

University of Bristol Accreditation Visit
19-20 October 2022

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	2
Programme details	3
Standard 1 – Learning culture.....	5
Standard 2 – Governance and quality	12
Standard 3 – Student empowerment	20
Standard 4 – Educators and assessors	34
Standard 5 – Curricula and assessment.....	39
Standard 6 – Effective clinical learning	48

List of Panel Members

Sally Bowden RVN – Chair of Event
Kira Thomas – Student Representative
Kirsty Young RVN – Educator Representative
Anne Ward RVN – Employer Representative
Victoria Hedges RVN – RCVS VN Examinations Manager
Kirsty Williams – RCVS Quality Improvement Manager (observer)

Key Staff met

Gemma Irwin-Porter – Programme Director
Dr Sue Horseman – Deputy Programme Director and Bristol Vet School Admission Tutor
Susan Holt – Senior Tutor
Susan Hooper – Senior IQA
Dr Tom Podesta – School Manager
Professor Tim Parkin – Head of School
Stuart Pope – Operations Manager
Professor Sheena Warman – Faculty Education Director
Rachel Christopher – Clinical Demonstrator
Michelle Webster – Student Administration Manager
Ben Harrison – Faculty Head of Student Administration Manager

Summary of the Panel's findings

- University of Bristol (UoB) submitted an application for re-accreditation of the following programme:

BSc (Hons) Veterinary Nursing and Companion Animal Behaviour
- The accreditation event took place between 19 and 20 October 2022 at the Langford campus. Student and staff interviews were conducted as part of the accreditation.
- Affiliated Training Practices (TPs) were visited by members of the RCVS Veterinary Nursing Department between 5 and 6 October 2022. A tour of the Clifton campus was also conducted by these personnel on behalf of the RCVS Panel.
- 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 team found the following:

- UoB is to be **commended** for outstanding commitment, professionalism and enthusiasm by the programme team.
- Areas for further review included ongoing development of support for Training Practices (TPs), especially in the first two years of the programme, and further clarity in some areas of the curriculum, including assessments.

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	University of Bristol.
Qualification Approval Status	Accreditation provided by RCVS & ASAB (Association for the Study of Animal Behaviour) UoB is compliant with OfS UoB is quality assured by QAA
Main address and contact details for the above organisation	University of Bristol – Veterinary School Langford Bristol BS40 5DU
Name of Principal or Chief Executive Officer	Professor Tim Parkin – Head of School
Name of Programme Lead	Gemma Irwin-Porter – Programme Director
Proposed programme(s) title:	BSc (Hons) Veterinary Nursing and Companion Animal Behaviour
Address and contact details of proposed site/s for delivery of licence to practise qualification	University of Bristol – Veterinary School Langford Bristol BS40 5DU Clifton Campus University of Bristol, Beacon House Queens Road Bristol BS8 1QU
Pattern of delivery	4-year, full time programme

Intakes and student numbers	One intake per academic year, approximately 50 students.
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Standard 1 – Learning culture

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

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

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must:		
Requirements	Met	Not Met
<p>Demonstrate that the safety of people and animals is a primary consideration in all learning environments.</p> <p><u>Evidence reviewed:</u> <i>Campus tour</i> <i>Programme team discussion</i> <i>H&S documentation</i> <i>Risk assessments</i> <i>Programme handbook</i> <i>Induction documents</i> <i>Risk assessments in the clinical skills laboratories</i></p> <p>Risk assessments covering all of the clinical skills taught and practised in the clinical skills labs were available to anyone using the facility.</p> <p>The campus tour revealed that some policies are not being implemented; many clinical staff were not “bare below the elbow”, as they were wearing jewellery items. The panel observed some of the clinical team breaching the WHO hand hygiene protocol by using incorrect technique and also moving from handling animal patients to touching documentation. Staff and students were observed wearing workwear and taking clinical tools (stethoscopes) outside of the clinical areas including into the eating areas. A veterinary nursing student was observed boarding the bus wearing full veterinary nurse’s uniform.</p>		✓
<p>Prioritise the wellbeing of people.</p> <p><u>Evidence reviewed:</u> <i>Staff testimony</i> <i>Peer support system</i> <i>Tutor support system</i> <i>Well-being resources for students and staff</i> <i>TP support documentation</i> <i>Stakeholder (student) feedback</i></p>	✓	

<p>Staff and students have a range of resources available to them that maximise their wellbeing. The general attitude and approach of the staff was one of care and concern for their students and for each other.</p>		
<p>Ensure that facilities and physical resources, including those used for clinical learning, comply with all relevant legislation including UK animal care and welfare standards.</p> <p><u>Evidence reviewed:</u> <i>Campus tour</i> <i>Animal use and monitoring procedures</i> <i>Clinical skills equipment</i> <i>H&S documentation</i> <i>Risk assessments</i></p> <p>There is an excellent range of facilities and physical resources available to the students. All years are able to access the clinical areas regularly. A range of teaching spaces is available. All areas comply with relevant legislation. Equipment, facilities, and animals are kept and used in accordance with up-to-date risk assessments.</p>	✓	
<p>Ensure clients have the opportunity to give, and if required withdraw, their informed consent to students being involved in the care of their animals.</p> <p><u>Evidence reviewed:</u> <i>Waiting room poster</i> <i>Team discussion</i></p> <p>TPs visited displayed appropriate information in their waiting rooms. It was confirmed that this is checked during TP approval/reapproval visits.</p>	✓	
<p>Promote client, public and animal safety and welfare and maintaining confidentiality.</p> <p><u>Evidence reviewed:</u> <i>Unit handbooks</i> <i>Programme handbook</i> <i>Team discussion</i> <i>Induction documentation</i></p> <p>It is evident from viewing the relevant evidence that client confidentiality is carefully maintained and that students are taught early in the programme to maintain and respect clients' rights in this regard.</p>	✓	
<p>Ensure students and educators understand how to raise concerns or complaints and are encouraged and supported to do so in line with local and national policies without fear of adverse consequences.</p>		✓

<p><u>Evidence reviewed:</u> <i>Website</i> <i>Blackboard</i> <i>Team descriptions</i> <i>Student rotation and staff handbooks</i> <i>Senior Tutor discussion</i> <i>Programme level intended learning outcomes</i> <i>Secondment policy</i> <i>Guest (expert) speaker timetables</i> <i>VetEd research group</i> <i>Witness sheet</i> <i>Group project work</i> <i>Research project proposal - IPP/IPE</i> <i>Centaur Freshers Guide</i> <i>Stakeholder (student) feedback</i></p> <p>The stakeholder feedback undertaken by the RCVS did elicit an area of concern, whereby some students were not aware who their cohort student representative was, nor what actions were being taken by the University following their feedback. However, the panel did see evidence that there are many mechanisms for distribution of this information, such as access to noticeboards outside teaching spaces and information within the virtual learning environment.</p>		
<p>Ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised.</p> <p><u>Evidence reviewed:</u> <i>Complaints examples (veterinary only)</i> <i>Team discussion</i> <i>Senior Tutor support</i></p> <p>The Programme team reported that they had not received any complaints from veterinary nursing students relating to student and animal wellbeing. Discussion took place with the panel regarding the reason for this; it had not been previously considered that there may be barriers preventing students raising concerns or complaints. The panel did see evidence that students had access to complaints procedures in a range of resources, such as the Student Handbook.</p>	✓	
<p>Ensure mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated.</p> <p><u>Evidence reviewed:</u> <i>Meeting minutes</i> <i>Team discussion</i> <i>Accident forms (redacted)</i></p>	✓	

<p>There is a functional health and safety policy for review and action following accidents and near misses. Redacted examples of completed forms were viewed. Discussion took place with Stuart Pope (Operations Manager) regarding the process. Recent examples of altered working practices driven by accident data included reduced handling of needles, via redesigned tasks that make use of alternative sharps disposal systems.</p>		
<p>Ensure students are supported and supervised in being open and honest in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i> <i>Team discussion and evidence of ethos</i> <i>Programme handbook</i> <i>TP handbook</i></p> <p>Tutors and support staff are open and encouraging. Students are exposed to discussion sessions on the various aspects of the Code of Professional Conduct early in the programme.</p>	✓	
<p>Ensure the learning culture is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation.</p> <p><i>Evidence reviewed:</i> <i>Team discussion</i> <i>Campus tour</i> <i>Student feedback</i> <i>Blackboard</i> <i>EDI Committee remit/minutes</i> <i>EDI register</i> <i>Widening participation policy</i> <i>Programme presentation</i></p> <p>Good efforts are made to continuously improve inclusion. Reasonable adjustments policy is in place and evidence of its effectiveness was viewed. All students are provided bias and active bystander training in the first year of the programme to encourage a fair workplace.</p>	✓	
<p>Advance equality of opportunity through effective use of information and data.</p> <p><i>Evidence reviewed:</i> <i>EDI Committee remit/minutes</i> <i>EDI register</i> <i>Widening participation policy</i> <i>EIA policy</i> <i>Programme presentation</i></p>		✓

<p><i>Team discussion</i> <i>Admissions data</i> <i>VN programme minutes</i> <i>OSCE documentation</i> <i>Team discussion</i></p> <p>Applications and admissions data have been analysed through the lens of Equality of Opportunity and this has informed the relevant marketing and admissions policies in order to improve recruitment from underrepresented groups.</p> <p>The panel requested information on an Equality Impact Assessment (EIA), but the programme team were not aware that this had been undertaken. It was subsequently discovered that this had in fact been carried out for policies and procedures at university level, but the results had not been considered with reference to the veterinary nursing programme to ensure course-specific activities were compliant. However, there was evidence of learn, act, measure steps being taken via the EIA action register and EIA consideration as part of programme and school meetings such as the VN annual programme review. The VN programme implements the University policies and procedures.</p>		
<p>Work to promote inter-professional education and inter-professional practice and support opportunities for research collaboration.</p> <p><u><i>Evidence reviewed:</i></u> <i>Unit delivery</i> <i>Delivery team lists and discussion</i> <i>Programme presentation</i> <i>Published and proposed studies</i> <i>Student feedback</i> <i>Programme level intended learning outcomes</i> <i>Programme Handbook</i> <i>Secondment policy</i> <i>Guest (expert) speaker timetables</i> <i>VetEd research group and VetEd webpage</i> <i>Witness sheet</i> <i>Centaur society information</i> <i>Centre for Health Sciences Education Centaur Freshers Guide</i></p> <p>Student feedback did elicit some areas of concern from the veterinary nursing students that discrete groups of veterinary students were behaving unprofessionally by being uncivil during rotations. However, there are appropriate mechanisms in place to address these concerns.</p> <p>Students are required to complete 21 weeks clinical rotation at Langford Vets Referral Hospital. Student feedback elicited that cases requiring nursing care were being assigned to veterinary students. The University had mitigated against this by</p>	✓	

