

# University of Chester Accreditation Visit

University Centre Reaseheath 18-20 March 2025

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

## Accreditation Outcome for University of Chester

University of Chester submitted an application for accreditation of the following programme.

BSc (Hons) Veterinary Nursing

Following the meeting of Veterinary Nurse Education Committee on 26 June 2025, University of Chester has been awarded full accreditation status for one year. This decision reflects the compliance of the programme against the RCVS Standards Framework for Veterinary Nurse Education and Training. University of Chester is next due for re-accreditation in academic year 2025/26, however, this may change subject to quality monitoring.

### Classification of Accreditations

**Provisional accreditation** is granted for all AEIs with new qualifications that have made substantial progress towards meeting the accreditation standards. Once the first cohort of students completes the qualification, VNEC will be presented with all QM reports undertaken and consider the AEI for full accreditation. Students undertaking provisionally accredited qualifications may be required to pass the RCVS pre-registration examinations. Provisional accreditation will not normally be extended for more than two years, following the first cohort's completion. Provisionally accredited programmes are automatically deemed to be high-risk and will be audited accordingly.

**Full accreditation for 5 years** is given to qualifications that meet, or exceed, all the accreditation standards. Where a Provisionally Accredited programme has been awarded Full Accreditation, this will be for the remainder of the 5-year cycle. The RCVS will undertake a full programme review before the end of the agreed accreditation period.

**Full accreditation for a shorter period** is applied where deficiencies are identified in an existing programme; accreditation will be subject to the deficiencies being addressed within a set period. The RCVS will undertake a full programme review before the end of the agreed accreditation period.

**Probationary accreditation** is applied where a fully accredited programme is deficient in its resources or procedures and has failed to meet the RCVS Standards. Students may be required to pass the RCVS pre-registration examinations, as well as all qualification requirements, in order to be deemed competent in the RCVS Day One Competences and Skills. This will be at the discretion of VNEC and will be considered on a case-by-case basis.

**Terminal accreditation** is instigated where a programme is significantly non-compliant with the standards and has been unable to address the concerns within a timely manner. Students completing a programme which is assigned terminal accreditation may be required to pass the RCVS pre-registration examinations, as well as all qualification requirements. VNEC will communicate additional conditions to the AEI as required, depending on the rationale for the decision being taken. The programme will move into an exit strategy and specific details and evidence will be requested by the

Veterinary Nursing Department to maintain oversight whilst the final students complete the programme. The provision is quality monitored in accordance with a high-risk provider.

**Voluntary Terminal Accreditation** is applied where a programme has chosen to cease provision; students may be required to pass the RCVS pre-registration examinations dependent upon the rationale for the programme closure. Students are still required to complete all qualification requirements. The programme will move into an exit strategy and specific details and evidence will be requested by the Veterinary Nursing Department to maintain oversight whilst the final students complete the programme.

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## List of Panel Members

Theona Aristidou RVN – Employer Representative

Sam Double RVN – Chair

Abigayle Gomez RVN – RCVS Senior Qualifications Officer

Nicci Johnson RVN – Educator Representative

Florrie Sage RVN – Student Representative

## RCVS Observers

Jasmine Curtis RVN – RCVS Qualifications Assessor

## Key Staff met

### University of Chester

Dr Nicola Beesley – Senior Lecturer and Link Tutor

Prof. Paul Johnson – Dean of Quality and Official Correspondent

### University Centre Reaseheath

Karen Bagnall – Practice Liaison Officer

Rosie Barrow – Lecturer / Course Manager

Sophie Byrne - Practice Liaison Officer

Liz Coles – Specialist Learning Manager

Sarah Curtis - Lecturer / Course Manager

Sarah Hopkinson – Assistant Dean of HE

Steph Jackson – Course Leader

Neil Moran – Head of HE Academic Standards and Admissions

Lis Morris – HE Teaching and Learning Coach

Sam Morse – UCR Applications and Admissions Officer

Jane Nickisson – Dean of HE

Vanessa Rhodes – Director of People and Culture

Ellie Rose - Lecturer / Course Manager

Dr. Vicki Senior - Lecturer / Course Manager

Amber Smith - Lecturer / Course Manager

## Executive summary of the Panel's findings

- University of Chester (UoC), and its delivery site University Centre Reaseheath (UCR), were visited between 18 and 20 March 2025. The following programme was under accreditation review:

BSc (Hons) Veterinary Nursing

- Four affiliated training practices were visited on 4 and 5 February 2025 by an RCVS Qualifications Assessor who provided feedback regarding the visits.
- The Visitors received a warm welcome from the staff and are grateful to all those who were responsible for preparing the visit, arranging the schedule, and providing supplementary information when requested. The enthusiasm, commitment, and pride of staff in what they do made it an interesting and enjoyable visit.

The team found the following:

UoC and UCR are to be **commended** for:

- The wellbeing culture across all learning environments including the resources and support offered to both staff and students.
- The excellent level of support provided to students by the Veterinary Nursing programme team including the lecturers and placement liaison officers.
- The passion, vision, and enthusiasm of the Veterinary Nursing programme team for training student veterinary nurses and the commitment to further improving the programme.
- The support given to the Veterinary Nursing Programme team by experienced staff in other departments and by the UoC Link tutor.

Areas for further review included:

- Consideration of the need to disclose adverse findings of student Fitness to Practise referrals to the Regulator.
- Review of the Recognition of Prior Learning (RPL) procedure to ensure a documented process for RPL in relation to consideration of Professional, Statutory and Regulatory Body (PSRB) requirements.
- Review of the full programme for evidence-based improvement in education and veterinary nursing practice.
- Review of the standard setting, marking and moderation processes for assessments assessing the RCVS Day One Skills (DOS).

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

## Programme details

Requirements	Details
<b>Name of organisation awarding the licence to practise qualification</b>	University of Chester
<b>Main address and contact details for the above organisation</b>	Parkgate Road Chester CH1 4BJ
<b>Name of Principal or Chief Executive Officer</b>	Vice-Chancellor, Prof. Eunice Simmons
<b>Name of Programme Lead</b>	Steph Jackson RVN
<b>Proposed programme(s) title:</b>	BSc (Hons) Veterinary Nursing
<b>Address and contact details of proposed site/s for delivery of licence to practise qualification</b>	University Centre Reaseheath Nantwich Cheshire CW5 6DF
<b>Pattern of delivery</b>	Four-year programme with a short placement block in year one and a year long placement across the third year.
<b>Intakes and student numbers</b>	One intake per annum in September, with approximately 15 students per cohort.



## Standard 1 – Learning culture

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

Education and training is valued and promoted in all learning environments, with diversity, inclusion and civility at the forefront and a clear commitment to sustainability.

Standard partially met				
Accredited education institutions, together with delivery sites and training practices, must:				
Requirements		Met	Part Met	Not Met
1.1	<p>Demonstrate that the safety of people and animals is a primary consideration in all learning environments.</p> <p><i>Evidence reviewed:</i></p> <p>1.1a Health and Safety Policy</p> <p>1.1b OSCE Risk Assessment</p> <p>1.1c Risk Assessment and Safe Operating Procedure</p> <p>1.1d Study Tours and Educational Visits Policy</p> <p>1.1e College Board of Governors minutes</p> <p>1.1f UCR Student Handbook</p> <p>1.1g RC4523 Scheme of Work</p> <p>1.1h Safeguarding Adults Policy</p> <p>1.1i IT and Communications Acceptable Use Policy</p> <p>1.1j TP Memorandum of Understanding</p> <p>1.1k TP Approval and Monitoring</p> <p>1.1l Student Placement Case Study</p> <p>1.1m Student Placement Review meeting - accident report</p> <p>1.1n College Security Policy</p> <p>1.1o College Student Substance Misuse Policy</p> <p>1.1p Zoo Risk Assessment</p> <p>1.1q Student Placement Review meeting - animal welfare concern</p> <p>The evidence reviewed fully demonstrates the safety of all people and animals as a primary consideration within all learning environments. Clear and accessible risk assessments were evident throughout the clinical learning environments. The animal welfare policies are thorough, and animals used for practical handling have clear indicators of their risk rating and suitability.</p> <p>Training practices (TPs) are reviewed for their health and safety policies and procedures by the Practice Liaison Officers (PLOs), prior</p>	✓		

	<p>to every placement. Learners follow the induction policy of the practice, which is again reviewed by the PLO.</p> <p>All policy versions and review dates are centrally held electronically by University Centre Reaseheath (UCR); some policies are not physically labelled with a date or version; however, the panel were assured all policies have been reviewed in accordance with UCR policy.</p>			
1.2	<p>Prioritise the wellbeing of people.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.2a Mindful Employer Charter</i></p> <p><i>1.2b Be Well SharePoint</i></p> <p><i>1.2c Flexible Working Policy</i></p> <p><i>1.2d Flexible Working Request Example</i></p> <p><i>1.2e Staff Development Policy</i></p> <p><i>1.2f Working Safely with Display Screen Equipment</i></p> <p><i>1.1a Health and Safety Policy</i></p> <p><i>1.1h Safeguarding Adults Policy</i></p> <p><i>1.2g Learner Health and Wellbeing Policy</i></p> <p><i>1.1f UCR Student Handbook</i></p> <p><i>3.1a General Student Induction</i></p> <p><i>1.2h Student Wellbeing Hub</i></p> <p><i>1.2i Fitness to Study and/or Practice Policy</i></p> <p><i>1.2j Fitness to Study Review example</i></p> <p><i>1.1l Student Placement Case Study</i></p> <p>There are robust policies and procedures that have been evidenced that clearly protect the wellbeing of both staff and learners.</p> <p>UCR clearly prioritises the well-being of its staff which was reflected upon discussion with staff members. All staff members report that they feel their workload is balanced and that they are able to fully utilise their annual leave. It was clear to see how supported the staff at UCR feel, especially by staff members within other departments and the University of Chester (UoC) link tutor.</p> <p>The students met during the accreditation reiterated the support offered from UCR and discussed how this ensures and prioritises their wellbeing.</p>	✓		
1.3	<p>Ensure that facilities and physical resources, including those used for clinical learning, comply with all relevant legislation including UK animal care and welfare standards.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.3a Licence for the Provision of Dog Boarding for Dogs</i></p>		✓	

