

# University of Glasgow Accreditation Visit

SRUC Barony

25-26 January 2023

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

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## List of Panel Members

Victoria Hedges RVN – RCVS Examinations Manager

Katie Norris – Student Representative

Aislin O'Raw RVN – Employer Representative

Sarah Reynolds-Golding RVN – Chair

Nicola Ruedisueli RVN – Educator Representative

Kirsty Williams – RCVS Education Quality Improvement Manager (Observer)

## Key Staff met

Professor Nick Sparks – Dean of South and West Faculty

Professor Neil Foster – Interim Dean and Head of Veterinary and Animal Science (North)

Prof Jim Anderson – Professor of Veterinary Education

Kirsty Young – Head of Veterinary and Animal Sciences (S&W)

Abbie Barnes – Programme Lead Veterinary Nursing (Barony)

Suzanne Kelly – Lecturer Barony

Hazel Highet – Lecturer Barony

Sharron Perkins – Lecturer (Primary IQA) Barony

Rachael Welsh – Teaching Associate Barony

Callie Inglis – Teaching Associate Barony

Jan Litten – Lecturer Aberdeen

Alex Reynolds - Academic Liaison Manager

Dr Krysten Black - Registrar

Karen Gray – Quality Assurance Lead

Samantha Fontaine – University of Glasgow

Professor Alyson Tobin – TDAP Assessor

## Summary of the Panel's findings

- University of Glasgow (SRUC Barony campus) was visited between 25 and 26 January 2023. The following programmes were under accreditation review:

### **BSc Veterinary Nursing and BSc (Hons) Veterinary Nursing**

- 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.
- A group of nine students were interviewed via video link about the programme and facilities. There were representatives from both sites and all years.

The team found the following:

- University of Glasgow (SRUC) is to be **commended** for the clear, concise, and informative overview provided in the contents of the Veterinary Nursing Reaccreditation and Revalidation Learning Design Process oral presentation that was provided.
- University of Glasgow (SRUC) is to be **commended** for the supportive and inclusive approach to ensuring that all students can access free of charge products and services that support student wellbeing, such as sanitary products, laptops, and free breakfast.
- University of Glasgow (SRUC) is to be **commended** for the resource investment and the proactive and supportive team.
- University of Glasgow (SRUC) is to be **commended** for the proactive approach to workload modelling.
- Areas for further review included students' access to feedback mechanisms, client withdrawal of consent information, amendment to the spelling of competences and 'application to join the professional register' throughout the report.

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 Glasgow
<b>Main address and contact details for the above organisation</b>	University of Glasgow Glasgow G12 8QQ Scotland
<b>Name of Principal or Chief Executive Officer</b>	Professor Sir Anton Muscatelli, University of Glasgow Principal and Vice Chancellor
<b>Name of Programme Lead</b>	Kirsty Young RVN – SRUC Abbie Barnes RVN – SRUC Barony Heidi Douglas RVN – SRUC Aberdeen
<b>Proposed programme(s) title:</b>	BSc Veterinary Nursing BSc (Hons) Veterinary Nursing
<b>Address and contact details of proposed site/s for delivery of licence to practise qualification</b>	SRUC Barony Campus Parkgate Dumfries DG1 3NE  SRUC Aberdeen Campus Ferguson Building Craibstone Estate Bucksburn Aberdeen AB21 9YA
<b>Pattern of delivery</b>	Full time 3- or 4-year programme (clinical placement year end year two to end year three)
<b>Intakes and student numbers</b>	One intake each September for each campus, around 30 in each cohort in year one.

## Standard 1 – Learning culture

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

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

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must:		
Requirements	Met	Not Met
<p>Demonstrate that the safety of people and animals is a primary consideration in all learning environments.</p> <p><i>Evidence reviewed:</i></p> <p>1.1a Health and Safety Policy Statement 2022.23</p> <p>1.1b Barony Risk Assessments</p> <p>1.1c Aberdeen Risk Assessments</p> <p>1.1 d Example Student RA Acknowledgement sheet</p> <p>1.1e B01.5.7 Risk Assessment for teaching</p> <p>1.1f B01.5.8 Lab safety</p> <p>1.1g D1.1 Inclusion Policy</p> <p>1.1h D1.5 Safeguarding</p> <p>1.1i Corporate Parenting Leaflet</p> <p>1.1j D3.4 Acceptable use of IS facilities</p> <p>1.1k Campus Data Safety Posters</p> <p>1.1l Fire Safety Management Strategy Procedure</p> <p>1.1m Moodle Induction Page</p> <p><i>Student inductions</i></p> <p>1.1o BSc (Hons) Veterinary Nursing Animal Use Policy</p> <p>1.1p Ark Vets 8004094 Reapproval 031122</p> <p><i>Moodle</i></p> <p>High standards of safety are demonstrated throughout all areas of the learning environment. Policies and procedures regarding all areas of H&amp;S including risk assessments and training/development are managed and reviewed on an annual basis, or sooner if required. All the provided policies were current.</p> <p>The SRUC Safeguarding procedure, policy, and guidance is thorough and covers all elements of safeguarding. The Deputy Safeguarding Lead gave a thorough explanation of procedures and staff training, which was supported by the delivery team feedback. All elements of safety were introduced to students and staff at induction and promoted throughout the course of employment and study.</p>	✓	