<p>assigning cases to nurses. The panel suggested that, where appropriate, patients are assigned to a named veterinary and veterinary nurse student allowing them to work together to develop their skills.</p> <p>There is some excellent veterinary education research being undertaken by veterinary medicine and nurse researchers. However, the webpage highlighting the educational research being undertaken does not mention veterinary nursing, nor list the veterinary nursing research being undertaken.</p>		
<p>Promote evidenced-based improvement in education and veterinary nursing practice.</p> <p><u>Evidence reviewed:</u> <i>Blackboard</i> <i>Pedagogic research</i> <i>Staff training and CPD</i> <i>Unit handbooks</i> <i>TESTA report and actions</i> <i>Student publication</i></p> <p>There are some excellent projects and initiatives being undertaken at the university that promote evidence-based change. These include the “Transforming the Experience of Students through Assessment” (TESTA) review and staff-led research projects.</p>	✓	
<p>Conclusion:</p> <p>On the whole, the learning culture is positive, progressive, and healthy. Significant efforts have been made, and continue to be made, to ensure transparency and fairness in the student community and between staff and students. Active involvement in research amongst veterinary nursing staff is excellent modelling for the students as they develop their professional identities. A peer-to-peer advice and guidance mechanism has been effectively implemented and forms an excellent basis for continued and ongoing development of this important genre of support. Progress has been made with promoting interprofessional education and the team were able to provide examples of several sessions where student veterinary nurses learn alongside students on other programmes.</p> <p>There are some areas of concern, however. Primarily, biosecurity and hygiene practices were executed poorly onsite during the site tour, suggesting non-compliance with UoB’s own policies. Secondly, it was not clear how any findings from the Equality Impact Assessment were implemented in practical terms. Whilst there is good evidence to demonstrate that the team are doing a great job of providing adaptations and are very conscious of differences that may cause barriers to learning, use of the EIA would help demonstrate a structured, evidence-based review and rationale for future actions. It would also evidence that all legally protected characteristics are considered.</p>		

The absence of complaints from veterinary nursing students, whilst encouraging on a superficial level, may actually be symptomatic of a problem. As discussed with the panel during the visitation, it may be that the students are not fully aware that the mechanisms exist to raise concerns or to complain; despite there being clear information in the student handbook, they may need further signposting. It could also be that students feel they cannot complain, for fear of repercussions on their relationships with staff, or their academic progress. Unless this is explored in more depth, it is not possible to be certain.

Areas for Commendation:

- a. The active involvement of the delivery team in research relevant to the veterinary nursing profession.
- b. Listening to the student voice in the promotion of an interprofessional student-owned space.
- c. Provision of a safe space for students to ask questions about the programme, via the Peer Assisted Study Sessions (PASS).

Suggestions:

- a. Continue to make good use of collaborative learning opportunities to promote interprofessional education, e.g., case-based learning resources, clinical skills scenarios etc.
- b. Where appropriate on clinical rotation, patients are assigned to a named veterinary and veterinary nurse student allowing them to work together to develop their skills.
- c. Review the webpage dedicated to educational research to showcase some veterinary nursing education research and any collaborative studies.
- d. Explore the reason for the absence of complaints or concerns from veterinary nursing students.

Actions:

- a. Undertake an audit of the health and safety policies and procedures in relation to biosecurity and infection control measures in and around the clinical spaces on campus.
- b. Being informed by the institutional policy, information is required on how the Equality Impact Assessment is implemented in relation to veterinary nursing students.
- c. Review the mechanisms for ensuring the student representatives are disseminating feedback from staff to all students.

Standard 2 – Governance and quality

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

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

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must:		
Requirements	Met	Not Met
<p>Comply with all relevant legal, regulatory, professional and educational requirements.</p> <p><i>Evidence reviewed:</i> <i>Programme presentation</i> <i>Team discussion</i> <i>Admissions data</i> <i>Health and Safety policy documents</i> <i>Risk assessments</i> <i>Accident report forms</i> <i>Campus tour</i> <i>Animal use and monitoring procedures</i> <i>Clinical skills equipment</i> <i>VN programme minutes</i> <i>OSCE documentation</i> <i>EDI Committee remit/minutes</i> <i>EDI register</i> <i>Widening participation policy</i> <i>EIA policy</i> <i>2022/2023 Student Handbook/Welcome Booklet</i> <i>Introduction to Professional Practice (VETS10021)</i></p> <p>Documentation made available was comprehensive. The policies and procedures in place evidence the ongoing compliance with key requirements.</p>	✓	
<p>Provide all information and evidence required by regulators in a timely manner i.e. within published timescales.</p> <p><i>Evidence reviewed:</i> <i>Documentation requested in advance of the visitation</i> <i>Updated evidence requested by the panel</i></p>	✓	

<p>Every effort has been made by the University staff to accommodate the requests by the panel.</p>		
<p>Ensure programmes are designed to meet RCVS Day One Competences and Skills for Veterinary Nurses, QAA Veterinary Nursing Benchmarks and outcomes relevant to the programme.</p> <p><i>Evidence reviewed:</i> DOC/DOS mapping 2022/2023 Student Handbook/Welcome Booklet Unit handbooks</p> <p>Mapping and other documentation clearly demonstrate the coverage of the relevant requirements.</p>	✓	
<p>Comply with the RCVS Code of Professional Conduct for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> 2022/2023 Student Handbook, Introduction to Professional Practice (VETS10021) Institution/panel discussion UoB attendance records</p> <p>All documentation and other evidence viewed demonstrated good professional practice. All staff are clearly aware of their professional responsibilities and model these well. The unit VETS10021 explores the relevance of the Code to veterinary nursing in more depth in preparation for the students' first placement.</p> <p>Information provided in unit specifications and handbooks models compliance with the Code, as do the relevant policies viewed, such as the "Teaching Dog" policy.</p>	✓	
<p>Comply with the RCVS Veterinary Nursing Registration Rules.</p> <p><i>Evidence reviewed:</i> Induction materials 2022/2023 Student Handbook Introduction to Professional Practice (VETS10021) Institution/panel discussion UCAS application process Participating practice visit report TP monitoring visit report form Memorandum of Understanding - TPs & aTPs (affiliated to UoB) Memorandum of Understanding - participating practices (non-affiliated to UoB)</p>		✓

<p>The course and hours requirements are met. It is not clear that applicants are informed of the requirement to disclose any convictions upon registration. During panel discussion, it appeared that there was an assumption that the UCAS form included the required disclosure, but this is no longer the case. See Action regarding disclosure of criminal convictions upon application.</p>		
<p>Adopt a partnership approach, with shared responsibility, evidenced by a Memorandum of Understanding between the Accredited Education Institution and the delivery site and between the delivery site and the Training Practice. This must be regularly reviewed and clearly stipulate the roles, responsibilities, and regulatory requirements.</p> <p><u>Evidence reviewed:</u> <i>Memorandum of Agreement/Understanding</i> <i>2022/2023 Student Handbook</i> <i>Introduction to Professional Practice (VETS10021)</i> <i>Institution/panel discussion</i></p> <p>Memoranda of Understanding (MoU) are clear and comprehensive, reflecting the responsibilities of the TP. There are MoU for non-affiliated TPs. The team members responsible for the maintenance of the documentation have an impressive grasp of the system and demonstrated with confidence how the communication processes work, giving examples of different scenarios.</p> <p>The panel was interested to hear about the introduction of a periodic newsletter for all affiliated and non-affiliated TPs (TP Bulletin) as a method for continued communication and updates, giving tips towards effective student guidance, support and mentoring.</p>	✓	
<p>Ensure that recruitment, selection and retention of students is open, fair and transparent and includes measures to understand and address underrepresentation.</p> <p><u>Evidence reviewed:</u> <i>Panel presentation data</i> <i>EDI Committee remit/minutes</i> <i>EDI register</i> <i>Widening participation policy</i> <i>UCAS application process</i></p> <p>Recruitment is aimed at students from primary school age to university potential applicants, with a range of activities to promote the programme to a wide range of the population.</p>	✓	

<p>Have entry criteria for the programme that includes evidence that the student has capability in numeracy, literacy and science, written and spoken English and mathematics to meet the programme outcomes.</p> <p><u>Evidence reviewed:</u> <i>UCAS application process</i> <i>Assessed student work in line with academic levels</i> <i>Institution/panel discussion</i></p> <p>Entry criteria reflect the nature of the programme.</p>	✓	
<p>Provide students with the information and support to enable them to demonstrate fitness to practise including the disclosure of any criminal convictions that may affect registration with the RCVS as qualified veterinary nurses.</p> <p><u>Evidence reviewed:</u> <i>Induction materials</i> <i>2022/2023 Student Handbook</i> <i>Introduction to Professional Practice (VETS10021)</i> <i>Institution/panel discussion</i> <i>UCAS application process</i></p> <p>It is not clear that applicants are informed of the requirement to disclose any convictions upon registration.</p>		✓
<p>Demonstrate a robust process for recognition of prior learning (RPL).</p> <p><u>Evidence:</u> <i>Programme policies and handbooks</i> <i>Staff/panel discussion</i></p> <p>The panel were satisfied that RPL processes were appropriate.</p>	✓	
<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><u>Evidence reviewed:</u> <i>2022/2023 Student Handbook</i> <i>Introduction to Professional Practice (VETS10021)</i> <i>Online student portal</i></p> <p>Health and safety information is provided in handbooks and included in the induction process. Risk assessments are available in all areas.</p>	✓	