	<p><i>1.3b Licence to Operate a Zoo</i>  <i>1.3c Licence to Keep an Establishment for the Hiring of Horses</i>  <i>1.1j TP Memorandum of Understanding</i>  <i>1.1k TP Approval and Monitoring</i></p> <p>A high level of animal welfare standards was demonstrated when touring the Animal Management Unit. All documents reviewed comply with the relevant legislation and animal welfare standards.</p> <p>There are excellent facilities within the Veterinary Nursing unit which will enhance learning. A significant number of new resources have been purchased, alongside a wide range of pre-existing resources which were already available.</p> <p>Prescription Only Medications - Veterinarian (POM-V), in the form of intravenous fluids, are stored in an unlocked classroom cupboard and openly within the Objective Structured Clinical Examination (OSCE) suite. This approach is unsafe and non-compliant with the Veterinary Medicines Directorate (VMD) requirements; it also contradicts the documented procedure submitted by UCR. Multiple lecturing staff, outside of the Veterinary Nursing (VN) team, have access to these rooms with a 'generic' key.</p>			
1.4	<p>Ensure clients understand the remit of the student veterinary nurse's involvement in the care of their animals and have the opportunity to withdraw consent.</p> <p><i>Evidence reviewed:</i>  <i>1.1k TP Approval and Monitoring</i>  <i>1.1l Student Placement Case Study</i>  <i>1.4a Poster with Information about Student Veterinary Nurses</i></p> <p>The evidence reviewed, including the TP inspections undertaken prior to the visit, indicated that there is an attempt to ensure clients understand that there are Student Veterinary Nurses (SVN) involved in the care of their animals. However, the panel is not yet assured that clients are aware of their right to withdraw their consent for SVN involvement in the care of their animal.</p>		✓	
1.5	<p>Maintain confidentiality in all aspects of the provision, ensuring client, public and animal safety and welfare is promoted.</p> <p><i>Evidence reviewed:</i>  <i>1.5a Code of Conduct for College Staff</i>  <i>1.5b Clear Desk and Screen Policy</i>  <i>1.5c Data Protection Policy</i>  <i>1.5d Social Media Policy</i></p>	✓		

	<p>1.5e Clinical Placement Guide for Students</p> <p>1.5f RC4523 Module Descriptor</p> <p>1.1j TP Memorandum of Understanding</p> <p>1.1k TP Approval and Monitoring</p> <p>Confidentiality is being maintained by UCR in all aspects of the provision; the policies are robust and ensure client, public, and animal safety and welfare is promoted. All evidence supplied complied with UK General Data Protection Regulations (UK GDPR), anonymising all sensitive information.</p>			
1.6	<p>Ensure students and educators understand how to raise concerns or complaints and are encouraged and supported to do so in line with local and national policies without fear of adverse consequences.</p> <p><i>Evidence reviewed:</i></p> <p>1.6a Whistleblowing Policy</p> <p>1.6b Staff Voice</p> <p>1.1f UCR Student Handbook</p> <p>1.6c Veterinary Nursing Student Handbook</p> <p>1.6d Student Voice</p> <p>1.6e Tell UCR Feedback</p> <p>1.6f UCR Student Complaints Policy</p> <p>1.6g University of Chester Student Complaints Procedure</p> <p>1.1k TP Approval and Monitoring</p> <p>1.1l Student Placement Case Study</p> <p>All staff and students were aware of the complaints policies and procedures. An online portal system allows complaints to be processed without fear of adverse consequences.</p>	✓		
1.7	<p>Ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised.</p> <p><i>Evidence reviewed:</i></p> <p>1.7a UCR Student Complaints Log</p> <p>1.7b HE Committee Meeting minutes</p> <p>1.7c Compliments and Complaints Report</p> <p>1.6g University of Chester Student Complaints Procedure</p> <p>1.7d University of Chester Student Guide to the Student Complaints Process</p> <p>1.7e Student Conduct Policy</p> <p>1.7f Clinical Placement Initial Visit Checklist</p> <p>The evidence clearly demonstrates that concerns or complaints are dealt with appropriately and in a timely manner to ensure the wellbeing of people and animals. An example detailed by the staffing team</p>	✓		

	highlighted the supportiveness of the Human Resources (HR) team at UCR and gave examples of the prompt and effective way complaints have been investigated and dealt with.			
1.8	<p>Ensure incidents are fully investigated and learning reflections and actions are recorded and disseminated.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.2j Fitness to Study Review Example</i></p> <p><i>1.7e Student Conduct Policy</i></p> <p><i>1.8a Accident Report</i></p> <p><i>1.8b Health and Safety Investigation Record</i></p> <p><i>1.8c Health and Safety Publicity Material</i></p> <p><i>1.8d Health and Safety Committee Meeting minutes</i></p> <p>There are clear policies demonstrating the procedure for investigating incidents across all learning environments. Evidence submitted confirms compliance with the investigation of incidents, recording of actions and dissemination of learning reflections.</p>	✓		
1.9	<p>Promote student engagement with the RCVS Codes of Professional Conduct to develop open and honest practitioners.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.6c Veterinary Nursing Student Handbook</i></p> <p><i>1.5e Clinical Placement Guide for Students</i></p> <p><i>1.9a Programme Specification</i></p> <p><i>1.9b RC4527 Module Descriptor</i></p> <p><i>1.7f Clinical Placement Initial Visit Checklist</i></p> <p>Learners are made aware of the RCVS Code of Professional Conduct (CoPC) from the point of induction, and this is embedded throughout the programme.</p>	✓		
1.10	<p>Develop a learning culture that 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></p> <p><i>1.10a Equality, Diversity, and Inclusion Policy</i></p> <p><i>1.10b Inclusion Policy</i></p> <p><i>1.10c Supporting Transgender in the Workplace Policy</i></p> <p><i>1.10d Supporting Transgender Students in the Educational Setting</i></p> <p><i>1.10e Assistance Dogs Policy</i></p> <p><i>1.10f EDI Committee Terms of Reference</i></p> <p><i>1.10g EDI Committee Minutes</i></p> <p><i>1.1e College Board of Governors Minutes</i></p> <p><i>1.10h EDI Information on UCR Staff Hub</i></p>	✓		

	<p> <i>1.10i Inclusive Teaching Resources</i>  <i>1.10j Staff Conference 2022</i>  <i>1.10k Lesson Observation Criteria</i>  <i>1.10l Learning Walks</i>  <i>1.10m Staff Briefing - Quality Assurance of Teaching and Learning</i>  <i>1.10n Moodle Accessibility Statement</i>  <i>5.11a Anonymous Marking of Assessed Work Procedure</i>  <i>2.1t External Examiner Reports and Responses</i>  <i>3.10a Requirements for Reasonable Adjustments to Assessment Policy</i>  <i>1.10o Best Practice Guidelines for Providing Feedback on Assessed Work of Students</i>  <i>1.1j TP Memorandum of Understanding</i>  <i>1.10p Clinical Coach Handbook</i> </p> <p>The learning culture at UCR has been demonstrated to be fair, transparent, and fosters good relations between individuals and diverse groups. There are robust Equality, Diversity, and Inclusion (EDI) policies in place, with the team undertaking regular mandatory EDI training alongside their required Continuing Professional Development (CPD). Reasonable adjustments (RAs) are considered across all learning experiences, including clinical placement.</p>			
1.11	<p>Utilise information and data to promote and enhance equality of opportunities and widening participation.</p> <p><i>Evidence reviewed:</i></p> <p> <i>1.11a Access and Participation Plan 2020-2025</i>  <i>1.11b Access and Participation Plan 2025-2029</i>  <i>1.11c Contextual Admissions Policy</i> </p> <p>UCR is fully aware of the demographic of the VN profession and is utilising data to widen participation into the programme and has a robust Access and Participation Plan. UCR has an outreach programme visiting local schools and nearby Further Education (FE) colleges to promote engagement with the course.</p>	✓		
1.12	<p>Work to promote inter-professional education and inter-professional practice and support opportunities for research.</p> <p><i>Evidence reviewed:</i></p> <p> <i>1.12a RC4044 Module Descriptor</i>  <i>1.12b RC4044 Scheme of Work</i>  <i>1.12c RC4044 Assignment Brief</i>  <i>1.12d RC5509 Module Descriptor</i>  <i>1.12e RC5509 Scheme of Work</i>  <i>1.12f RC6506 Module Descriptor</i> </p>	✓		

	<p>1.12g RC6506 Scheme of Work 1.12h RC4520 Module Descriptor 1.12i RC4520 Scheme of Work 1.12j RC4520 Assignment Brief 1.12k RC6524 Lectures 1.12l RC5525 Scheme of Work 1.12m Veterinary Nursing Dissertation Titles, 2023-24 1.12n UCR Scholarship and Research Journal 2023 1.12o UCR Scholarship and Research Journal 2024 1.10p Clinical Coach Handbook</p> <p>Inter-professional collaboration in education is clearly demonstrated at UCR. The VN team work closely with other departments for support and mentorship. Staff may choose a scholarly activity pathway where additional remission is given for research activities. Inter-professional practice is supported and encouraged within the clinical placement through the utilisation of witness statements. During practice visits with the PLO, students are encouraged to detail where inter-professional practice has been supported.</p>			
1.13	<p>Promote evidenced-based improvement in education and veterinary nursing practice.</p> <p><i>Evidence reviewed:</i> 1.13a RC5521 Module Descriptor 1.13b RC5521 Scheme of Work 1.12k RC6524 Lectures 1.12l RC5525 Scheme of Work 1.12n UCR Scholarship and Research Journal 2023 1.12o UCR Scholarship and Research Journal 2024</p> <p>Evidence-based practice is promoted within some modules by encouraging learners to use scenario related research tasks. There is one module in which evidence-based practice is assessed. However, the evidence-based resources identified as 'key texts' that are detailed within some module descriptors are outdated and have not been reviewed. Upon discussion, it was apparent that the evidence-based elements of some modules required review, which is planned for the summer.</p> <p>As the HE teaching team are relatively new, the panel were unable to ascertain how evidence-based pedagogy is used to enhance their teaching practice.</p>			✓

1.14	<p>Demonstrate a reasonable commitment to environmental sustainability, including consideration of the impact of delivering the programme on the environment.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.14a Sustainability Strategy</i></p> <p><i>1.14b Reaseheath Annual Review 2023</i></p> <p><i>1.14c Sustainable Citizenship</i></p> <p>A clear sustainability strategy is in place at UCR with a high commitment to reusing and recycling consumables.</p>	✓		
<p><b>Conclusion:</b></p> <p>This standard has been partially met.</p> <p>The learning culture at UCR places safety at the forefront whilst ensuring the wellbeing of all individuals, including animals. This is clearly a priority for UCR, and students and staff are fully aware of the support available and how to access it.</p> <p>The passion of the VN team was evident, however, the staff turnover at UCR has made it difficult for the team to fully review the programme and assessments for evidence-based improvements in education and veterinary nursing practice across all modules prior to this accreditation.</p>				
<p><b>Commendations:</b></p> <p>The well-being resources available to staff, with a dedicated counsellor available.</p> <p>The widening participation efforts, which incorporate visiting schools and FE colleges to raise awareness of the programme.</p> <p><b>Suggestions:</b></p> <p>1.1 – Consider including review or publication dates and version numbers to policy documents and handbooks to reassure the reader that they are reviewing the latest version.</p> <p><b>Actions:</b></p> <p>1.3 – Ensure that all relevant legislation is fully complied with, including the VMD requirements and UCR protocols.</p> <p>1.4 – Ensure clients are made fully aware of their right to withdraw their consent for SVN involvement in the care of their pet.</p> <p>1.13a – Promote evidence-based improvement in education and veterinary nursing practice across all modules to ensure module content and recommended reading resources support evidence-based practice.</p> <p>1.13b – Support the VN team to utilise evidence-based pedagogy to promote improvement in teaching and learning.</p>				



## 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 equality, taking account of the diverse needs of, and working in partnerships with, students and all other stakeholders.

