the training practice also holds a primary affiliation elsewhere and is an RCVS listed practice.</p> <p><i>Evidence reviewed:</i> <i>Example memorandum of understanding</i> <i>List of Training Practices</i> <i>Example secondment arrangements</i> <i>Inter centre memorandum of understanding</i></p> <p>TPs are monitored to ensure that where they are not primarily affiliated to ABC, they do hold primary affiliation to another institution.</p>	✓	
6.10	<p>Ensure that where a secondary affiliated training practice is used there is a Memorandum of Understanding and robust communication between the Centre responsible for the secondary affiliated training practice and the Accredited Education Institution.</p> <p><i>Evidence reviewed:</i> <i>Communication records with TP</i> <i>Inter centre memorandum of understanding</i></p> <p>This requirement has been well evidenced by the programme team. A clear process is apparent for gaining permission to place students in secondary affiliated TPs. There is a clear communication process in place and an inter-centre MoU is in place. Permission is gained prior to placement of a student in a secondary affiliated TP.</p>	✓	
6.11	<p>Be compliant with the RCVS standards framework for veterinary nursing education, including clinical requirements for all periods of learning undertaken outside the UK and comply with all relevant legislation and UK animal care and welfare standards (including the Veterinary Surgeons Act 1966).</p> <p><i>Evidence reviewed:</i> <i>Training Practice policy for International practices</i></p>	✓	

	<p><i>Example Training Practice File - International</i> <i>List of Training Practices – International</i></p> <p>There are clear policies in place to ensure the compliance of clinical requirements, should a student be placed in an international training practice. There is evidence to ensure all relevant legislation will be adhered to during a student's clinical placement.</p>		
6.12	<p>Ensure clinical learning experiences are tailored to the student's stage of learning, competences and programme outcomes.</p> <p><i>Evidence reviewed:</i> <i>Example student rota</i> <i>Overview of ABC Design in Programme specification - appendix 2</i> <i>IQA audit of NPL</i> <i>Example Training Practice File</i> <i>Student cohort timetables</i> <i>Student handbook and Course Information Sheet-Handbook</i> <i>Placement handbook</i> <i>Clinical Supervisor training and standardisation</i> <i>ABC Tutorial records</i></p> <p>There is evidence of the management of student placements ensuring that clinical supervisors have adequate time to support their students in practice. Standardisation sessions are in place which check the understanding of the clinical supervisors with the use of follow up questions. NPL targets and progression rate are clear to the student and clinical supervisor within the placement handbook, which also provides useful guidance on case logging. The use of the tutorial record enables the clinical supervisor to set transparent goals for the student's progression. Where students require additional support there are mechanisms in place to assist the clinical supervisor with this.</p>	✓	
6.13	<p>The veterinary team contribute to learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i> <i>Example Training Practice File</i> <i>Staff Code of Conduct</i> <i>Student rotas</i> <i>Training Practice and student handbook</i> <i>Example witness statement</i> <i>Minutes of Department meeting to date</i> <i>Example Training Practice File</i> <i>Example memorandum of understanding</i> <i>Example Teaching sessions and Session plans</i></p> <p>The MoU is difficult to understand with regard to the fees payable by the TPs. On discussion this was explained; the TPs are not required to make payment if a</p>	✓	

	<p>student from the programme is placed in their practice. The document could be revised to clarify this area to prevent confusion for training practices.</p> <p>In addition to this, the document states that the clinical supervisor should attend three standardisation sessions per year. This did not match with the explanation provided by the programme team; it was stated that the clinical supervisor is only required to attend one session per year. Section 3.2 C on page 3 of the affiliated MoU states <i>'The College will hold liaison and training meetings for clinical coaches a minimum of three times per academic year, at which any concerns and quality issues may be discussed. Details of such meetings will be communicated via email to the Practice Principal or a nominated representative. At least 28 days notice of such meetings will be provided. It is a requirement that practices ensure that a member of their practice team attends each meeting.'</i> This could be rephrased to reflect the requirement of the clinical supervisor attending one meeting per year.</p> <p>It was noted in a NPL report that the programme had advised when using the quick start tool to open a task, the student has a time limit of 2 weeks to complete the skill. During discussion this was established to be a rule set by the programme to prevent overuse, it was suggested that this was mis-leading and another way of discouraging its use should be developed.</p>		
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Conclusion:

The clinical facilities at ABC are well equipped to help support and develop the clinical skills of the student to prepare them for clinical placement. Students are well prepared for clinical placement both practically and theoretically; the addition of the introduction to anaesthesia module prior to entering placement is particularly helpful. Processes are in place to ensure students are enrolled prior to placement and training hours are monitored throughout to ensure RCVS requirements are met.

There is a high level of student support provided during clinical placement through both the placement officer team and the course tutor. This will help provide the students with the support and security whilst on clinical placement, reassuring them that they still have access to all the support ABC can provide. In addition to this, there are good support mechanisms in place to ensure clinical supervisors receive appropriate guidance in situations where students require additional support.

Standardisation events are held throughout the year and are accessible online and in person to help facilitate ease of attendance. TPs are appropriately audited to ensure they are meeting all requirements.

This Standard is met, with no actions to be addressed.

Commendations:

- a. Support from course tutors for vulnerable and high-risk students is excellent.

Suggestions:

- a. Review the wording of the memorandum of understanding with reference to the sections regarding practice fees and standardisation requirements.
- b. Consider changing the current policy surrounding the use of quick start on the NPL.

c. Consider developing the current risk banding criteria to assess the student, clinical supervisor and training practices as individuals.

Actions:

None