<p>The introduction of the new unit 'Introduction to Professional Practice' (VETS10021) highlights the professional and regulatory expectations when representing UoB as well as themselves within the Veterinary Nursing industry.</p>		
<p>Have robust, effective, fair, impartial and lawful fitness to practise procedures to swiftly address concerns, and where appropriate notify the RCVS, as Regulator, about the conduct of students that might compromise public and animal safety and protection.</p> <p><u>Evidence reviewed:</u> <i>Reasonable adjustment policy</i> <i>Fitness to practise procedure</i> <i>Fitness to practise reporting tool</i> <i>Fitness to study policy</i> <i>Disability awareness training booking emails</i> <i>Institution/panel discussion</i> <i>Veterinary Nursing Programme Inclusion (including teaching materials, assessment and feedback, teaching methods, syllabus)</i> <i>UoB Supporting Disabled Students Learning and Assessment</i> <i>Use of Animals Policy</i></p> <p>The panel were satisfied that fitness to practise processes were appropriate.</p>	✓	
<p>Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award.</p> <p><u>Evidence reviewed:</u> <i>Faculty exam board minutes</i> <i>Programme and Unit Specifications (programme catalogue)</i> <i>Exit award details.</i></p> <p>Students not meeting the requirement to be awarded the BSc(Hons) Veterinary Nursing and Companion Animal Behaviour may be awarded the Certificate of Higher Education or Diploma in Higher Education if certain criteria are met. The University confirmed that the title 'Veterinary Nurse' is not used for the exit awards.</p>	✓	
<p>Regularly review all learning environments and provide assurance that they are safe, effective and fit for purpose.</p> <p><u>Evidence reviewed:</u> <i>Health and Safety policy</i> <i>Risk assessments</i> <i>Team meeting minutes</i> <i>Campus tour</i> <i>Panel presentation</i></p>	✓	

<p>The panel was informed about several new and recently undertaken projects to update and improve the learning environment, including relocated animal handling facilities and spaces on site for case-based learning.</p>		
<p>Appoint appropriately qualified and experienced people for programme development and delivery.</p> <p><u>Evidence reviewed:</u> <i>Programme teaching staff list</i> <i>Programme and unit specifications (programme catalogue)</i> <i>Langford Vets staff list</i> <i>CPD allowance email</i> <i>Staff development</i> <i>CPD records</i> <i>Job descriptions and CVs</i> <i>Recruitment policy</i> <i>External Examiner/Adviser recruitment policy</i> <i>CS (Clinical Supervisor) requirement criteria</i></p> <p>In section 5.3 of the External Examiner/Adviser Recruitment Policy, there is an indication that External Examiners must meet specific criteria and that these are set by the university. A verbal description of the qualification and attributes expected for this role was provided but this is not documented, so it was difficult to ascertain if the criteria are always followed.</p>		✓
<p>Where an Accredited Education Institution is not yet fully accredited, or at the discretion of Veterinary Nurse Education Committee, facilitate the attendance of the RCVS at the trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place for the relevant cohort of students.</p> <p>N/A</p>		
<p>Where an Accredited Education Institution plans to make any changes to its provision, including assessment, the RCVS must approve all changes prior to implementation.</p> <p><u>Evidence reviewed:</u> <i>Correspondence with RCVS regarding proposed changes</i> <i>RCVS Module Change report and action plan 2020</i> <i>VN Programme Handbook 22-23 draft</i></p> <p>A number of units went through major changes in 2020, which were approved by Veterinary Nurse Education Committee (VNEC). Further changes have been made to the year 1 units which were considered for the programme under review.</p>		✓

<p>It became evident however, that the units had already been implemented for the 2022/23 cohort without the changes being agreed by VNEC.</p> <p>The unit titles are detailed below:</p> <table border="1" data-bbox="209 353 1182 757"> <thead> <tr> <th data-bbox="209 353 695 398">Pre 2022 year 1 units</th> <th data-bbox="695 353 1182 398">New unit titles released in 2022</th> </tr> </thead> <tbody> <tr> <td data-bbox="209 398 695 443">Anatomical Science 1A (20CP)</td> <td data-bbox="695 398 1182 443">Anatomical Science 1A (20CP)</td> </tr> <tr> <td data-bbox="209 443 695 488">Anatomical Science 1B (20CP)</td> <td data-bbox="695 443 1182 488">Anatomical Science 1B (20CP)</td> </tr> <tr> <td data-bbox="209 488 695 566">Principles and practice of primary Veterinary Nursing (20CP)</td> <td data-bbox="695 488 1182 566">Principles and Practice of Veterinary Nursing (40CP)</td> </tr> <tr> <td data-bbox="209 566 695 611">Pre-Clinical Science (20CP)</td> <td data-bbox="695 566 1182 645">Introduction to Professional Practice (20CP)</td> </tr> <tr> <td data-bbox="209 611 695 656">Physiology 1A (20CP)</td> <td data-bbox="695 645 1182 689">Fundamentals of Body Function (20CP)</td> </tr> <tr> <td data-bbox="209 656 695 701">Physiology 1B (20CP)</td> <td data-bbox="695 689 1182 757"></td> </tr> </tbody> </table>	Pre 2022 year 1 units	New unit titles released in 2022	Anatomical Science 1A (20CP)	Anatomical Science 1A (20CP)	Anatomical Science 1B (20CP)	Anatomical Science 1B (20CP)	Principles and practice of primary Veterinary Nursing (20CP)	Principles and Practice of Veterinary Nursing (40CP)	Pre-Clinical Science (20CP)	Introduction to Professional Practice (20CP)	Physiology 1A (20CP)	Fundamentals of Body Function (20CP)	Physiology 1B (20CP)			
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<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><u>Evidence reviewed:</u> <i>Training Practice feedback and demand</i> <i>Panel discussion with finance team</i> <i>Discussion with Head of School</i></p> <p>The finance team had an excellent grasp of the factors at play and had plans to ensure the financial health of the programme. Application numbers are very healthy- the programme did not enter clearing this year. However, no key industry stakeholder feedback was sought or provided (e.g., employers, managers, senior clinical staff etc.).</p>		✓														
<p>Conclusion:</p> <p>UoB is providing an excellent level of support and guidance to staff, students and workplace providers alike. There are generally well defined processes for governance of the range of activities across the programme.</p> <p>All staff are aware of the systems in place and implement them effectively. Finances are well controlled and planned. Staff expertise is excellent across the team.</p> <p>It is important to be aware that implementation of programme changes following the forthcoming curriculum review process may generate a requirement for a full reaccreditation event.</p> <p>RCVS regulatory requirements need to be reflected early within the application process to ensure students are eligible for successful registration on completion of the qualification.</p>																

Areas for Commendation:

- a. The range of expertise available across the veterinary nursing staff is excellent.

Suggestions:

- b. Completion of an annual criminal conviction declaration upon commencement of each new academic year.

Actions:

- a. Put in place a process to ensure that RCVS are informed about proposed changes to programme delivery or assessment methods in sufficient time to allow VNEC consideration ahead of its implementation.
- b. Ensure the External Examiner post-holder criteria include the requirement to hold the key professional qualifications as well as having relevant experience. For the avoidance of doubt, there must be a requirement for the External Examiner advising on units with veterinary nursing content to be a Registered Veterinary Nurse or Registered Veterinary Surgeon.
- c. Provide evidence of clear and comprehensive advice and guidance being given to applicants, that they are expected to complete a criminal conviction declaration for this specific programme and the justification for this.
- d. Implement mechanisms to glean key industry stakeholder feedback (e.g., employers, managers, senior clinical staff etc.) to inform future course design and content.

Standard 3 – Student empowerment

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

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

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must ensure that all students:		
Requirements	Met	Not Met
<p>Are well prepared for learning in theory and practice having received relevant inductions.</p> <p><i>Evidence:</i> <i>Centaur Freshers Guide</i> <i>Centaur Welfare Freshers Guide</i> <i>Vet Nursing Welcome Booklet</i> <i>Introduction to Placements</i> <i>Student code of conduct</i> <i>Welcome week timetable</i> <i>VN Programme Handbook 22-23 Draft</i> <i>Regulations for specific programmes</i> <i>Introduction to Professional Practice (VETS10021)</i> <i>Training Practice Induction Checklist</i></p> <p>Students receive academic, wellbeing and practical inductions. They have access to relevant course booklets within the virtual learning environment and the students are signposted towards these resources during their induction period.</p> <p>Feedback from students reported that in-person tours of campus and facilities were not routinely done. UoB reports students are offered tours on a request basis but feedback suggests this is not generally utilised by students. However, there is evidence of student tours of clinical areas and other University buildings across both campuses as compulsory sessions within the timetables presented to the panel during the visit.</p> <p>Placement induction is considered in the relevant schemes of work. The placement handbook references and explains the DOC/DOS and NPL in a</p>		✓

<p>comprehensive manner, however, the handbooks lack overall clarity on RCVS registration and entry onto the register after graduation.</p> <p>Some student facing documents need to be reviewed to correct inaccuracies or inconsistent information:</p> <ul style="list-style-type: none"> • In section 10.1 of the <i>Programme Handbook</i> (001)– the RCVS Day One Competences are mentioned but not the RCVS Day One Skills. • On page 15 of the <i>Regulations for specific programmes</i> (008) there is an indication that completion of the degree leads to direct entry to the RCVS Register of Veterinary Nurses – this is not correct. Holders of the degree may apply to register but there is no direct entry. Consideration also needs to be given to the inclusion of the requirement to enrol with the RCVS. • In the <i>Vet Nursing Welcome Booklet 2021</i> (148) there is a section headed RCVS Registration. The following text relates to RCVS enrolment and therefore the word ‘registration’ needs to be changed. 		
<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><u>Evidence:</u> <i>Teaching Dog Policy</i> <i>CSL team stock ordering</i> <i>Library resources (on-site and online)</i> <i>VN Programme Handbook</i> <i>Blackboard ILT resources</i> <i>Flipped classroom resources and evidence</i> <i>CSL Drop-in booking form</i> <i>Timetabled resources</i> <i>TP/aTP approval form</i> <i>TP Monitoring visit report form</i> <i>Participating Practice Visit Report</i> <i>TP & CS Risk Assessment</i> <i>Student NPL (Nursing Progress Log). risk assessment</i> <i>Blackboard resources to support NPL completion</i> <i>Communications tab - NPL support documents</i> <i>NPL mapping to the DOC/DOS, Introduction to Professional Practice (VETS10021),</i></p> <p>There is a robust procedure in place for monitoring TP/aTP resource suitability for student placement.</p> <p>The students are provided opportunities to practise clinical skills with both simulation teaching models and live animals. The Clinical Skills Laboratory (CSL)</p>	✓	