Standard not met				
Accredited education institutions, together with delivery sites and training practices, must:				
Requirements		Met	Part Met	Not Met
2.1	<p>Comply with all relevant legal, regulatory, professional, and educational requirements.</p> <p><i>Evidence reviewed:</i></p> <p>2.1a UoC OfS Registration</p> <p>2.1b UCR OfS Registration</p> <p>2.1c QAA Membership</p> <p>2.1d UoC Silver TEF Rating</p> <p>2.1e UCR Bronze TEF Rating</p> <p>2.1f UCR TEF Submission</p> <p>2.1g OfS Fee Information</p> <p>2.1h OfS Transparency Information</p> <p>1.11b Access and Participation Plan 2025-29</p> <p>2.1i Veterinary Nursing Management Committee</p> <p>2.1j Link Tutor Reports</p> <p>2.1k Link Tutor CV</p> <p>2.1l Making Changes to the Veterinary Nursing Course</p> <p>2.1m RCVS Pre-Accreditation Support Meetings</p> <p>2.1n Quality Improvement Plan (2023)</p> <p>2.1o CME Action Plan</p> <p>2.1p Self-Assessment Report, 2021-22</p> <p>2.1q Self-Assessment Report, 2022-23</p> <p>2.1r RCVS Response to the SAR</p> <p>2.1s External Programme Advisor Reports</p> <p>2.1t External Examiner Reports and Responses</p> <p>The evidence provided demonstrates compliance with legal, regulatory, professional, and educational requirements. There is an online process in place that flags when policies are due to be reviewed and updated; this is a central system. A new process is in place for revalidation reviews by UoC, which will involve risk rating university courses due to be revalidated. This may have impacted the</p>	✓		

	scrutiny of this programme by UoC if the programme was perceived as low risk.			
2.2	<p>Provide all information and evidence required by regulators in a timely manner, i.e., within published timescales.</p> <p><i>Evidence reviewed:</i></p> <p><i>2.2a HESES 2023 Sign-off</i></p> <p><i>2.2b Self-Assessment Report E-mails</i></p> <p>The submission of the evidence was completed in a timely manner, including the additional evidence requested by the panel.</p> <p>Communications relating to this event were clear and well organised.</p>	✓		
2.3	<p>Comply with the RCVS Code of Professional Conduct for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.9a Programme Specification</i></p> <p><i>1.6c Veterinary Nursing Student Handbook</i></p> <p><i>1.5e Clinical Placement Guide for Students</i></p> <p><i>1.1g RC4523 Scheme of Work</i></p> <p><i>Student Interviews</i></p> <p>The evidence reviewed shows that the RCVS CoPC is embedded throughout the curricula. When asked, the students demonstrated a good understanding of the CoPC and felt this is integrated within multiple modules throughout the programme.</p>	✓		
2.4	<p>Comply with the RCVS Veterinary Nurse Registration Rules.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.9a Programme Specification</i></p> <p><i>2.4a RCVS Minimum Requirements are Met by Students</i></p> <p>The evidence clearly demonstrates the 1,800 hours required in clinical placement with clear mechanisms to prevent progression and achievement without the requisite completion. Nonetheless, the panel identified issues with the mechanism for checking the students have the required 2,990 hours and were not assured of the process currently in place to prevent students graduating without the required total training hours.</p>		✓	
2.5	Adopt a partnership approach, with shared responsibility, evidenced by a memorandum of understanding (MOU) between the accredited education institution and the delivery site and between the delivery site and the training practice. This must be regularly reviewed and	✓		

	<p>clearly stipulate the roles, responsibilities, and regulatory requirements.</p> <p><i>Evidence reviewed:</i></p> <p><i>2.5a Strategic Alliance Agreement</i></p> <p><i>2.5b Veterinary Nursing Programme Agreement</i></p> <p><i>2.1i Veterinary Nursing Management Committee</i></p> <p><i>2.1j Link Tutor Reports</i></p> <p><i>1.1j TP Memorandum of Understanding</i></p> <p>The course is managed and quality assured through a partnership between UoC, which is the validating institution, and UCR through a Strategic Alliance Agreement and an associated Veterinary Nursing Programme Agreement.</p> <p>There are MOUs in place between the delivery site and TPs, which are signed and regularly reviewed.</p>			
2.6	<p>Ensure that recruitment, selection, and retention of students is open, fair, and transparent, and includes measures to understand and address underrepresentation.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.9a Programme Specification</i></p> <p><i>2.6a UCR Student Admissions Policy</i></p> <p><i>1.11c Contextual Admissions Policy</i></p> <p><i>1.11b Access and Participation Plan 2025-2029</i></p> <p>There is an Access and Participation Plan in place covering the period for 2025-2029, ensuring that measures to understand and address underrepresentation are in place. Applications are processed centrally and monitored weekly.</p>	✓		
2.7	<p>Have entry criteria for the programme that includes evidence that the student has a capability in numeracy, literacy, and science, written and spoken English and mathematics to meet the programme outcomes.</p> <p><i>Evidence reviewed:</i></p> <p><i>2.6a UCR Student Admissions Policy</i></p> <p>The programme team confirmed that the entry criteria for the programme ensures the student has capability in numeracy, literacy, science, and English to meet the programme outcomes. The entry criteria are clearly displayed on the website. Applicants are required to have two weeks' work experience to fulfil their offer; they are given until June of the relevant year to complete this. It was discussed with staff that they may wish to consider the rationale behind only</p>	✓		

	accepting an English Language GCSE and not accepting English Literature as evidence of English capability, and the consideration to extend the contextualised UCAS points offer for all.			
2.8	<p>Demonstrate a robust process for the recognition of prior learning (RPL).</p> <p><i>Evidence reviewed:</i></p> <p><i>2.8a Accreditation of Prior Learning Policy</i></p> <p><i>2.8b APL Claim Example</i></p> <p>There is a robust process in place for the recognition of prior learning (RPL) from students transferring from a veterinary nursing course at another institution, however, the process for a student transferring from a non-veterinary nursing course was not clear. The panel was not reasonably assured of the process to ensure RPL against RCVS Day One Competences (DOC) and Day One Skills (DOS) from non-Veterinary Nursing programmes is prevented. For example, a student transferring from an animal management degree should not have DOC/DOS mapped modules exempted.</p>		✓	
2.9	<p>Provide accurate and accessible information to students enabling them to understand and comply with relevant governance processes and policies.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.1f UCR Student Handbook</i></p> <p><i>1.6c Veterinary Nursing Student Handbook</i></p> <p><i>1.5e Clinical Placement Guide for Students</i></p> <p><i>2.9a OSCE Student Guide</i></p> <p><i>2.9b Academic Regulations Session</i></p> <p><i>Student Interviews</i></p> <p>Whilst policies are provided to students during their induction, the information provided is not always accurate and accessible. Students informed the panel that bursary payments are made up to a month late, deferrals for assignments are often approved or declined after the deadline and some of the students were unaware of the guidance relating to unpaid work and the alignment with the national minimum wage guidance. The first-year students were also unaware of the assessment planner. These examples indicate the necessity for UCR to review its information dissemination processes.</p>			✓
2.10	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. The procedure			✓

	<p>must include disclosure of criminal convictions that may affect registration with the RCVS.</p> <p><i>Evidence reviewed:</i></p> <p>1.2i <i>Fitness to Study and/or Practise Policy</i></p> <p>1.5e <i>Clinical Placement Guide for Students</i></p> <p>2.6a <i>UCR Student Admissions Policy</i></p> <p>2.10a <i>Student Contract</i></p> <p>2.10b <i>Returner Student Enrolment</i></p> <p>2.10c <i>Academic Appeals Policy and Regulation</i></p> <p>2.10d <i>Academic Conduct Policy</i></p> <p>The institution has a Fitness to Practise (FtP) policy in place; however, this does not include a mechanism for informing the RCVS about concerns with a student's FtP that may impact registration. The staff did talk through the process for disclosing criminal convictions that may affect registration with the RCVS. The panel felt that the programme team lacked awareness of the importance of FtP concerns being reported to the RCVS and the consequences of not doing so.</p>			
2.11	<p>Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award.</p> <p><i>Evidence reviewed:</i></p> <p>2.11a <i>Requirements for Marking of Assessed Work Policy</i></p> <p>2.11b <i>AAB Papers</i></p> <p>2.11c <i>AAB Minutes</i></p> <p>2.11d <i>Veterinary Nursing Derogation</i></p> <p>2.11e <i>Approval of Derogation from Regulations</i></p> <p>2.11f <i>Registry Procedure for Assuring Correct Award</i></p> <p>2.11g <i>Pass List1</i></p> <p>2.11h <i>Pass List2</i></p> <p>The evidence provided confirms that students meet the required programme outcomes in full and this process is then confirmed at the Awards Assessment Board; students are then eligible for academic and professional award. However, the 2,990 hours as a requirement of the RCVS Registration Rules is not currently reviewed at an academic board prior to conferring the overall degree award.</p>		✓	
2.12	<p>Undertake regular reviews of all learning environments and provide assurance that they are safe, effective, and fit for purpose.</p> <p><i>Evidence reviewed:</i></p> <p>1.1a <i>Health and Safety Policy</i></p> <p>1.1c <i>Risk Assessment and Safe Operating Procedure</i></p> <p>2.1j <i>Link Tutor Reports</i></p>	✓		

	<p><i>2.1t External Examiner Reports and Responses</i>  <i>1.7f Clinical Placement Initial Visit Checklist</i>  <i>2.12a TP Audit</i>  <i>2.1i Veterinary Nursing Management Committee Campus Tour</i></p> <p>The evidence provided demonstrates that both UoC and UCR undertake regular reviews of learning environments, ensuring they are safe and fit for purpose, with robust mechanisms in place. The tour confirmed that all learning environments had clearly visible and up-to-date risk assessments.</p>			
2.13	<p>Have safe and effective recruitment processes in place to ensure appropriate personnel are recruited to support programme delivery.  <i>Evidence reviewed:</i>  <i>2.13a Safer Recruitment and Vetting Policy</i>  <i>2.13b Recruitment and Selection Policy</i>  <i>2.13c Veterinary Nursing Programme Leader Job Description</i>  <i>2.13d Veterinary Nursing Lecturer / Course Manager Job Description</i>  <i>2.13e Veterinary Nursing Practice Liaison Officer Job Description</i>  <i>2.13f External Examiner Policy</i>  <i>2.13g External Examiner Nomination form</i>  <i>4.1d OSCE Staff Guide</i>  <i>2.13h OSCE Examiner Conflict of Interest Disclosure form</i></p> <p>The evidence provided demonstrates a safe and effective recruitment process and this was well articulated by staff at the event. The process is primarily now online which has made it more streamlined, and there is an option to fast-track recruitment if needed to support programme delivery.</p>	✓		
2.14	<p>Where an accredited education institution is not yet fully accredited, or at the discretion of the Veterinary Nurse Education Committee, facilitate the attendance of the RCVS at a trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place for the relevant cohort of students.  <i>Evidence reviewed:</i></p> <p>UoC holds full accreditation status.</p>	N/A		
2.15	<p>Where an accredited education institution plans to make any changes to its provision, including assessments, the RCVS must approve all changes prior to implementation.  <i>Evidence reviewed:</i>  <i>2.15a Veterinary Nursing Course Modification Form</i>  <i>2.15b RCVS Approval of Changes Report</i></p>	✓		

	Planned changes to the provision have been communicated to the RCVS prior to implementation and there is a mechanism in place to ensure this.			
2.16	<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 AEI.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.14b Reaseheath Annual Review 2023</i></p> <p><i>2.16a Reaseheath College Financial Statement</i></p> <p><i>2.16b UoC Annual Review 2023</i></p> <p><i>2.16c UoC Financial Statements 2023</i></p> <p><i>04a Budget Information</i></p> <p><i>04b Reaseheath Business Planning Cycle</i></p> <p>Evidence has been provided to show that the finances are in place to sustain and develop the programme, with the programme needing to bring 70% costs back centrally, which it is achieving. There is a minimum cohort size of eight students that has been identified to ensure the programme is financially viable.</p>	✓		
2.17	<p>Where a delivery site chooses to transfer AEI, there must be effective communication between the AEIs regarding the risk status of the delivery site, to include any sanctions that may be in place, or any specific areas of concern.</p> <p><i>Evidence reviewed:</i></p> <p>This requirement was ratified by VN Council after the application submission by UoC / UCR. Compliance with this new requirement is mandated from September 2025.</p>	N/A		

**Conclusion:**

This standard has not been met.

There are governance systems and policies in place to comply with legal, regulatory, professional, and educational requirements, however, the information provided is not always accurate. It is important that members of staff are familiar with the governance systems in place and how these are impacted by regulatory body requirements. Consideration is needed to ensure that students meet the full RCVS Veterinary Nurse Registration Rules prior to graduation.

Learning environments consider the diverse needs of students and are optimising safety and equality, and careful consideration has been given to marketing and financing this programme.

**Suggestions:**

2.7 – Consider the basis for excluding a GCSE in English Literature as evidence of capability in English, the GCSE overall requirements and whether the contextualised UCAS offer point should be extended to all.

**Actions:**

2.4 & 2.11 – Update the academic board process to ensure the RCVS Registration Rules are checked, to ensure a student cannot graduate if they have not reached the required 2,990 hours.

2.8 – Ensure there is a documented process for RPL in relation to consideration of PSRB requirements.

2.9 – Review the information dissemination processes, with consideration of the examples highlighted in this report.

2.10 – Update the FtP policy to clarify the expectation that the RCVS must be advised of adverse outcomes where the conduct of students compromises public and animal safety and protection.



## 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 delivery sites and training practices, must ensure that all students:				
Requirements		Met	Part Met	Not Met
3.1	<p>Are well prepared for learning in theory and practice having received relevant inductions.</p> <p><i>Evidence reviewed:</i></p> <p>3.1a General Student Induction</p> <p>3.1b Moodle Support E-mail</p> <p>3.1c Wellbeing Support E-mail</p> <p>3.1d Veterinary Nursing Student Induction Level 4</p> <p>3.1e Veterinary Nursing Student Induction Level 5</p> <p>3.1f Veterinary Nursing Student Induction Level 6</p> <p>3.1g RC4522 Module Descriptor</p> <p>3.1h RC4522 Scheme of Work</p> <p>3.1i PLO Tutorial with Students Prior to Placement</p> <p>3.1j Clinical Placement Provider Guide</p> <p>Student Interviews</p> <p>Students receive comprehensive inductions at the start of the course and were aware of where to access all the information provided at the start of the course. They are well prepared for learning both at campus and on clinical placement.</p>	✓		
3.2	<p>Have access to the resources they need to achieve the RCVS Day One Competences, Skills and Professional Behaviours for Veterinary Nurses, and programme outcomes required for their professional role.</p> <p><i>Evidence reviewed:</i></p> <p>3.2a Student Equipment List</p> <p>3.2b Veterinary Nursing Equipment Orders</p> <p>3.2c OSCE Equipment Order E-mail</p> <p>3.2d Module Library Resources</p> <p>1.1k TP Approval and Monitoring</p>	✓		

	<p><i>05 Equipment List</i>  <i>06a Veterinary Nursing Books List March 25</i>  <i>06b Veterinary Nursing Journals List March 25</i>  <i>Student Interviews</i>  <i>Campus Tour</i></p> <p>The clinical skills area contains all essential equipment for the DOS; a substantial amount of work has gone into increasing the volume and range of equipment available to students. The library has a large veterinary nursing section and demand for books is reviewed by the librarian, although it was noted on the tour that some of the in-print textbooks were out of date. There are laptops available for students to loan in the library. There is a student assistance fund and bursary scheme available to eligible students to help with the cost of additional equipment the students are required to own.</p>			
3.3	<p>Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, clinical practice, and other information relevant to the programme in an accessible way for students' diverse needs.</p> <p><i>Evidence reviewed:</i>  <i>1.1f UCR Student Handbook</i>  <i>1.6c Veterinary Nursing Student Handbook</i>  <i>1.5e Clinical Placement Guide for Students</i>  <i>3.3a RC4521 Moodle page</i>  <i>3.3b RC4523 Moodle page</i>  <i>3.3c RC5521 Moodle page</i>  <i>3.3d SpLD Teaching, Learning and Assessment Strategies on Student Record</i>  <i>Student Interviews</i></p> <p>Students are provided with timely information about teaching, supervision, and clinical practice; these documents are accessible for student's diverse needs. It was noted during the student interviews that the current first-year students had not seen the Assessment Schedule document and were not aware of how to access it on the Virtual Learning Environment (VLE).</p>		✓	
3.4	<p>Work with and learn from a range of people in clinical practice, preparing them to provide care to a range of animals with diverse nursing requirements.</p> <p><i>Evidence reviewed:</i>  <i>1.10p Clinical Coach Handbook</i>  <i>1.1l Student Placement Case Study</i>  <i>Student Interviews</i></p>	✓		

	During the TP visits, the PLO checks that the students are working with, and learning from, a range of people in clinical practice. Witness statements are used in practice, which are then uploaded to the student's Nursing Progress Log (NPL).			
3.5	<p>Are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation-based learning appropriate for the programme as necessary for safe and effective practice.</p> <p><i>Evidence reviewed:</i></p> <p>1.12l RC5525 Scheme of Work</p> <p>1.12k RC6524 Lectures</p> <p>3.5a UoC AI Training Session</p> <p>3.5b Guidance on Assessment Briefs</p> <p>The clinical skills area had a wide range of clinical skills models and equipment enabling students to gain a broad experience covering a variety of tasks. There is an immersive classroom on campus, which students can utilise. However, there is limited use of technologically enhanced learning currently within the programme which is also represented within the NSS data. When questioned, staff were unable to give examples of where they are looking to improve in this area.</p>		✓	
3.6	<p>Are supervised and supported according to their individual learning needs, proficiency, and confidence.</p> <p><i>Evidence reviewed:</i></p> <p>3.1a General Student Induction</p> <p>3.3d SpLD Teaching, Learning and Assessment Strategies on Student Record</p> <p>3.6a Reasonable Adjustment Plan</p> <p>3.6b Reasonable Adjustment Plan Online</p> <p>1.10p Clinical Coach Handbook</p> <p>3.6c Review Meeting Examples</p> <p>Student Interviews</p> <p>There is a dedicated team of three PLOs who support the students whilst on placement. The students are well supported by UCR, and there is a specialist learning manager the students have access to, enabling them to talk through their specific needs and RAs. The students were complimentary regarding the support they have received throughout the programme.</p>	✓		
3.7	Are allocated and can make use of protected supported learning time including blended learning and recording completion of the RCVS Day One Skills for Veterinary Nurses when in practice.	✓		