<p>has excellent simulation models for students to practise their DOS – this is student-led; however, students may benefit from having a member of staff available to assist with VN-specific questions, especially in the first two years of the programme. The CSL has station booklets and a wide variety of equipment to simulate real life scenarios. Student feedback suggests that more live animal handling would be beneficial.</p> <p>The 'Teaching Dog' policy outlines the safety and welfare-led use of dogs in teaching and learning activities, which meets animal welfare principles.</p> <p>The Panel noted some concern that the simulation radiography facilities are out-of-date and lack reflection of evolving radiography practice.</p> <p>The library provides both physical and virtual access to relevant veterinary books and journals. During the tour, the panel was informed that students have limited access to human nursing journals. However, evidence provided through the library link shows that a range of such journals are accessible.</p>		
<p>Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, practice placements and other information relevant to the programme.</p> <p><u>Evidence:</u> <i>Student Welcome Booklet</i> <i>Programme handbooks</i> <i>Programme catalogue/ specification</i> <i>Introduction to Professional Practice (VETS10021)</i> <i>Assessment timeline</i> <i>Timetables</i> <i>Unit handbooks</i> <i>On-line prospectus</i> <i>Personal tutoring policy</i> <i>Introduction to Placements</i> <i>Student Placements Handbook</i> <i>Student rotation handbook</i> <i>VN Placements Teaching Summary 22-23</i></p> <p>Information about the programme is available in detailed programme handbooks and within a subject-specific internet learning environment. Placement information is readily available, and the programme handbook details timelines and contact information for the placement team. Teaching content is delivered in a mixture of synchronous and asynchronous learning.</p> <p>Assessment timetables were viewed; there was some concern about assessment bunching, which is addressed in Standard 5. With regard to assessment outlines, where the units have more than one assessment, it is not clear from the</p>		✓

<p>information in the unit catalogue which learning outcomes will be assessed by each assessment component. The unit handbooks provide additional information, but this is incomplete. For example, in the <i>Principles and Practices of Veterinary Nursing Unit Handbook</i> assessment one is referenced to learning outcome four but assessments two and three are not referenced to learning outcomes.</p> <p>It should be noted that if, in the future, the unit handbooks are altered in any way, then the RCVS must be notified using the change of provision process outlined in Standard 2.17 guidance.</p>		
<p>To work with and learn from a range of people in practice placements, preparing them to provide care to a range of animals with diverse needs.</p> <p><u>Evidence:</u> <i>TP/aTP approval form</i> <i>Clinical supervisor handbook</i> <i>TP Monitoring visit report form</i> <i>Participating Practice Visit Report</i> <i>Witness sheets</i> <i>Introduction to rotations</i> <i>Student rotations handbook</i> <i>Handbooks detailing utilisation of expert witnesses</i> <i>Student Handbook/Welcome Booklet,</i> <i>Introduction to Professional Practice (VETS10021)</i></p> <p>Students spend 21 weeks undertaking rotations within the onsite Langford referral hospital, where they experience a broad range of cases and work alongside veterinary medical professionals with varying types of clinical expertise.</p> <p>A range of guest speakers are utilised within the curriculum. Expert witness sheets are used and uploaded to the student's NPL (Nursing Progress Log).</p>	✓	
<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><u>Evidence:</u> <i>VN Programme Handbook</i> <i>Clinical supervisor handbook</i> <i>LVS Clinical Supervisor Handbook</i> <i>Assessment matrix</i> <i>Programme and Unit Specifications (programme catalogue)</i> <i>List of clinical skills resources</i> <i>BILT (Bristol Institute for Teaching and Learning)</i> <i>Flipped classroom materials and resources</i> <i>TESTA (Transforming the Experience of Students Through Assessment)</i></p>		✓

<p><i>Introduction to Professional Practice (VETS10021)</i> <i>Clinical Skills Lab tour</i></p> <p>UoB has excellent facilities for learning on campus, including a wide range of learning equipment onsite in the CSL that students can access. Practical lectures are built into the scheme of work prior to placement, to introduce safe practice and set clinical standards. Students are able to practise clinical skills on a drop-in basis without supervision. However, the timetables demonstrated that there were also opportunities to continue to practise skills in supervised sessions and there is regular access to a clinical demonstrator for assistance and advice.</p> <p>Although students also have some access to live animals, student feedback indicated that they felt unprepared for some basic clinical skills and handling before clinical placement. However, students are encouraged to practise these skills as independent learners by use of resources available to them to increase their confidence and competence prior to their next practical teaching session.</p>		
<p>Are supervised and supported in clinical placement learning in accordance with RCVS Standards Framework for Veterinary Nurse Education and Training.</p> <p><u>Evidence:</u> <i>TP/aTP approval form</i> <i>Participating practice visit report</i> <i>TP monitoring visit report form</i> <i>IQA handbook appendix 13 NPL reports</i> <i>TP Overview of UOB practices and visit tracker</i> <i>Feedback from placements and rotations</i> <i>Online placement and wellbeing experience feedback</i> <i>IQA handbook</i> <i>TP risk assessment protocols</i> <i>CS requirement criteria</i> <i>Online attendance logs</i> <i>CS standardisation and training</i></p> <p>The placement team follow set protocols to support students whilst on placement and review grading of both the student and placement risk appropriately. The UoB placement team stated they would visit any student if they deemed it necessary, irrespective of geographical location- although normally a phone call or virtual check-in is used. Contact is initiated through a questionnaire and then a follow-up phone call when requested by the student. Although support is evidenced and explained well for the third year of the programme, it was apparent that support for the first and the second-year placements is still being developed.</p> <p>Clinical supervisor (CS) standardisation and practice monitoring methods evidence appropriate supervision.</p>	✓	

<p>Are supervised according to their individual learning needs, proficiency and confidence.</p> <p><u>Evidence:</u> <i>ILP NPL % progress and hours support for students</i> <i>NPL Planning and Tutorial records</i> <i>IQA handbook appendix 13 NPL reports</i> <i>Participating practice visit report</i> <i>TP monitoring visit report form</i> <i>IQA handbook appendix 17 VNP Placement Monitoring Strategy</i> <i>IQA handbook appendix 7b PP online follow up form</i> <i>Student Health Passport</i> <i>TP Feedback/Auditing Reports</i> <i>CS observation/discussion and monitoring</i> <i>Ongoing CS standardisation and training</i> <i>Learner Reviews (utilising Behaviour Tools)</i></p> <p>Student's NPL progress is tracked, and support is offered for both welfare and clinical learning. UoB provided evidence of its "health passport", which details each student's physical and/or learning needs as an individual, intended for use within the academic setting and on placement.</p>	✓	
<p>Are allocated and can make use of supported learning time including blended learning and recording completion of RCVS Day One Skills for Veterinary Nursing when in practice.</p> <p><u>Evidence:</u> <i>TP bulletin</i> <i>Participating practice visit report</i> <i>TP monitoring visit report form</i> <i>Memorandum of Understanding - TPs & aTPs</i> <i>Memorandum of Understanding - participating practices (non-affiliated)</i> <i>IQA handbook appendix 13 NPL reports</i> <i>Clinical supervisor handbook</i> <i>LVS Clinical supervisor handbook</i> <i>Online learning tools and guidance towards Clinical Skill/s development, peer forum/support</i></p> <p>There are IQA processes in place to ensure blended learning is utilised during placement and appropriate NPL time is allocated. This has been well evidenced and expectations are set with the practice from the outset. The TP Bulletin is a useful resource and communication channel although it is noted only one has been issued so far.</p>	✓	
<p>Are assigned and have access to a nominated academic tutor/lead for each part of the education programme.</p>	✓	

<p><u>Evidence:</u> <i>e-Vision screen shots of tutorial records</i> <i>Personal Tutoring System Feedback 21-22</i> <i>Programme and Unit Specifications (programme catalogue)</i> <i>Student handbook</i> <i>Year 3 VN clinical supervisor-clinical tutor 21-22</i> <i>VN PT allocation 21-22</i> <i>VNBS VNCAB PT statement</i></p> <p>Communication channels are clear and accessible between students and personal tutors. Tutorials are documented on the platform e-vision. Student feedback states they felt supported by their tutor and systems are in place for support escalation through the senior tutor role and beyond, if needed.</p>		
<p>Have the necessary support and information to manage any interruptions to the study of programmes for any reason.</p> <p><u>Evidence:</u> <i>VN Programme Handbook</i> <i>Regulations and code of practice for taught programmes</i> <i>Student support guide for assessment concerns</i> <i>Blackboard information around study interruptions</i> <i>Fitness to practise procedure</i> <i>Fitness to practise reporting tool</i> <i>Fitness to study</i></p> <p>UoB policies and handbooks contain information on interruption to study. Fitness to practise information is accessible and there is a specific fitness to practise reporting tool and guidance which allows concerns to be reported and investigated.</p>	✓	
<p>Have their diverse needs respected and considered across all learning environments.</p> <p><u>Evidence:</u> <i>EDI Policy statement</i> <i>Reasonable adjustment policy</i> <i>Fitness to practise procedure</i> <i>Fitness to practise reporting tool</i> <i>Fitness to study policy</i> <i>Disability awareness training booking emails</i> <i>EDI register</i> <i>Terms of reference and meeting minutes VN Programme Committee</i> <i>Terms of reference and meeting minutes School Education Committee</i> <i>Health Passport template and example</i></p>	✓	

<p><i>Academic support team meeting template and redacted example</i> <i>University Access and Participation Plan</i> <i>BVS widening participation plan 21-22</i> <i>UoB Supporting Disabled Students Learning and Assessment</i> <i>UoB Veterinary Nursing Programme Inclusion</i> <i>Personal Tutor Support Records</i> <i>CS Support Reports</i></p> <p>There is a suitable reasonable adjustments policy in place which considers individual needs and circumstances for learning. Support mechanisms are in place to support academic needs, wellbeing, and pastoral support. There are opportunities for diversity concerns to be addressed in programme and school committee meetings. Effort is being made to widen participation in the programme and increase diversity.</p>		
<p>Are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><u>Evidence:</u> <i>EDI Policy statement</i> <i>Reasonable adjustments policy</i> <i>Disability Services Student Support Plans</i> <i>Extenuating Circumstances Policy</i> <i>Health passport Template and example</i> <i>Disability Services student support plans UoB Policy for supporting disabled students 2021-22</i> <i>Safeguarding policy</i></p> <p>The University has mechanisms in place to encourage students to inform them about reasonable adjustment requirements prior to commencing the degree. Evidence was provided to demonstrate the type of reasonable adjustment which has been offered in the past. Of particular note, at the OSCE examination, written material is printed on different coloured paper removing the need for students to request this.</p>	✓	
<p>Are protected from discrimination, harassment and other behaviour that undermines their performance or confidence.</p> <p><u>Evidence:</u> <i>EDI Policy statement</i> <i>School EDI webpage including reporting tool</i> <i>BAME taskforce</i> <i>Bullying and harassment support and reporting</i> <i>Student complaints procedure</i> <i>Actual student complaint documents for Vet School (names redacted)</i> <i>Results from mid unit and end of unit feedback</i></p>	✓	