	<p><i>Evidence reviewed:</i></p> <p>1.1j TP Memorandum of Understanding</p> <p>1.10p Clinical Coach Handbook</p> <p>1.1l Student Placement Case Study</p> <p>Student Interviews</p> <p>The evidence provided clearly shows the requirement for students to be allocated protected learning time for recording completion of the DOS when in practice. When the panel spoke to students, they were aware of the time allocated whilst in practice, and if this was not provided, the PLO would instigate a contingency plan to ensure they could make use of the protected time in practice.</p>			
3.8	<p>Are assigned and have access to a nominated academic tutor/lead for each part of the programme.</p> <p><i>Evidence reviewed:</i></p> <p>1.1f UCR Student Handbook</p> <p>Student Interviews</p> <p>Students are allocated a Personal Academic Tutor (PAT) who is a member of the veterinary nursing team. There are three compulsory meetings a year which are recorded online. Students are able to request additional meetings if necessary and staff office hours are made available to students. The PAT provides both academic and pastoral support to the students. Students were very positive about the support available to them and were all aware of who their PAT is and how to contact them.</p>	✓		
3.9	<p>Have the necessary support and information to manage any interruptions to the study of programmes for any reason.</p> <p><i>Evidence reviewed:</i></p> <p>3.9a Interruption of Studies Meeting Advice</p> <p>3.9b Information for Students Taking an Interruption of Studies</p> <p>3.9c Request for an Interruption of Studies form</p> <p>3.9d Withdrawal form</p> <p>3.9e Considering Withdrawal Checklist</p> <p>Detailed information is provided to students on the processes and support available to manage an interruption to studies. Staff were clear on the process and were able to detail at what stage the RCVS are notified of an interruption.</p>	✓		
3.10	<p>Have their diverse needs respected and considered across all learning environments, with support and adjustments provided in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i></p>	✓		

	<p>1.10a Equality, Diversity, and Inclusion Policy</p> <p>1.10b Inclusion Policy</p> <p>1.10c Supporting Transgender in the Workplace Policy</p> <p>1.10d Supporting Transgender Students in the Educational Setting</p> <p>1.10e Assistance Dogs Policy</p> <p>1.10f EDI Committee Terms of Reference</p> <p>3.10a Requirements for Reasonable Adjustments to Assessment Policy</p> <p>1.10o Best Practice Guidelines for Providing Feedback on Assessed Work of Students</p> <p>Student Interviews</p> <p>The evidence provided demonstrates that students have their diverse needs respected across all learning environments, both at UCR and whilst on clinical placement. There are clear and comprehensive EDI policies in place for students which are covered during their induction.</p>			
3.11	<p>Are protected from discrimination, harassment, incivility, and other behaviours that undermine their performance or confidence.</p> <p><i>Evidence reviewed:</i></p> <p>1.1f UCR Student Handbook</p> <p>3.11a See it Say it</p> <p>Student Interviews</p> <p>Campus Tour</p> <p>There is a 'See It, Say it' policy in place, whereby students can report incidents. These are then filtered centrally and disseminated to the appropriate team. There were many posters displayed around the campus relating to bullying, discrimination, and harassment and UCR has a clear policy in place. Information was displayed in prominent locations including classrooms, toilets, and the library with QR codes enabling students to easily access further information if needed.</p>	✓		
3.12	<p>Are provided with information and support that encourages them to take responsibility for their own mental and physical health and wellbeing.</p> <p><i>Evidence reviewed:</i></p> <p>3.1a General Student Induction</p> <p>1.1f UCR Student Handbook</p> <p>3.1c Wellbeing Support E-mail</p> <p>3.12a Wellbeing Services</p> <p>3.12b Personal Autonomy and Resilience</p> <p>Student Interviews</p> <p>Campus Tour</p>	✓		

	<p>On the campus tour there were many wellbeing posters displayed, including Vetlife posters in the veterinary nursing classrooms. Wellbeing resources are covered during the students' inductions and available within the student handbook. There is a student counselling department which the students have access to on the UCR campus. The students are well supported by the specialist learning manager who works closely with them, aiming to provide support and a plan to focus on their mental and physical wellbeing. An annual WellFest event is held on campus to promote wellbeing, and this was well received by students.</p>			
3.13	<p>Are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.9b RC4527 Module Descriptor</i></p> <p><i>1.13a RC5521 Module Descriptor</i></p> <p><i>1.13b RC5521 Scheme of Work</i></p> <p><i>3.13a Future Focus</i></p> <p><i>1.12l RC5525 Scheme of Work</i></p> <p><i>Student Interviews</i></p> <p>Students have access to their nominated PAT and the specialist learning manager, providing extensive pastoral support if required. The PLOs support students in practice and hold regular meetings with both the students and clinical coaches to provide support. This was reiterated in student meetings, where students complimented the staff on the support they have received throughout the programme.</p>	✓		
3.14	<p>Have opportunities throughout their programme to collaborate and learn with and from peers and other professionals, and to develop supervision and leadership skills.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.12k RC6524 Lectures</i></p> <p><i>3.13a Future Focus</i></p> <p><i>3.14a Student Engagement</i></p> <p><i>1.5e Clinical Placement Guide for Students</i></p> <p><i>Student Interviews</i></p> <p>There is a clear section on the TP form to ensure that students are learning from a range of professionals whilst on placement. There are opportunities to learn from a range of guest speakers, including hydrotherapists, clinical animal behaviourists and staff from the Guide Dogs. Students are encouraged to develop supervision skills by</p>	✓		

	becoming course representatives for their cohort and relaying feedback to the programme team.			
3.15	<p>Receive constructive feedback throughout the programme to promote and encourage reflective learning.</p> <p><i>Evidence reviewed:</i></p> <p><i>2.11a Requirements for Marking of Assessed Work Policy</i></p> <p><i>3.15a Guidance on Feedback to Students</i></p> <p><i>3.6c Review Meeting Examples</i></p> <p><i>5.8a Internal Quality Assurance of the NPL</i></p> <p><i>2024 NSS results</i></p> <p><i>Student Interviews</i></p> <p>The policies provided showed clear and comprehensive requirements for marking of work and providing constructive feedback. The students were very complimentary on the feedback given and find this useful in knowing how to improve their work. Students are encouraged to verbally reflect in lectures as part of a discussion and peer-reflection is utilised in practical sessions.</p>	✓		
3.16	<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 with clear outcomes.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.16a National Student Survey</i></p> <p><i>3.16b Module Evaluation Surveys</i></p> <p><i>3.16c Tell UCR</i></p> <p><i>1.1f UCR Student Handbook</i></p> <p><i>2.1i Veterinary Nursing Management Committee</i></p> <p><i>1.7b HE Committee Meeting Minutes</i></p> <p><i>1.1l Student Placement Case Study</i></p> <p><i>1.10p Clinical Coach Handbook</i></p> <p><i>4.7d TP Feedback on Student and their Placement</i></p> <p><i>3.16d Student Feedback on OSCEs</i></p> <p><i>Student Interviews</i></p> <p>Students are given many opportunities to provide feedback through module evaluation surveys, tutorials, and student forum meetings. Feedback is reviewed initially by the course team and feeds forward to the UoC Veterinary Nursing Management Committee. Students felt their feedback was listened to and were aware of the various feedback opportunities provided.</p>	✓		
3.17	Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.	✓		

	<p><i>Evidence reviewed:</i>  1.5e <i>Clinical Placement Guide for Students</i>  1.10p <i>Clinical Coach Handbook</i>  <i>Student Interviews</i></p> <p>The evidence provided demonstrates that Professional Behaviour (PB) tutorials take place with the PLO when students are on clinical placement. All students were aware of the PBs, which are introduced at the start of the programme.</p>			
<p><b>Conclusion:</b></p> <p>This standard has been met.</p> <p>Students have a wide range of teaching resources available to them enabling them to achieve the DOC/DOS and PBs for Veterinary Nurses in line with the CoPC. Students are provided with many support mechanisms which are readily available and well communicated by the programme team. The individual needs of students are very well considered and supported. Students are provided with various mechanisms to provide feedback on their programme and feel well listened to by the programme team.</p>				
<p><b>Commendations:</b></p> <p>The support available to students, including the specialist learning manager, ensuring students diverse needs are met and supported.</p> <p>The annual WellFest event held at the UCR campus, which was highly complimented by students.</p> <p><b>Suggestions:</b></p> <p>3.2 – Consider reviewing the books available to students in the library to ensure they are contemporary texts.</p> <p><b>Actions:</b></p> <p>3.3 – Review the VLE induction process to ensure students can effectively navigate the online platform and access the materials and information required for their programme.</p> <p>3.5 – Ensure the delivery approaches utilise technologically enhanced learning as appropriate throughout the course.</p>				



## Standard 4 – Educators and assessors

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

Standard partially met			
Accredited education institutions, together with delivery sites and training practices, must ensure that all educators and assessors:			
Requirements	Met	Part Met	Not Met
<p>4.1 Are appropriately qualified and experienced and always act as professional role models.</p> <p><i>Evidence reviewed:</i></p> <p>4.1a Course Staffing</p> <p>1.5a Code of Conduct for College Staff</p> <p>4.1b UCR People Plan 2019-2024</p> <p>1.10p Clinical Coach Handbook</p> <p>1.1k TP Approval and Monitoring</p> <p>1.1l Student Placement Case Study</p> <p>4.1c OSCE Policy</p> <p>4.1d OSCE Staff Guide</p> <p>The academic team teaching on modules containing the DOC/DOS are all RVNs with relevant clinical experience. The team are passionate and dedicated, however, all relatively new to HE delivery and require further support to ensure appropriate experience regarding pedagogical approaches, and the underpinning of key aspects of the programme including the marking and moderation of the Objective Structured Clinical Examinations (OSCEs) and Internal Quality Assurance (IQA) of the NPL.</p> <p>The academic team are well supported by both an experienced Senior Lecturer from a different department and the UoC Link Tutor, which was evident through the supervision of dissertations and mentoring for the marking of conventional cross-programme assessments.</p> <p>The PLOs are all RVNs with clinical experience, however, the panel was not reasonably assured of the IQA qualification status of the PLO team; this has resulted in a lack of observations of assessment of competency, as the team were not aware of the requirement having not undertaken the relevant training.</p>		✓	

	The panel were assured that all staff always act as professional role models, and it was evident that staff put the students at the centre of everything they do.			
4.2	<p>Receive relevant induction, ongoing support, education, and training which includes training in equality, diversity, and inclusion.</p> <p><i>Evidence reviewed:</i></p> <p>4.2a Staff Induction Policy</p> <p>4.2b Staff Induction SharePoint</p> <p>4.2c Corporate Induction</p> <p>4.2d New to HE Teaching Resources</p> <p>1.10i Inclusive Teaching Resources</p> <p>4.2e Staff Induction Record</p> <p>1.2e Staff Development Policy</p> <p>4.f Staff Development SharePoint</p> <p>4.2g CPD Evaluation</p> <p>4.2h Calibration Exercise</p> <p>4.2i Clinical Coach Training</p> <p>5.8a Internal Quality Assurance of the NPL</p> <p>4.2j Mock OSCE Angoff Score Training</p> <p>4.2k OSCE Examiner Instructions and Standardisation</p> <p>Clear and robust documentation evidenced that staff are suitably inducted, supported, and trained in EDI. This support and clear induction process was confirmed by the staff spoken to during the event.</p> <p>Staff attend mandatory teaching and learning meetings and are allocated CPD allowance. Staff are supported to undertake roles such as external examining and are remitted to do so.</p> <p>Policies have recently been updated in line with changes to legislation, such as sexual harassment in the workplace. The changes to sexual harassment legislation have also been impact assessed by Staff Voice Group and EDI committee and further training will be disseminated to all staff.</p>	✓		
4.3	<p>Have their diverse needs respected and considered and are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i></p> <p>1.10a Equality, Diversity, and Inclusion Policy</p> <p>1.10f EDI Committee Terms of Reference</p> <p>4.3a Leave Policy</p> <p>4.3b Maternity Policy</p>	✓		

	<p>Clear and robust policies and documentation evidenced that the diverse needs of educators are respected, and reasonable adjustments are implemented where necessary. The educators met during the event provided clear examples of where their diverse needs had been considered by UCR.</p>			
4.4	<p>Have sufficient time allocation within contracted hours to fulfil all aspects of their roles.</p> <p><i>Evidence reviewed:</i></p> <p><i>4.4a Workload Allocation Model Example</i></p> <p><i>1.1j TP Memorandum of Understanding</i></p> <p><i>Additional information</i></p> <p><i>Workload Allocation for teaching staff</i></p> <p>It was clear from the evidence that staff do have sufficient time allocated within contracted hours to fulfil all aspects of their roles. The evidence reviewed, however, was not consistent to demonstrate parity and transparency across the programme team.</p> <p>Workload allocation and remission guidelines are centrally distributed, and the hours allocation for programme staff is initially shared with programme leaders to disseminate and discuss with their staff. When meeting with the staff, they confirmed that they do feel they have sufficient time to undertake all duties within their contracted hours.</p>	✓		
4.5	<p>Respond effectively to the learning needs of individuals.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.3d SpLD Teaching, Learning and Assessment Strategies on Student Record</i></p> <p><i>1.10k Lesson Observation Criteria</i></p> <p><i>1.1l Student Placement Case Study</i></p> <p>Clear evidence was provided to demonstrate UCR's effective response to the learning needs of individuals. The panel met with the UCR Specialist Learning Manager who clearly articulated the process for reviewing the learning needs of individuals with appropriate examples. All students have a Personal Academic Tutor (PAT), and an academic support coach has recently been appointed to provide further support for students. The students also praised the support from the PLOs while on clinical placement.</p>	✓		

4.6	<p>Are supportive and objective in their approach to student supervision, assessment, and progression, and appropriately share and use evidence to make decisions on student assessment and progression.</p> <p><i>Evidence reviewed:</i></p> <p><i>2.11a Requirements for Marking of Assessed Work Policy</i></p> <p><i>5.9a Generic Marking Criteria for Levels 4-6</i></p> <p><i>2.1t External Examiner Reports and Responses</i></p> <p><i>4.2h Calibration Exercise</i></p> <p><i>4.1c OSCE Policy</i></p> <p><i>4.1d OSCE Staff Guide</i></p> <p><i>4.2k OSCE Examiner Instructions and Standardisation</i></p> <p><i>4.6a OSCE Standardisation Task</i></p> <p><i>4.6b IQA Observation of OSCEs</i></p> <p><i>4.6c OSCE Monitoring Form</i></p> <p><i>1.10p Clinical Coach Handbook</i></p> <p>Robust policies and procedures from both UoC and UCR demonstrated the procedure for ensuring fair, evidence-based decisions on student assessment and progression. The panel clearly articulated the procedure for academic boards and fully understood the UoC academic regulations.</p>	✓		
4.7	<p>Liaise, collaborate, and action constructive feedback generated by colleagues, students, and stakeholders to enhance their teaching and assessment and to share effective practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.16b Module Evaluation Surveys</i></p> <p><i>4.7a Academic Board</i></p> <p><i>2.1n Quality Improvement Plan (2023)</i></p> <p><i>2.1o CME Action Plan</i></p> <p><i>4.7b OSCE Examiner Feedback</i></p> <p><i>4.7c OSCE Report</i></p> <p><i>2.1t External Examiner Reports and Responses</i></p> <p><i>2.1i Veterinary Nursing Management Committee</i></p> <p><i>4.2h Calibration Exercise</i></p> <p><i>4.7d TP Feedback on the Student and their Placement</i></p> <p><i>4.7e Teaching Observations</i></p> <p><i>1.10k Lesson Observation Criteria</i></p> <p>The evidence provided clearly shows that feedback has been sourced from students and some stakeholders. Evidence could be strengthened by using feedback from employers. The students confirmed that a consultation was undertaken where the proposed course changes had been discussed. UoC is also actively involved with regular Veterinary Nursing Management Committee meetings.</p>	✓		

4.8	<p>Respond effectively to concerns and complaints about public protection and animal welfare and student performance in learning environments and are supported in doing so.</p> <p><i>Evidence reviewed:</i></p> <p><i>4.8a Compliments and Complaints Policy</i></p> <p><i>1.2i Fitness to Study and/or Practise Policy</i></p> <p><i>4.8b Fitness to Practice Second Stage Meeting Example</i></p> <p>Clear policies were provided, supported by extensive verbal examples as to when the Fitness to Study Policy has been used.</p>	✓		
4.9	<p>Ensure the programme lead is a Registered Veterinary Nurse (RVN) who has substantial experience of veterinary nurse education and training at a suitable level for the qualification(s) being delivered and holds a recognised teaching qualification.</p> <p><i>Evidence reviewed:</i></p> <p><i>2.13c Veterinary Nursing Programme Leader Job Description</i></p> <p>The Programme Lead qualified in 2009 as an RVN, although they are very new to academia. They have completed the City &amp; Guilds Level 3 Award in Education and Training which the panel do not feel to be an appropriate level of pedagogical training to develop and deliver a BSc (Hons) level programme. This is especially pertinent as the Programme Lead is the line manager for the VN academic team who are all relatively new to teaching on a higher education programme.</p>		✓	
<p><b>Conclusion:</b></p> <p>The standard has been partially met.</p> <p>The programme team is fully staffed with RVNs who are clinically experienced. Many staff are new to education, or new to teaching HE, so either require additional support in pedagogical training or IQA training. Nonetheless, there is clear evidence of the wider support provided to staff by experienced members of other departments and the UoC link tutor.</p>				
<p><b>Commendations:</b></p> <p>The passion and enthusiasm in the training of student veterinary nurses, evidenced by the teaching team.</p> <p><b>Suggestions:</b></p> <p>4.4 – Review the hours remission policy to ensure a consistent and transparent approach for workloads for all staff.</p> <p><b>Actions:</b></p> <p>4.1 &amp; 4.9 – Evidence the academic training that the Programme Lead, and academic team, are being supported to undertake at an appropriate level of pedagogical training.</p>				

4.1 – Devise a timeline showing when all PLOs will commence relevant IQA qualifications.

## 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, Skills and Professional Behaviours for Veterinary Nurses, QAA HE Subject Benchmark Statements for Veterinary Nurses (HE) and outcomes for their accredited programme.

Standard not met				
Accredited education institutions, together with delivery sites and training practices, must:				
Requirements		Met	Part Met	Not Met
5.1	<p>Curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, regulatory requirements, and programme outcomes.</p> <p><i>Evidence reviewed:</i></p> <p>1.9a Programme Specification</p> <p>1.9b Module Descriptor RC4527</p> <p>5.1a Day One Competences Mapping</p> <p>5.1b Day One Skills Mapping</p> <p>5.1c Professional Behaviours Mapping</p> <p>5.1d QAA Benchmarks Mapping</p> <p>5.1e DOS and DOCs Tracking Procedure</p> <p>The evidence provided clearly shows that RCVS DOC, DOS and PB requirements have been embedded within the programme specification and modules.</p>	✓		
5.2	<p>Programmes are designed, developed, delivered, evaluated, and improved based upon stakeholder feedback.</p> <p><i>Evidence reviewed:</i></p> <p>2.1n Quality Improvement Plan (2023)</p> <p>3.16b Module Evaluation Surveys</p> <p>2.1l Making Changes to the Veterinary Nursing Course</p> <p>Students have been fully consulted to inform the changes to the new modules submitted and the siting of the placement year within the programme. The UoC Veterinary Nursing Management Committee has been instrumental in evaluating and informing the programme team based on student feedback. The mechanism for formal consultation of employers was not evidenced as part of the accreditation and it is unclear whether the external examiner has been invited to critique the new modules and current OSCE process.</p>		✓	

5.3	<p>Curricula and assessments remain relevant in respect of contemporary veterinary nursing practice, with consideration of ongoing developments within the professions and international healthcare communities.</p> <p><i>Evidence reviewed:</i></p> <p><i>2.1l Making Changes to Veterinary Nursing Course</i></p> <p><i>1.9b RC4527 Module Descriptor</i></p> <p><i>1.13a RC5521 Module Descriptor</i></p> <p><i>5.3a RC6524 Module Descriptor</i></p> <p><i>5.3b RC5521 Assignment Brief</i></p> <p><i>5.3c RC6524 Assignment Brief</i></p> <p><i>1.12l RC5525 Scheme of Work</i></p> <p><i>1.12f RC6506 Module Descriptor</i></p> <p><i>2.1t External Examiner Reports and Responses</i></p> <p><i>Additional evidence</i></p> <p><i>RC4527 Assessment brief</i></p> <p><i>RC4527 Exam</i></p> <p><i>RC4528 Assessment brief</i></p> <p><i>RC4528 Practical</i></p> <p><i>RC5534 Practical</i></p> <p><i>RC5534 Written exam</i></p> <p>The evidence provided only relates to the four newly created modules rather than the whole proposed programme. The rationale for changing these modules is appropriate and was clearly articulated throughout the accreditation event. The assignment briefs are clear, although some of the module aims do not clearly reflect indicative content following the enthusiastic and passionate verbal discussion during the visit. The course team were not aware that all modules needed to be reviewed with regard to contemporary nursing and assessment methodologies for the updated version of the programme and had planned to do this at the end of this academic year.</p> <p>Assignment briefs, practical and written examinations were provided for the four new modules, however, the programme team discussed during the event that further changes to assessment in existing modules were yet to be made. The <i>Clinical Placement for Veterinary Nursing</i> module currently contains a requirement to complete 20% of the NPL in 10 weeks; whilst this is a zero-credit module and the programme team felt this would not prohibit progression, the panel felt the percentage may be unachievable for some students.</p>			✓
5.4	Curricula and assessments are appropriately weighted in accordance with the type and length of programme.	✓		