<p><i>Feedback from rotations and placements</i></p> <p><i>Safeguarding policy</i></p> <p>There are appropriate policies and procedures in place to protect students from discrimination, harassment, and undermining behaviour. This is well evidenced throughout.</p>		
<p>Are provided with information and support which encourages them to take responsibility for their own mental and physical health and wellbeing.</p> <p><u>Evidence:</u></p> <p><i>VN Programme Handbook</i></p> <p><i>Bristol Veterinary School policy on personal tutoring</i></p> <p><i>UG personal tutor handbook</i></p> <p><i>VNBS VNCAB PT statement</i></p> <p><i>Various signposts demonstrated to a range of support agencies</i></p> <p><i>Mental Health and Wellbeing Strategy March Students March 2022</i></p> <p><i>Tutor-tutee agreement BVS</i></p> <p><i>Academic personal tutoring policy</i></p> <p><i>Support to study policy and procedure</i></p> <p><i>Personal Tutoring System Feedback 21-22</i></p> <p><i>VN Programme Unit Handbooks - Introduction to Professional Practice</i></p> <p><i>Welcome week timetable</i></p> <p><i>Centaur Freshers Guide</i></p> <p><i>Centaur Welfare Freshers Guide</i></p> <p><i>Academic support team meeting template and redacted example</i></p> <p><i>Mental Wellbeing Toolbox Handbook</i></p> <p><i>Wellbeing website</i></p> <p>Wellbeing services are available to students and accessible through the personal tutor and the virtual learning environment. Some wellbeing posters and boards were noted on the tour. Students reported feeling supported in feedback and there is an effective personal tutor policy in place.</p>	✓	
<p>Are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice.</p> <p><u>Evidence reviewed:</u></p> <p><i>VN Programme Handbook</i></p> <p><i>VN Programme Unit Handbooks - Introduction to Professional Practice</i></p> <p><i>Bristol Veterinary School policy on personal tutoring</i></p> <p><i>UG personal tutor handbook</i></p> <p><i>VNBS VNCAB PT statement</i></p> <p><i>Mental Health and Wellbeing Strategy March Students March 2022</i></p> <p><i>Tutor-tutee agreement BVS</i></p> <p><i>Academic personal tutoring policy</i></p>	✓	

<p><i>Support to study policy and procedure</i> <i>Personal Tutoring System Feedback 21-22</i> <i>Welcome week timetable</i> <i>Centaur Freshers Guide</i> <i>Centaur Welfare Freshers Guide</i> <i>Academic support team meeting template and redacted example</i> <i>Mental Wellbeing Toolbox Handbook</i> <i>Wellbeing website</i> <i>Key principles for academic personal tutoring in the blended environment</i> <i>E Vision screen shots of tutorial records</i> <i>Unit Specifications (Programme Catalogue)</i> <i>Terms of reference SSLC</i> <i>Terms of reference clinical SSLC</i> <i>Results from mid unit and end of unit feedback</i> <i>Feedback from rotations and placements</i> <i>Assessment matrix/timeline</i> <i>OSCE packs 2021-2022</i> <i>NPL handbook</i> <i>VNP Placements Handbook</i></p> <p>Reflective practice is embedded throughout the programme and included in assessments. UoB includes use of the professional behaviour tool within units and requires students to reach level four as a minimum, before progression onto the final year of study. Lectures about reflection and professional behaviour were evidenced in the student timetable.</p> <p>The implementation of the “health passport” is an excellent initiative to support students to have open conversations with their placement supervisors about any reasonable adjustments that need to be applied.</p> <p>When students are informed that they are being withdrawn from the programme they receive the news verbally from one of the course team. A welfare officer is on hand to provide immediate support and access to careers and other advice (including support to move to other VN provision) is available during the next academic year.</p>		
<p>Have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills.</p> <p><u>Evidence:</u> <i>VN Programme Unit Handbooks</i> <i>Formative and summative feedback</i> <i>Assessment cover sheet</i> <i>Bristol Institute for Learning and Teaching</i> <i>Staff CREATE policy</i></p>	✓	

<p><i>CREATE HEA fellowship</i> <i>Centre for Health Sciences Education</i> <i>Langford teaching and learning workshops</i> <i>Moderation policy/process</i> <i>VN Programme Handbook</i> TESTA <i>University regulations: feedback to students</i> <i>Institutional principles for assessment and feedback</i> <i>Examples of summative feedback</i> <i>Personal tutoring policy</i> <i>Behavioural tool</i> <i>NPL Planning and Tutorial records</i> <i>NPL % and progress tracking</i></p> <p>Feedback mechanisms are in place for students to be constructive with their learning. Following feedback from students, the University provides time limited access to their responses to short answer questions on examination papers, in order that students may learn from them for resits. This has been positively received by students.</p> <p>The IQA strategy details feedback on the students' NPL progress. Evidence from the external examiner suggests that individual feedback is not always given during group work due to issues with anonymity.</p>		
<p>Receive constructive feedback throughout the programme to promote and encourage reflective learning.</p> <p><u><i>Evidence:</i></u> <i>University regulations: feedback to students</i> <i>Institutional principles for assessment and feedback</i> <i>Examples of summative feedback</i> <i>Personal tutoring policy</i> <i>Behavioural tool</i> <i>NPL Planning and Tutorial records</i></p> <p>Following examination results being published the short answer questions papers along with the students' responses are made available to students for a short period in order to facilitate learning for those resitting the examination. This has been positively received by students.</p> <p>The IQA strategy details feedback on the students' NPL progress.</p> <p>Evidence from the external examiner suggests that individual feedback is not always given during group work due to issues with anonymity.</p>	✓	

<p>Stakeholder feedback undertaken by the RCVS revealed that some students were not aware who their cohort student representative was, nor what actions were being taken by the University following their feedback (See Standard 1).</p>		
<p>Have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.</p> <p><u>Evidence:</u> <i>NPL Auditing Reports</i> <i>Peer assessment</i> <i>Peer observation</i> <i>Combined learning</i> <i>Clinical Skills Labs</i> <i>CS Feedback</i> <i>Personal Tutor Feedback</i> <i>Student Review and Evaluations</i></p> <p>Students felt they had opportunity to feed back to the University via a range of mechanisms, although it was reported that some were not aware of who their cohort student representative was. However, the panel did see evidence that there are many mechanisms for distribution of this information, such as access to noticeboards outside teaching spaces and information within the virtual learning environment.</p>		✓
<p>Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.</p> <p><u>Evidence:</u> <i>CS auditing and feedback</i> <i>Student Tutor Support</i> <i>Behavioural tool</i> <i>NPL Planning and Tutorial records</i></p> <p>The behavioural tool is designed with the RCVS Professional Behaviour Evaluation embedded.</p>	✓	
<p>Conclusion:</p> <p>The students reported that they felt well supported by their tutors and the team as a whole. They felt they were aware of the variety of services available to them and were able to access the different services.</p> <p>Feedback is obtained via several mechanisms, and this is evaluated, then used to inform changes to processes and policies, which is good. However, student feedback indicates that the feedback response from faculty via student representatives is not reaching all individuals. Additionally, some students are not aware of who their cohort representative is, although the panel did see evidence</p>		

that there are many mechanisms for distribution of this information, such as access to noticeboards outside teaching spaces and information within the virtual learning environment.

The University is well resourced to facilitate the development of practical skills. However, there was some concern that access to some of these is limited; there are only 2 visits to the Puxton location, where students are provided with access to exotic animals for handling and restraint teaching delivery. Additionally, there is a good “teaching dog” system, which meets animal welfare principles. Feedback did indicate that students did not always feel well prepared in basic practical skills, but in addition to time at the Puxton campus, there is a range of practical teaching documented within the timetables and regular access to the CSL spaces on both campuses.

The clinical skills centre is excellently resourced for simulated practical experience. Facilitation and guidance around the drop-in sessions is managed on an ad-hoc basis by a clinical instructor.

Areas for Commendation:

- a. The “health passport” initiative is an innovative method of facilitating important conversations regarding student requirements in clinical placements.
- b. Proactive response to student feedback, by enabling controlled access to the examination papers and adding the relevant student nurse’s name on suitable cases in the hospital during rotations.

Suggestions:

- a. Further information is required regarding the facilitation of individual practical skills sessions; clarity on the availability and accessibility of the facilitator and how students access this service must be provided.
- b. Consider whether it would be beneficial for the University library to hold a subscription to a human-centred nursing journal.
- c. Continue to work to identify issues relating to unconscious bias, where the veterinary medicine students and programme may be inadvertently favoured or advantaged over the veterinary nurses and their programme in actions, language, or processes. It is recognised that progress in this area has already been made and the suggestion is that this work continues.
- d. Develop peer teaching and assessment templates for use in the clinical skills centre to assist students when working outside of taught delivery.

Actions:

- a. Further information is required regarding the teaching of practical skills sessions, particularly in the earlier years. This must include more detail regarding opportunity to work with the live animals at Puxton and on-site dogs to ensure the University can justify the level of exposure offered. It must also include information on how students are facilitated in the autonomous sessions of the clinical skills centre to ensure they develop sound basic techniques early in their careers.
- b. Review unit handbooks to ensure that it is clear which learning outcomes are being assessed by each assessment component.

- c. Review and resubmit with tracked changes all student facing documents to ensure that they correctly reflect the programme being delivered from 2023.
- d. Correct the inaccuracies in the documentation as outlined below:
 - In section 10.1 of the *Programme Handbook* (001)– the RCVS Day One Competences are mentioned but the not the RCVS Day One Skills.
 - On page 15 of the *Regulations for specific programmes* (008) there is an indication that completion of the degree leads to direct entry to the RCVS Register of Veterinary Nurses – this is not correct. Holders of the degree may apply to register but there is no direct entry. Consideration also needs to be given to the inclusion of the requirement to enrol with the RCVS.
 - In the *Vet Nursing Welcome Booklet 2021* (148) there is a section headed RCVS Registration. The following text relates to RCVS enrolment and therefore the word 'registration' needs to be changed.

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
<p>Are appropriately qualified and experienced and always act as professional role models.</p> <p><i>Evidence:</i> <i>Staff list with qualifications</i> <i>Campus tour</i> <i>TP and OSCE procedures</i> <i>Published studies</i> <i>Proposed studies</i></p> <p>The general attitude and approach of the staff was one of care and concern for their students and for each other. Staff are all appropriately qualified and many are working towards new awards.</p>	✓	
<p>Receive relevant induction, ongoing support, education and training which includes training in equality and diversity.</p> <p><i>Evidence:</i> <i>Staff induction planning</i> <i>Staff induction checklist</i> <i>Staff Induction welcome resources</i> <i>Staff induction - getting started guidance</i> <i>EDI Policy statement</i> <i>Equality and Diversity for staff recruitment</i> <i>Staff support services</i> <i>Stress risk assessment for line managers</i> <i>Staff CREATE policy</i> <i>Buddy system</i> <i>Peer support</i> <i>CPD team discussions</i> <i>OSCE Examiner Briefing presentation</i></p>	✓	

<p>New programme team members undergo an extensive induction process, covering a range of activities relating to health and safety, equality and diversity, ongoing and continuing education and structured support. During interview, the programme team members, including a recently employed member of staff, expressed their satisfaction in the systems and processes, with all reporting that they felt confident and happy in their roles. They felt able to speak up if they had any concerns and also expressed enthusiasm to embark upon the range of continuing education initiatives and opportunities offered by the University.</p> <p>In relation to the induction and training of OSCE examiners, there are specific induction and training materials which are provided in oral and written format. The information is clearly presented and covers the key areas of the examiner roles and responsibilities.</p>		
<p>Have their diverse needs respected and considered and are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence:</i> <i>Team testimony</i> <i>Support mechanisms</i> <i>Team dynamics</i> <i>Disability policy</i> <i>HR policies</i></p> <p>Good evidence of diverse needs being respected, and reasonable adjustments implemented effectively.</p>	✓	
<p>Have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities.</p> <p><i>Evidence:</i> <i>Timetables</i> <i>Team discussion</i> <i>Workload allocation pilot</i> <i>Placeholders and scheduling</i> <i>Additional research</i></p> <p>All staff expressed satisfaction with the workload, which is shared during periods of increased demand, such as marking. They reflected that whilst University life was busy and challenging at times, they did not feel unduly pressurised with workload and had sufficient time and energy to undertake continuing education. Many staff are engaging in research, fully supported by the University. It was clear from the discussion that the staff were working cohesively and that they are a harmonious team and support each other well.</p>	✓	

<p>Despite the expressed satisfaction with workloads, in fact a pilot study of workload has recently been undertaken at School level, but staff were not certain what the outcome of this study were and whether it was being used to inform a larger study, or future workload allocation.</p>		
<p>Respond effectively to the learning needs of individuals.</p> <p><u>Evidence:</u> <i>Team discussion</i> <i>Blackboard</i> <i>Timetables</i> <i>Unit handbooks, policies & procedures (e.g., fitness to study)</i> <i>Health passport pilot</i> <i>Student feedback</i> <i>Reasonable adjustment policy documentation</i> <i>Extenuating Circumstances Policy</i> <i>Examples of reasonable adjustments</i></p> <p>There is ample evidence of good response to individual student needs. This is backed up by the positive comments from the students.</p>	✓	
<p>Are supportive and objective in their approach to student supervision, assessment and progression and appropriately share and use evidence to make decisions on student assessment and progression.</p> <p><u>Evidence:</u> <i>Exam board minutes</i> <i>EE reports</i> <i>Fitness to study policy</i> <i>Senior Tutor testimony</i></p> <p>There is good evidence that student assessment and progression is fairly and objectively managed.</p>	✓	
<p>Liaise, collaborate and action constructive feedback generated by colleagues, students and stakeholders to enhance their teaching assessment and to share effective practice.</p> <p><u>Evidence:</u> <i>Team discussion</i> <i>TP/student feedback mechanisms</i> <i>Student liaison meetings</i> <i>'You said, we did/will'</i> <i>Unit review process</i></p>	✓	

<p>The panel found evidence that there is strong collaborative liaison between the programme team and the students. However, there is no evidence of employer feedback. See Standard 2 regarding this issue.</p>		
<p>Are expected to respond effectively to concerns and complaints about public protection, animal welfare and student performance in learning environments and are supported in doing so.</p> <p><i>Evidence:</i> <i>Guidelines</i> <i>Team discussion</i> <i>External Examiner report responses</i> <i>Complaints examples (veterinary only)</i></p> <p>There is evidence that effective procedures are in place. There had not been any concerns raised by veterinary nursing students (see information and suggestion in Standard 1).</p>	✓	
<p>Ensure the programme lead is a Registered Veterinary Nurse (RVN) who has substantial experience of veterinary nurse education and training at a suitable level for the qualification(s) being delivered and holds a recognised teaching qualification.</p> <p><i>Evidence:</i> <i>Staff list and qualifications</i></p> <p>The programme lead is a Bristol alumnus who has had a varied career in veterinary nursing and veterinary nursing education to date. Along with a wealth of experience in clinical and non-clinical roles, she holds relevant qualifications and is actively involved in veterinary nursing educational research. The panel considered her to be an excellent choice for programme lead.</p> <p>There was a discussion regarding succession planning; the programme team are aware of the importance of this and informed the panel that more than one member of staff had been identified who could be suitable candidates for the programme lead role in the future.</p> <p>In fact, all programme staff are experienced and well qualified for their roles. Continued professional development in veterinary nursing / education is encouraged and funded. Staff were enthusiastic and positive regarding the opportunities available.</p>	✓	

Conclusion:

This standard is strongly met. New staff are inducted effectively, and all University staff involved in the programme have clear and progressive career pathways that are well supported by the School. Succession planning has been identified as an issue and steps have been taken to implement this.

Areas for Commendation:

- a. Support for both new and experienced educators is excellent.
- b. Teamwork and enthusiasm for the programme was notable during the event. This allows for a positive working environment for staff and models good working practice for students exposed to the attitude of the team to their work.

Suggestions:

- a. Outcome of workload allocation pilot to be obtained and reviewed.

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
<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:</i> <i>Programme specification</i> <i>Programme handbook</i> <i>QAA mapping excel</i> <i>Programme ILO/Unit map</i> <i>Unit mapping documents</i></p> <p>There are 6 units referenced to the RCVS Day One Competences. All of the DOC and DOS and QAA benchmarks are covered.</p>	✓	
<p>Programmes are designed, developed, delivered, evaluated and improved based upon stakeholder feedback.</p> <p><i>Evidence:</i> <i>Self-assessment reports</i> <i>Annual programme reviews</i> <i>Terms of reference and meeting minutes Annual programme review</i> <i>Terms of reference and meeting minutes VN Programme Committee</i> <i>BLUE unit feedback</i> <i>Terms of reference and meeting minutes School Education Committee</i> <i>Feedback from rotations and placements</i> <i>TESTA documents</i> <i>Results from NSS</i> <i>Results from mid unit and end of unit feedback</i> <i>Education Action Plan (EAP)</i> <i>RCVS OSCE Quality Monitoring Visit Report 2021 & action plans</i> <i>RCVS Module change report and associated action plan 2020</i> <i>External Examiner reports</i></p>		✓

<p>Evidence of feedback in relation to the OSCE stations from the previous RCVS quality monitoring visit was viewed. This had been taken on board and changes implemented.</p> <p>An ongoing review of assessments through the TESTA process is enabling the team to have their assessments evaluated via a supportive process. It was evident that suggested amendments to date had been implemented.</p> <p>In relation to the change in units in year one, no stakeholder feedback was presented to support the changes made.</p>		
<p>Curricula remain relevant in respect of contemporary veterinary nursing practice.</p> <p><u>Evidence:</u> <i>Programme level intended learning outcomes</i> <i>Unit specifications and handbooks</i> <i>Terms of reference and meeting minutes VN Programme Committee</i> <i>Terms of reference and meeting minutes School Education Committee</i> <i>Terms of reference and meeting minutes Annual programme review</i> <i>Terms of reference FUGSC</i> <i>External Examiner reports</i> <i>Curriculum DOS & DOC ILO mapping excel</i> <i>Programme teaching staff list</i> <i>Staff CVs, CPD records</i> <i>Langford Vets Staff List</i> <i>Bristol Futures Curriculum Framework</i> <i>Session ILOs</i></p> <p>The panel found that there was some lack of clarity with learning outcomes being linked to assessments, which is outlined in Standard 3.</p> <p>The programme aims were discussed. The programme team were challenged on the high anatomy content of the programme and whether this was appropriate for a degree in veterinary nursing with animal behaviour. The team felt strongly that the anatomical science content underpinned both veterinary nursing and behavioural topics and reported that the students find the anatomy units interesting, enjoyable, and relevant.</p> <p>It was noted that there is a lack of employer liaison or business stakeholder feedback, which could be used to develop the programme for the future. See comments on stakeholder feedback in Standard 2.</p> <p>During the tour of the campus, digital imaging equipment was viewed as the standard equipment used to teach radiography. In the OSCE simulated environment students are examined using a manual X-ray machine. The OSCE</p>	✓	

<p>stations have been adapted to remove seldom used items such as labelling tape, which is a temporary solution, but in the long-term digital imaging equipment should be made available in the OSCE.</p>		
<p>Curricula and assessments weigh theory and practice learning appropriately to the programme.</p> <p><i>Evidence:</i> <i>Timetables</i> <i>DOC/DOS mapping documents</i> <i>Panel/team presentation</i></p> <p>The balance between theory and practice is generally good. Student feedback suggested that there is inadequate live animal handling, but in addition to time at the Puxton campus, there is a range of practical teaching documented within the timetables and regular access to the CSL spaces on both campuses. See Standard 3 for an action related to this issue.</p>	✓	
<p>Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity.</p> <p><i>Evidence:</i> <i>VN Programme Unit Handbooks</i> <i>Assessment matrices</i> <i>Curriculum DOS & DOC ILO mapping excel</i> <i>Guide to assessment</i></p> <p>The course team explained that the assessments within the units are used as building blocks with the complexity increasing each year to prepare students for the higher-level assessments in the final year of the programme.</p> <p>This was apparent in the descriptive verbs used in the unit assessment learning outcomes, with the majority being in line with the relevant credit level to elicit a clear progression from level 4 through to level 6. However, there was some use of higher-level descriptors at level 4.</p> <p>The CSL provides excellent opportunities for the students. In addition to the large CSL, the nursing students have their own, separate space that contains mostly nursing-specific tasks. It was noted that some handbooks had a suggestion of the appropriate year the BVSc students should practise each task. Some also had similar generic indicators that could be applied to the veterinary nursing students. Whilst there are many positive aspects to these facilities and systems there is concern at the lack of encouragement to build on some of the skills later in their education, for example, the students being encouraged to repeat basic tasks in different contexts, or offering scenarios that require more decisions, or more complex reasoning for choices as their skill and experience increase.</p>		✓