	<p><i>Evidence reviewed:</i></p> <p><i>5.4a Design of Academic Provision and Structures</i></p> <p><i>5.3a RC6524 Module Descriptor</i></p> <p><i>5.3c RC6524 Assignment Brief</i></p> <p>Evidence provided for the new modules and the unchanged existing programme modules demonstrates that curricula and assessments are appropriately weighted, with a clear increase in the trajectory of learning outcome command verbs, and assessment and independent study requirements as the level of study increases.</p>			
5.5	<p>Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity, with due consideration of assessment timings and clear progression points.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.9a Programme Specification</i></p> <p><i>5.5a Course Structure</i></p> <p><i>5.5b Level 4 Assessment Schedule 2024-25</i></p> <p><i>5.5c Level 5 Assessment Schedule 2024-25</i></p> <p><i>5.5d Level 6 Assessment Schedule 2024-25</i></p> <p>The evidence provided demonstrates appropriate structure and sequencing of theory and practice with increasing complexity demonstrated as students' progress through the levels. Existing students spoken to during the event felt that assessment timings have been somewhat unmanageable in the past, however, the programme team have considered this, and the students feel this has improved. The submitted assessment plans evidence due consideration of assessment timings.</p> <p>Progression points within the programme are clear to the programme team and students, with an effective exit award duly signposted.</p>	✓		
5.6	<p>A range of assessments, which align with the learning outcomes, are delivered, within the educational setting, to accurately measure the knowledge, skills and understanding outlined in the programme.</p> <p><i>Evidence reviewed:</i></p> <p><i>5.4a Design of Academic Provision and Structures Policy</i></p> <p><i>5.6a Range of Assessment</i></p> <p><i>1.12h RC4520 Module Descriptor</i></p> <p><i>1.13a RC5521 Module Descriptor</i></p> <p><i>5.3a RC6524 Module Descriptor</i></p> <p><i>2.11a Requirements for Marking of Assessed Work Policy</i></p>		✓	

	<p>A range of assessments have been included within the new modules and across the existing programme modules that the team intend to retain. The programme team did discuss during the event that there is intent to further update assessments in the existing modules. Whilst many of the assessments reviewed will accurately measure the knowledge, skills and understanding outlined within the programme, the panel were concerned that a lack of understanding within the programme team regarding the marking of the OSCE may lead to inaccurate testing of the DOS.</p>			
5.7	<p>At least one summative assessment must be in the form of an Objective Structured Clinical Examination (OSCE) or similarly robust, objective and evidence-based form of practical examination to test the safe and effective acquisition of a broad range of skills and competences outlined in the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i></p> <p>4.1c OSCE Policy</p> <p>4.1d OSCE Staff Guide</p> <p>5.7a RC0528 Module Descriptor</p> <p>Whilst there is an OSCE embedded within the programme the panel is not assured that this is effectively testing the safe and effective acquisition of the DOS due to the programme team being somewhat confused on how to apply the Angoff cut score, step weighting and global score during the marking and moderation of the OSCE.</p>			✓
5.8	<p>Students are assessed practically across clinical practice settings and learning environments as required by their programme with relevant observations undertaken.</p> <p><i>Evidence reviewed:</i></p> <p>1.10p Clinical Coach Handbook</p> <p>3.1j Clinical Placement Provider Guide</p> <p>5.8a Internal Quality Assurance of the NPL</p> <p>5.8b NPL Sampling Strategy</p> <p>5.8c Internal Verification of the NPL Examples</p> <p>Whilst students are being practically assessed across learning environments, the assessment process is not currently being observed as part of the IQA strategy in the training practice environment. The PLOs are currently conducting observations of CSs opening the skill on the NPL rather than assessment of competency.</p>			✓
5.9	<p>Processes are in place to establish a high degree of validity and robustness to support the decisions made based on the results of the assessment.</p>		✓	

	<p><i>Evidence reviewed:</i></p> <p><i>2.1l Making Changes to the Veterinary Nursing course</i></p> <p><i>5.9a Internal Module Moderation</i></p> <p><i>2.1t External Examiner Reports and Responses</i></p> <p><i>3.16b Module Evaluation Surveys</i></p> <p><i>2.1j Link Tutor Reports</i></p> <p><i>2.1n Quality Improvement Plan (2023)</i></p> <p><i>2.1o CME Action Plan</i></p> <p><i>2.11a Requirements for Marking of Assessed Work Policy</i></p> <p><i>5.9b Generic Marking Criteria for Levels 4-6</i></p> <p><i>5.9c Moderation and Monitoring Resources</i></p> <p><i>4.2h Calibration Exercise</i></p> <p><i>2.10c Academic Appeals Policy and Regulation</i></p> <p><i>4.1c OSCE Policy</i></p> <p><i>4.1d OSCE Staff Guide</i></p> <p><i>4.2k OSCE Examiner Instructions and Standardisation</i></p> <p><i>4.6a OSCE Standardisation Task</i></p> <p><i>4.2j Mock Angoff Score Training</i></p> <p>The documentation provided demonstrates there are robust policies in place for assignments, written examinations, dissertations, and presentations and UoC has robust policies for marking and moderation of work. The panel were assured that all assessments with the exception of the OSCE and the NPL had processes in place to establish a high degree of validity and robustness. Some work is still needed to ensure the programme team's understanding of how to ensure this validity and robustness for the assessment of the DOS.</p>			
5.10	<p>Moderation processes are in place and demonstrate that assessment is fair, reliable, and valid, and the integrity of the assessment is upheld.</p> <p><i>Evidence reviewed:</i></p> <p><i>2.11a Requirements for Marking of Assessed Work policy</i></p> <p><i>5.9a Internal Module Moderation</i></p> <p><i>2.1t External Examiner Reports and Responses</i></p> <p><i>4.1c OSCE Policy</i></p> <p><i>4.1d OSCE Staff Guide</i></p> <p><i>4.6c OSCE Monitoring Form</i></p> <p>Moderation processes are in place and robust for written assignments, coursework, presentations, and dissertations, and UoC has a robust policy in place for moderation. However, the VN programme team demonstrated a lack of understanding of the moderation processes required for the VN specific elements of the programme, including the OSCEs and the NPL. The panel were not assured that the VN team</p>			✓

	<p>are undertaking adequate and appropriate moderation processes for these assessment methodologies.</p> <p>This was evident from the uncertainty as to how the OSCEs will be marked and moderated and how the Angoff cut score, the weighting of the steps and the global score will be applied. The programme team were unaware of the need to review cut-scores, and the panel were not assured that these are reviewed when changes are made to the OSCE stations. No post-assessment analysis is currently undertaken for the OSCE except for reviewing overall pass/fail percentages and some stepwise analysis.</p> <p>The programme team were unaware of the necessity to observe the assessment of competency process in the TPs and therefore the panel are not reasonably assured that there are effective moderation processes in place for the quality assurance of the DOS recording in the TPs.</p>			
5.11	<p>Mechanisms are in place to minimise bias in all assessments.</p> <p><i>Evidence reviewed:</i></p> <p><i>2.11a Requirements for Marking of Assessed Work Policy</i></p> <p><i>5.11a Anonymous Marking of Assessed Work Procedure</i></p> <p><i>4.2h Calibration Exercise</i></p> <p><i>4.2k OSCE Examiner Instructions and Standardisation</i></p> <p><i>4.6a OSCE Standardisation Task</i></p> <p><i>4.1d OSCE Staff Guide</i></p> <p><i>2.13h OSCE Examiner Conflict of Interest Disclosure Form</i></p> <p>Clear policies are in place to ensure the minimisation of bias in the marking of work, with marking being anonymised through submission for written work and a double marking policy in place for presentations and dissertations. The team clearly articulated how bias is minimised for the OSCE and the process of enhanced verification if a conflict of interest were identified at an OSCE event.</p>	✓		
5.12	<p>Adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.10a Requirements to Reasonable Adjustments to Assessment policy</i></p> <p><i>3.6a Reasonable Adjustment Plan</i></p> <p><i>3.6b Reasonable Adjustment Plan Online</i></p> <p><i>5.12a Exam Access Arrangements for Current Veterinary Nursing</i></p> <p>The evidence provided clearly shows robust policies and procedures to support students with reasonable adjustments. Clear examples of</p>	✓		

	the application of adjustments were submitted and the programme team clearly articulated further examples during discussions including how adjustments have been made for the OSCEs.			
5.13	<p>Students' self-reflections contribute to, and are evidenced in, assessments.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.9b RC4527 Module Descriptor</i></p> <p><i>1.13a RC5521 Module Descriptor</i></p> <p><i>5.8a Internal Quality Assurance of the NPL</i></p> <p>Reflection is currently taught within the programme; reflective comments are required for the NPL, and the programme team are looking to introduce further reflection when they update assignments for further modules. During discussion with the students, it was clear that some valuable reflection opportunities were provided following assessment feedback, however, this process is not yet consistently applied or documented.</p>		✓	
5.14	<p>There is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i></p> <p><i>2.11d Veterinary Nursing Derogation</i></p> <p><i>2.11e Approval of Derogation from Regulations</i></p> <p>It is clear there is no compensation in modules that include references to RCVS DOC and RCVS DOS. UoC has robust derogation procedures in place to prevent compensation of DOC/DOS containing modules.</p>	✓		
5.15	<p>Ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen (closed book) examination as an element of the assessment strategy.</p> <p><i>Evidence reviewed:</i></p> <p><i>5.1a Day One Competences Mapping</i></p> <p><i>1.9b RC4527 Module Descriptor</i></p> <p><i>1.13a RC5521 Module Descriptor</i></p> <p>All modules that reference the RCVS DOC include an element of unseen (closed book) examination.</p>	✓		
<p><b>Conclusion:</b></p> <p>This standard has not been met.</p>				

UCR has presented a programme where some clear stakeholder feedback has enabled it to update several modules, and move the placement modules, in response to employer and student feedback. The programme team are all relatively new to UCR and as such the timing of this accreditation in relation to them starting at UCR has prohibited them being able to fully review many of the existing modules to align with contemporary veterinary nursing practice and evidence-based pedagogical approaches. There is a clear passion within the VN team to make additional updates to modules and assignment methodology, and there is clearly a plan in place to achieve this, but it is unfortunate that this has not been undertaken in time for this accreditation event. The units and assessments that have not yet been revised would benefit from evaluation and critique from further stakeholders, including employers and the external examiner or appropriate external experts to provide further confidence in the relevance of the content.

Whilst UoC and UCR have robust marking and moderation policies and processes in place it was evident to the panel that further work and advice is needed on the VN specific assessments within the programme to ensure the programme team understand the standard setting, marking, moderation and post-assessment analysis requirements for the OSCE and the internal quality assurance requirements for the NPL, including the IQA observations of the assessment process.

#### **Suggestions:**

5.3 – Review examination model answers to show the breakdown of marks within each question.

5.3 – Review the minimum requirement of 20% NPL completion within the Clinical Placement for Veterinary Nursing module.

5.6 – Consider reviewing and updating the assessments within established modules.

5.13 – Develop a written self-reflection template for utilisation by students following practical and written work, between formative and summative assessments, or after summative assessments, to support a feedforward process.

#### **Actions:**

5.2 – Demonstrate that all stakeholders are provided with an opportunity to provide feedback on the design, development, delivery, and evaluation of the programme.

5.3 – Review all modules for the proposed new programme to ensure contemporary veterinary practice is embedded.

5.7 – Demonstrate how the OSCE is testing the safe and effective acquisition of the RCVS DOS.

5.8 – Demonstrate the observation of assessment of students across clinical settings.

5.9 – Demonstrate the validity and robustness of processes for assessment of the RCVS DOS, both in the OSCEs and the TP setting.

5.6 & 5.10a – Demonstrate the marking and moderation processes in place for the OSCE and that these are being effectively and appropriately undertaken.

5.10b – Demonstrate the moderation processes in place for the assessment of the RCVS DOS in the TPs and that these are being effectively and appropriately undertaken.

5.13 – Formalise the mechanism for student self-reflection opportunities around assessments.

## 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 delivery sites and training practices, must:				
Requirements		Met	Part Met	Not Met
6.1	<p>Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses, across both delivery site and practice settings.</p> <p><i>Evidence reviewed:</i></p> <p>2.1j Link Tutor Reports</p> <p>1.1 TP Approval and Monitoring</p> <p>1.1j TP Memorandum of Understanding</p> <p>1.1l Student Placement Case Study</p> <p>The clinical learning facilities at UCR support the delivery of the RCVS DOS. There is a well-equipped practical setting with a wide range of equipment available. There is a mixture of small and large lecturing facilities available for lesson delivery.</p> <p>TPs are well reviewed to ensure they have the clinical learning facilities to ensure completion of the RCVS DOS.</p>	✓		
6.2	<p>Ensure that students are enrolled with the RCVS prior to undertaking clinical practice to comply with legislation.</p> <p><i>Evidence reviewed:</i></p> <p>6.2a RCVS Student Declaration</p> <p>6.2b UoC Confirmation of Enrolment</p> <p>Currently the administration support staff at UCR are ensuring learners are firstly enrolled with UCR and UoC before enrolling with the RCVS. No members of the VN team are currently ensuring RCVS enrolment prior to clinical placement and the team are reliant on log in details for the Nursing Progress Log (NPL) to clarify enrolment.</p>		✓	
6.3	<p>Ensure students are actively learning and adequately supervised in all clinical learning environments.</p> <p><i>Evidence reviewed:</i></p> <p>1.1j TP Memorandum of Understanding</p> <p>6.3a Observation of Clinical Teaching Report</p>	✓		



	<p><i>1.1 Student Placement Case Study</i></p> <p>Students are well supervised both within the TP and at the campus. The PLOs fully support students during their clinical placement with regular visits and interactions. Additional practical opportunities are provided to all learners in preparation for their OSCEs.</p>			
6.4	<p>Ensure clinical learning environments are provided for every student; these must be allocated for placement students. Clinical training must be undertaken within a RCVS listed training practice or auxiliary training practice, for a minimum duration of hours as stipulated in the RCVS Veterinary Nurse Registration Rules.</p> <p><i>Evidence reviewed:</i></p> <p><i>6.4a Spreadsheet of Current TPs</i></p> <p><i>6.4b Contact for Placement Requests</i></p> <p>Learners are encouraged to actively seek their clinical placements as a mechanism to enhance their employability skills such as CV writing and writing to practices. The UCR provides a list of potential placements and if clinical placements are not secured by the learner, the PLO supports the learners to find a practice. UCR clearly appreciated that the programme team bears responsibility to secure clinical placements for learners. Where learners may have specific or diverse needs, placement recommendations are provided. Upon RCVS TP inspection, one training practice was not in receipt of a signed copy of their MoU and one Training Practice Principal was unclear about what it was.</p>	✓		
6.5	<p>All students must have sufficient time within the programme to achieve the RCVS Veterinary Nurse Registration Rules hours requirement, with the opportunity for contingencies if required.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.9a Programme specification</i></p> <p>The academic timetable is sufficient, exceeding the RCVS minimum required hours within education. Learners conduct two clinical placements, enabling enough time to fulfil the minimum number of hours in clinical placement. Contingencies are in place and are known by the academic staff. However, learners should be made aware of the HMRC restrictions not to exceed one year's unpaid clinical placement and the processes that follow this.</p>	✓		
6.6	<p>Ensure all students are allocated a clinical supervisor responsible for confirming competency in the RCVS Day One Skills for Veterinary Nurses. All clinical supervisors must be RVN or MRCVS (UK</p>		✓	

	<p>practising), be experienced and able to demonstrate an experienced level of clinical skills and ongoing professional development.</p> <p><i>Evidence reviewed:</i></p> <p>1.1j TP Memorandum of Understanding</p> <p>1.1k TP Approval and Monitoring</p> <p>1.1l Student Placement Case Study</p> <p>1.10p Clinical Coach Handbook</p> <p>4.2i Clinical Coaching Training</p> <p>6.3a Observation of Clinical Teaching Report</p> <p>The PLOs request personal profiles and Continuing Professional Development (CPD) evidence for all clinical supervisors. Job titles are also requested upon TP inspection for all staff members. However, there is currently no evidence of verification and recording of professional status.</p>			
6.7	<p>Maintain accurate records of student clinical learning environment attendance and when applicable, provide these to the RCVS.</p> <p><i>Evidence reviewed:</i></p> <p>1.1l Student Placement Case Study</p> <p>4.2i Clinical Coach Training</p> <p>Registers are a stipulation of UCR and are completed for all taught sessions. PLOs support the learners in clinical placement to complete their record of training. The Clinical Supervisor or TP is also required to notify the team of any prolonged absence.</p>	✓		
6.8	<p>Ensure there is sufficient TP support available for all recruited students.</p> <p><i>Evidence reviewed:</i></p> <p>6.4a Spreadsheet of Current TPs</p> <p>6.4b Contact for Placement Requests</p> <p>1.1 TP Approval and Monitoring</p> <p>There are many available TPs to facilitate the training of SVN's at UCR. Currently enrolment numbers are lower than UCR maximum capacity. The panel are confident that there is sufficient TP support for all recruited students.</p>	✓		
6.9	<p>Ensure the TP or aTP is an RCVS listed practice.</p> <p><i>Evidence reviewed:</i></p> <p>1.1k TP Approval and Monitoring</p> <p>TP inspections are performed at affiliated and non-affiliated practices. Clear and robust processes are in place to ensure TPs and aTPs are listed with the RCVS.</p>	✓		

6.10	<p>Ensure that use of TPs not affiliated to the AEI is agreed with the primary AEI, and a robust Memorandum of Understanding (MOU) is in place with the TP.</p> <p><i>Evidence reviewed:</i></p> <p>1.1j <i>TP Memorandum of Understanding</i></p> <p>6.10a <i>E-mail sent to HEI re Affiliated TP</i></p> <p>Where the TP is not affiliated to UCR a letter is sent to the affiliated AEI prior to placing a student to obtain agreement from the affiliated AEI. MoUs are completed for all TPs regardless of affiliation status.</p>	✓		
6.11	<p>Ensure clinical learning experiences are adapted to the student's stage of learning, competences, and programme outcomes.</p> <p><i>Evidence reviewed:</i></p> <p>1.10p <i>Clinical Coach Handbook</i></p> <p>5.8b <i>NPL Sampling Strategy</i></p> <p>The clinical learning experiences are adapted to the student's stage of learning, competency, and programme outcome. Personal targets are set by the PLOs to support the SVN within their clinical placement and completion of the NPL. Academic support is offered to all learners throughout the programme.</p>	✓		
6.12	<p>The veterinary team contribute to the learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i></p> <p>1.10p <i>Clinical Coach Handbook</i></p> <p>1.1l <i>Student Placement Case Study</i></p> <p>UCR promotes the contribution of the entire veterinary team within the clinical environment in accordance with the RCVS CoPC. This is stipulated within the <i>Clinical Coach Handbook</i> and monitored with the use of witness statements.</p>	✓		
<p><b>Conclusion:</b></p> <p>The standard has been met.</p> <p>Effective, safe, and inclusive clinical learning experiences were demonstrated across UCR and the TPs. UCR ensures that students have clinical practice environments that are supportive and well supervised whilst encouraging learners to be active participants in their own clinical education. Students are given clear and effective opportunities to learn from a range of relevant people both at UCR and within clinical placement environments.</p>				

**Suggestions:**

6.4 – Review policies to ensure all TPs are provided with a full, signed copy of the MoU and a clear understanding of what it is.

6.5 – Ensure learners are fully aware of the maximum length of time they are legally able to work unpaid in one TP, should they not complete their clinical placement hours.

**Actions:**

6.2 – Implement a robust system by which the VN delivery team can ensure students are enrolled prior to commencing clinical placement.

6.6 – Implement a system to ensure the professional status of clinical supervisors is checked against the RCVS Register.