<p>It is likely that the forthcoming curriculum review process would capture and consider these aspects of practical skill development, but no information regarding this was available.</p>		
<p>Curricula and assessments are structured and sequenced to enable students to manage their theory and practice learning experience effectively, with progression determined at appropriate points.</p> <p><u>Evidence:</u> <i>Timetables</i> <i>VNP Student NPL Handbook</i> <i>IQA handbook and Appendices</i> <i>Blackboard resources to support NPL completion</i> <i>Communications tab -NPL support documents</i> <i>Assessment matrices</i> <i>Regulations and code of practice for taught programmes</i> <i>Programme handbook</i> <i>Unit handbooks</i> <i>Faculty exam board minutes</i> <i>Interim exam board minutes</i> <i>Regulations for specific programmes, including veterinary nursing specific regulations</i> <i>Key dates/schedule</i> <i>TP Hours recording documents</i> <i>VNP Placements handbook</i></p> <p>In the main this requirement was met, although there was some overlap/bunching of assessment, however, the course team was able to defend this approach. In response to feedback, the schedule had been altered to ensure students are not working on assignments over the Christmas break.</p> <p>The exam boards meet after the Summer assessments in May, with a further meeting in August to consider resits. Students must have passed all assessments within a year in order to progress to the following year.</p>	✓	
<p>A range of appropriate assessments are delivered, within the educational setting, to accurately measure the knowledge, skills and understanding outlined in the programme. At least one summative assessment must be in the form of an Objective Structured Clinical Examination (OSCE) or similarly robust, objective and evidenced-based form of practical examination to test the safe and effective acquisition of a broad range of skills and competences outlined in the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><u>Evidence:</u> <i>Programme specifications</i></p>	✓	

<p><i>Unit handbooks</i> <i>Regulations for specific programmes, including veterinary nursing specific regulations</i> <i>Programme handbook</i> <i>University assessment regulations</i> TESTA <i>MCQ/SAQ/LAQ Assessment blueprint</i> <i>Assessment committee</i> <i>Bristol Institute for Learning and Teaching</i> <i>Centre for Health Sciences Education</i> <i>CREATE HEA fellowship</i> <i>Langford teaching and learning workshops</i> <i>BVS moderation policy (coursework and SAQs)</i> <i>MCQ/SAQ/LAQ Examination process tracker</i> <i>Assessment matrices</i> <i>RCVS OSCE Quality Monitoring Visit Report 2021 & action plans</i> <i>Re-use of exam question policy</i> <i>Guide to assessment</i></p> <p>A range of completed assessments were viewed. These were deemed appropriate and relevant to both the academic level and unit aims. It is not clear from the information in the unit catalogue which learning outcomes will be assessed by each assessment component- this is addressed in Standard 3.</p> <p>The 10 station OSCE was subject to RCVS quality monitoring activity in 2021 and all actions have been addressed.</p>		
<p>Students are assessed practically across clinical placement settings and learning environments as required by their programme.</p> <p><u>Evidence:</u> <i>Regulations and code of practice for taught programmes</i> <i>University assessment regulations</i> <i>Timetables</i> <i>RCVS OSCE Quality Monitoring Visit Report 2021 & action plans</i> <i>Campus tour</i> <i>TP documentation</i></p> <p>There is an excellent range of clinical equipment and simulated scenarios available to the students. These are used in the taught delivery and also some equipment is available for students to use on a “drop-in” basis. Practical skills stations are set up and used for teaching and assessment of the DOS. The NPL and system of CS in TPs, with associated QA procedures, means that the students are appropriately assessed across the settings.</p>	✓	

<p>Processes are in place to establish a high degree of validity and robustness to support the decisions made based on the results of the assessment.</p> <p><u>Evidence:</u> <i>University assessment regulations</i> <i>BVS moderation policy (coursework and SAQs)</i> <i>Assessment blueprint</i> <i>Unit handbooks</i> <i>Bristol Institute for Learning and Teaching</i> <i>Centre for Health Sciences Education</i> <i>CREATE HEA fellowship</i> <i>Langford teaching and learning workshops</i> <i>QMP procedures and examples</i> <i>Turnitin report</i> <i>Re-use of exam question policy</i> <i>Regulations and code of practice for taught programmes</i> <i>University assessment regulations</i> <i>Invigilator guidance</i> <i>University policy on academic integrity</i></p> <p>The University has standardised assessment processes which were clearly being used effectively to enhance the validity and reliability of assessments. The course team has recently engaged with the University TESTA initiative. TESTA is an evidenced led approach to help programme teams to understand assessment patterns in the degree programme and identify enhancements for student learning and assessment. Suggested improvements are already being implemented.</p>	✓	
<p>Moderation processes are in place and demonstrate that assessment is fair, reliable and valid.</p> <p><u>Evidence:</u> <i>BVS moderation policy (coursework and SAQs)</i> <i>University assessment regulations</i> <i>Faculty exam board minutes</i> <i>Interim exam board minutes</i> <i>Regulations and code of practice for taught programmes</i> <i>VNAC team meetings - IQA standardisation updates</i> <i>External examiner reports</i> <i>NPL Sampling plan and strategy (from the IQA handbook)</i></p> <p>Standardised moderation processes are in place and used effectively.</p>	✓	
<p>Mechanisms are in place to minimise bias in all assessments.</p> <p><u>Evidence:</u> <i>Regulations and code of practice for taught programmes</i></p>	✓	

<p><i>BVS moderation policy (coursework and SAQs)</i> <i>QMP procedures and examples</i> <i>OSCE examiner briefing</i> <i>OSCE process blueprint</i> <i>Unit handbooks</i> <i>Anonymity of marking assessment</i> <i>Exam board minutes</i></p> <p>The University has a number of mechanisms in place to minimise bias within its assessments, this includes anonymous marking, IQA processes and number of examiner's decisions feeding into the final OSCE result.</p>		
<p>Adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice.</p> <p><u>Evidence:</u> <i>Reasonable adjustment policy documentation</i> <i>Extenuating Circumstances Policy</i> <i>Examples of reasonable adjustments</i> <i>Fitness to practise policy</i> <i>IQA handbook</i></p> <p>Examples of reasonable adjustments for a range of circumstances were supplied. The University is mindful of not providing unfair advantage to those requiring reasonable adjustment.</p>	✓	
<p>Clinical placement assessment is facilitated and evidenced by observations and other appropriate methods.</p> <p><u>Evidence:</u> <i>Participating practice visit report</i> <i>TP monitoring visit report form</i> <i>Memorandum of Understanding - TPs & aTPs</i> <i>Memorandum of Understanding - participating practices (non-affiliated)</i></p> <p>There must be an adequate number of CS for a student to be placed in any TP, whether that be affiliated TP/aTP, or a non-affiliated participatory practice (PP). CSs are offered training and professional development regardless of whether they are in a TP/aTP or PP. Quality monitoring processes are in place.</p>	✓	
<p>Students' self-reflections contribute to, and are evidenced in, assessments.</p> <p><u>Evidence:</u> <i>VN Programme Handbook</i> <i>VN Programme Unit Handbooks - Introduction to Professional Practice</i></p>	✓	

<p>Reflective practice is embedded throughout the programme and included in assessments. The UoB includes use of the professional behaviour tool within units and requires students to reach level four as a minimum, before progression onto the final year of study. Lectures about reflection and professional behaviour were evidenced in the student timetable.</p>		
<p>There is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><u>Evidence:</u> <i>Programme specifications</i> <i>Regulations for specific programmes, including veterinary nursing specific regulations</i></p> <p>The specific programme regulations clearly state the 'no compensation' rule. The units containing elements of the DOC/DOS specify a 'MUST PASS' criterion. All students must pass all units in order to progress to the following year.</p>	✓	
<p>Ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen examination as an element of the assessment strategy.</p> <p><u>Evidence:</u> <i>Programme specifications</i> <i>Unit Handbooks</i> <i>Assessment matrices</i> <i>Exam timetable</i></p> <p>There are six units referenced to the RCVS Day One Competences; four have an unseen/closed book assessment embedded within them. The DOC referenced in the other two units are referenced elsewhere so there is no requirement to have an unseen/closed booked assessment within these units.</p>	✓	
<p>Conclusion:</p> <p>There have been some changes to the current programme since the previous accreditation. The proposed programme for 2023 is effectively the same as the existing one. The alterations and amendments mean that there are areas where programme cohesiveness has suffered, although this is mitigated in part by reviews of various areas. When this programme is fully reviewed as planned in 2-3 years' time, it will be important to take a high-level holistic view of the entire programme to ensure that it remains relevant in respect of contemporary veterinary nursing practice and that the content is suitably aligned and horizontally integrated.</p> <p>The programme has been evaluated and improved based upon application numbers and popularity. However, industry feedback does not appear to have been taken into account (See comments in Standard 2). The percentage of employed graduates is only a very crude indicator of programme success in the veterinary nursing profession, due to the national shortage. It is</p>		

encouraging that employers are keen to employ UoB students, but work needs to be done to understand the aspects of the programme that engender this enthusiasm and also consideration must be given during the curriculum review to the future requirements of the industry and how the programme may continue to maintain popularity.

The TESTA review was an excellent process for identifying and addressing areas of the assessment and feedback process that could be improved.

Areas for Commendation:

- a. Use of the TESTA process.
- b. Very well executed and managed implementation of reasonable adjustments.

Suggestions:

- a. Review the total percentage of directed practical clinical skills teaching to ensure students are correctly and fully prepared for clinical placement.
- b. Monitor assessment scheduling to minimise the chances of assessment bunching.
- c. Consider removing the statements regarding NPL completion in units where this is not a mandatory component of assessment.
- d. Provide access to digital imaging equipment within the OSCE.
- e. Develop the Student Handbook to be more user-friendly, taking into account the intended audience.

Actions:

- a. Confirmation of details of the curriculum review process is required; to include more clarity on what is reviewed, how this is undertaken and confirmation of the time span over which the review will take place.

Standard 6 – Effective clinical learning

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

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must:		
Requirements	Met	Not Met
<p>Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses.</p> <p><u>Evidence:</u> <i>Participating practice visit report</i> <i>TP monitoring visit report form</i> <i>Memorandum of Understanding - TPs & aTPs</i> <i>Memorandum of Understanding - participating practices (non-affiliated)</i></p> <p>There is a good quality monitoring process in place, which includes annual inspection for UoB TPs and contact with the VNAC for non-affiliated PPs.</p> <p>The CSL is an excellent facility, being well resourced for a wide range of skills and scenarios. A recent move of location has afforded more space for all students, plus there is an additional dedicated veterinary nursing clinical skills space. The CSL is utilised in taught delivery, plus there is a “drop in” facility for students.</p> <p>Student feedback identified that the availability of live animals for use during taught delivery was restricted. Live animal use is timetabled; it is recognised by the panel that provision is often dictated by animal welfare constraints.</p> <p>Whilst the student-led drop-in sessions in the CSL were considered very beneficial by the panel, as detailed in Standard 3, it was felt that the mechanism to monitor or offer feedback on the students' techniques is not clear. There are structured sessions with a facilitator in the CSL throughout this period, but a mechanism for students to check their progress or techniques outside of structured teaching did not appear to have been identified.</p>	✓	
<p>Ensure students are enrolled with the RCVS prior to undertaking clinical placement (in order to comply with legislation).</p> <p><u>Evidence:</u> <i>Induction documents</i></p>	✓	

<p><i>UCAS application process</i> <i>Eligibility for registration- institution/panel discussion</i></p> <p>All students are informed of the enrolment process as part of induction and the enrolments take place prior to the first clinical placement.</p>		
<p>Ensure students are actively learning and adequately supervised in all clinical learning environments.</p> <p><u>Evidence:</u> <i>Participating practice visit report</i> <i>TP monitoring visit report form</i> <i>Memorandum of Understanding - TPs & aTPs</i> <i>Memorandum of Understanding - participating practices (non-affiliated)</i> <i>TP list and RAG rating</i></p> <p>All TPs must have an adequate number of CSs prior to the initial placement of a UoB student. CSs are offered training and professional development regardless of whether they are in an affiliated or non-affiliated TP. Monitoring and RAG rating is undertaken for all TPs. Quality monitoring processes are in place. In years one and two, telephone contact is made with all TPs in the initial stages of the placement.</p> <p>Remote support is provided as a standard to all students on placement and feedback suggests students feel able to contact their tutors if and when necessary. Year 3 students are all visited in their placement. Extensive discussion regarding support of placed students took place and the panel recognised the improvements made in this area so far with regard to the year one and two students. The panel was satisfied that for the majority of placed students and CS, remote support would be adequate.</p> <p>The panel was further assured that in the event of any challenges, further virtual meetings would occur and in the event of being unable to provide support remotely, the University was prepared to undertake a live visit regardless of the geographical location of the TP.</p>	✓	
<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><u>Evidence:</u> <i>TP Overview of UOB practices and visit tracker</i> <i>Feedback from placements and rotations</i> <i>Online placement and wellbeing experience feedback</i> <i>IQA handbook</i> <i>TP risk assessment protocols</i></p>		✓

<p><i>CS criteria</i></p> <p>In the recent past, the first- and second-year placements were less actively recruited by the University than the year three placements and the students were essentially expected to find their own TP. This has now changed and the University recognises that whilst the experience of searching for a placement can be beneficial, this is not the students' responsibility.</p> <p>The large intake of student numbers for the current academic years, following the teacher assessed grading process during the Covid-19 pandemic, means there is a higher requirement for TP positions in the coming months. A placement team has been recruited and they are in the process of securing TP positions for the current cohort who started in Sept 2022.</p>		
<p>All students must have sufficient time within the programme to achieve the Veterinary Nurse Registration Rules hours requirement.</p> <p><i>Evidence:</i> <i>Timetables</i> <i>Student placement hours</i> <i>TP Hours recording documents</i> <i>Clinical Nursing Practice (Year 3)</i></p> <p>The programme allows for sufficient opportunity to achieve the required hours. There is opportunity to 'catch up', should this be required. Attendance is monitored regularly in order to identify deficits early and give students opportunities to undertake hours at alternative times.</p>	✓	
<p>Ensure all students are allocated a clinical supervisor responsible for confirming competency of RCVS Day One Skills for Veterinary Nurses. All clinical supervisors must be RVN or MRCVS (UK practising), be experienced and able to demonstrate an experienced level of clinical skills and ongoing professional development.</p> <p><i>Evidence:</i> <i>TP Overview of UOB practices and visit tracker</i> <i>Feedback from placements and rotations</i> <i>Online placement and wellbeing experience feedback</i> <i>IQA handbook</i> <i>TP risk assessment protocols</i> <i>CS criteria</i> <i>Institution/panel discussion</i></p> <p>All TPs must have an adequate number of CSs prior to the initial placement of a UoB student. Initial checks are made via the placement team staff, who make contact with the practices and also the corresponding Centre in the case of a PP. Ongoing monitoring takes place whilst UoB has a student placed in the</p>	✓	

<p>TP/aTP/PP. CSs are offered training and professional development, regardless of whether they are in a TP/aTP or a PP.</p>		
<p>Maintain accurate records of student clinical learning environment attendance and provide these to RCVS upon request.</p> <p><i>Evidence:</i> <i>Student placement hours</i> <i>Auditing of student hours</i> <i>Institution/panel discussion</i></p> <p>Attendance records were supplied as requested and viewed.</p>	✓	
<p>There must be sufficient TP support available for all recruited students.</p> <p><i>Evidence:</i> <i>TP Overview of UOB practices and visit tracker</i> <i>Feedback from placements and rotations</i> <i>Online placement and wellbeing experience feedback</i> <i>IQA handbook</i> <i>TP risk assessment protocols</i> <i>CS induction/standardisation and training</i> <i>TP Bulletin information</i> <i>Institution/panel discussion</i></p> <p>TP support is an ongoing area for improvement. Staff working in this area have a clear plan and the panel were impressed with progress made so far.</p>	✓	
<p>Ensure that training practices either hold a primary affiliation with the Accredited Education Institution itself or its delivery site, or, where the training practice is to hold a secondary affiliation, that the training practice also holds a primary affiliation elsewhere and is an RCVS listed practice.</p> <p><i>Evidence:</i> <i>Memorandum of Understanding - TPs & aTPs</i> <i>Memorandum of Understanding - participating practices (non-affiliated)</i> <i>Participating practice visit report</i> <i>TP monitoring visit report form</i> <i>Panel discussion</i></p> <p>The documentation reviewed provided clear evidence that the policies are followed as per the requirements.</p>	✓	
<p>Ensure that where a secondary affiliated training practice is used there is a Memorandum of Understanding and robust communication between the Centre</p>	✓	

<p>responsible for the secondary affiliated training practice and the Accredited Education Institution.</p> <p><u>Evidence:</u> <i>Memorandum of Understanding - TPs & aTPs</i> <i>Memorandum of Understanding - participating practices (non-affiliated)</i> <i>Participating practice visit report</i> <i>TP monitoring visit report form</i> <i>Panel discussion</i></p> <p>All non-UoB affiliated TPs were subject to thorough onboarding processes, including contact with the primary Centre to discuss risk ratings, outstanding TP actions and general suitability of the TP for a UoB student.</p>		
<p>Be compliant with the RCVS standards framework for veterinary nursing education, including clinical requirements for all periods of learning undertaken outside the UK and comply with all relevant legislation and UK animal care and welfare standards (including the Veterinary Surgeons Act 1966).</p> <p><u>Evidence:</u> <i>DOC/DOS mapped to units/NPL/OSCEs</i> <i>Institution/panel discussion</i></p> <p>UoB does not currently allow veterinary nursing students to undertake placements outside of the U.K.</p>	✓	
<p>Ensure clinical learning experiences are tailored to the student's stage of learning, competences and programme outcomes.</p> <p><u>Evidence:</u> <i>Unit specifications and handbooks</i> <i>Programme documentation</i> <i>NPL completion/reviews</i> <i>Institution/panel discussion</i></p> <p>The students are with provided opportunities to practise clinical skills with both simulation teaching models and live animals to prepare them for clinical placement. This is student-led; however, students may benefit from having a member of staff available to assist with VN-specific questions, especially in the first two years of the programme. Student feedback suggests that more live animal handling would be beneficial. See Standard 3 for further detail.</p> <p>The programme team recognises it has responsibility for offering all students a placement. Improved systems and communication have strengthened the TP arrangements in years one and two of the programme and there is a clear strategy in place with regard to appropriate recruitment of TP/aTP/PPs.</p>	✓	

<p>The veterinary team contribute to learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence:</i> 2022/2023 Student Handbook/Welcome Booklet Introduction to Professional Practice (VETS10021) Clinical skills centre tour Participating practice visit report TP monitoring visit report form Tutorial records Institution/panel discussion</p> <p>The panel discussed with the placement team how they actively monitor all TP/aTP/PPs to ensure appropriate support and assistance whilst students are undertaking their placements. Students have tutorials (face-to-face or virtual depending on the year of study) and CS are contacted for progress updates. The behavioural tool and attendance records are monitored regularly along with NPL progression. Clinical resources and caseload, along with health and safety are monitored via a TP visit (TP/aTPs) or contact with the relevant Centre (PPs). Actions arising from visits are highlighted and monitored to ensure compliance. Advice and guidance relating to teaching and support of students is provided in written format and also via standardisation sessions. The introduction of the TP Bulletin offers a further conduit for communication and advice.</p> <p>During the quality monitoring visit to the TPs, it was reported that none of the CSs had received guidance regarding the use of expert witnesses, nor how to complete effective tutorials with students on clinical placement.</p>	✓	
<p>Conclusion:</p> <p>Significant work has been done to improve agency of the University over the clinical placements required in years one and two. There are good systems to ensure the clinical environment is appropriate prior to placements commencing. Support and lines of communication are in place to ensure ongoing quality. Clinical supervisors are offered training and professional development regardless of whether they are in an affiliated or non-affiliated TP. However, there appears to be a knowledge gap in TPs regarding the use of expert witnesses and successful tutorial systems.</p> <p>A TP Bulletin has been launched, and it is intended that this will continue with regular editions.</p> <p>Handbooks and achievement recording are appropriate and include all required aspects of the DOC/DOS and behaviours.</p> <p>Telephone and online support is primarily used to maintain contact with TPs, but regardless of affiliation, or geographical location, the University must be prepared to make an in-person visit if it is deemed necessary.</p>		

Areas for Commendation:

- a. Online materials for preparing the students for placements and for clinical supervisors are excellent.
- b. TP Support for Clinical Supervisors has been reviewed and is well managed, with a strong direction for the future.

Suggestions:

- a. Issue TP Bulletin editions as regularly as possible.
- b. Incorporate reminders for CS on the use of expert witnesses into the TP Bulletin and/or standardisation materials.
- c. Provide advice and guidance to CS relating to successful student tutorial systems.

Actions:

- a. Confirmation of successful TP recruitment for increased 2022 cohort size; placements and ongoing strategy to cope with the increase in cohort sizes is required.