<p>Observations of the animal husbandry and welfare standards were excellent. SRUC uses the 3Rs (Replace, Reuse and Refine) to ensure animal welfare is paramount within housing and teaching.</p> <p>Training practices are revalidated every 5 years which showed all current training practices (TPs) are up to date.</p>		
<p>Prioritise the wellbeing of people.</p> <p><i>Evidence reviewed:</i> 1.2a Student Support Health &amp; wellbeing webpage</p> <p>1.1m Moodle Induction Page</p> <p>Student Inductions</p> <p>1.2d B01.2.3 The Year Tutor</p> <p>1.2e Student Support Resources</p> <p>1.2f Student Support Initiatives</p> <p>1.2g Moodle VN Year Information page</p> <p>1.1h D1.5 Safeguarding</p> <p>1.1i Corporate Parenting Leaflet</p> <p>1.2j SRUC Student Guide</p> <p>1.2k SRUCSA Campus Posters Leaflets</p> <p>1.2l Mental Health First Aiders</p> <p>1.2m Mental Health education (e.g., Introduction to Clinical Practice)</p> <p>1.2n D1.7 Fitness to Study</p> <p>1.2o Mental Health Support intranet page</p> <p>1.2p Making Performance Matter Intranet page</p> <p>1.2q Staff induction Intranet page</p> <p>1.2r Career Breaks, Sabbatical and Secondments page</p> <p>1.2s Dignity at Work</p> <p>The importance of wellbeing is introduced during staff and student inductions. Staff and students are encouraged to utilise the free initiatives across campuses, including sanitary products, breakfast, and laptop scheme. Student peer support is encouraged through various student groups and initiatives. The online Moodle platform provides an efficient way to access resources for safeguarding and mental health.</p> <p>Safeguarding is encouraged across all team members and standardised across campuses. Team members have ongoing training to ensure the wellbeing and safeguarding of all team members and students throughout their training. Team members are encouraged to utilise the E forms for safeguarding concerns.</p>	✓	
<p>Ensure that facilities and physical resources, including those used for clinical learning, comply with all relevant legislation including UK animal care and welfare standards.</p> <p><i>Evidence reviewed:</i></p> <p>Campus tour</p> <p>1.3b Equipment List SRUC Barony Campus</p> <p>1.3c Skills Centre - Inventory Aberdeen</p>	✓	

<p>1.3d POM-V policy ACTC Theatre Nov22  1.1p BSc (Hons) Veterinary Nursing Animal Use Policy  1.1p Ark Vets 8004094 Reapproval 031122  VMD REPORT  Video of clinical facilities at Aberdeen campus</p> <p>Barony facilities and physical resources mimic the facilities available in practice and are sufficient for student numbers. The student and staff feedback supports this.</p> <p>A video of the clinical facilities at the Aberdeen campus was viewed. Students attending this site confirmed that these are suitable. Further development of these facilities is planned.</p> <p>All relevant legislation is met and there was clear evidence of currency of the anaesthetic machine servicing history. The autoclave was new, so not yet serviced, and the faculty advised that the X-ray machine was decommissioned, although no signage was present to show this. SRUC Barony is a VMD registered premises and holds POM-V medicines which are stored and handled following the regulations. A tour of the animal housing was thorough and demonstrated compliance with the requirements of The Animal Health and Welfare (Scotland) Act 2006.</p>		
<p>Ensure clients have the opportunity to give, and if required withdraw, their informed consent to students being involved in the care of their animals.</p> <p><i>Evidence reviewed:</i>  1.4a SRUC Vets Training Practices (TP) Poster  1.1p Ark Vets 8004094 Reapproval 031122</p> <p>SRUC requires TPs to ensure clients have the opportunity to give and / or withdraw consent for students being involved in the care of their animals. This is agreed with the TP through the Memorandum of Understanding (MOU) and a poster designed by SRUC has been provided to all affiliated TPs.</p> <p>Four SRUC affiliated TPs were visited by the RCVS in December 2022. It was noted that only one of the four practices was displaying the poster; auditing this requirement at IQA visits and more regular intervals would ensure this vital element of student training is maintained and standardised.</p> <p>The poster shows two student nurses involved in an animal's care. Utilising alternative imagery showing supervision from a veterinary surgeon or RVN may show a more realistic situation.</p>		✓
<p>Promote client, public and animal safety and welfare and maintaining confidentiality.</p> <p><i>Evidence reviewed:</i>  1.5a D4.2c Data Privacy  1.5b GDPR - General Data Protection Regulation Intranet page</p>	✓	



<p><i>1.5d D2.3.5 Honours and Masters Projects Ethical Approval</i>  <i>1.5e D2.3.5 Appendix 2 SRUC GDPR form for Student-Led Research</i></p> <p>SRUC promotes the safety and welfare of clients, public and animals throughout all learning environments. Students are introduced to safety and welfare at induction. Confidentiality is introduced in the <i>Introduction to Clinical Practice</i> module and is embedded throughout year one. Confidentiality training is covered in the compliance modules and all IT facilities are secure. All team members and students sign a declaration for compliance with GDPR legislation.</p>		
<p>Ensure students and educators understand how to raise concerns or complaints and are encouraged and supported to do so in line with local and national policies without fear of adverse consequences.</p> <p><i>Evidence reviewed:</i>  <i>1.6a SRUC Complaints Handling Procedure Advice for students and the public</i>  <i>1.6b Complaints handling procedure webpage</i>  <i>1.6d Example of queries or concerns being dealt with</i>  <i>1.6e Public Interest Disclosure (Whistleblowing) Code of Practice and Procedure</i></p> <p>The Registrar provided a thorough explanation of the procedure and policy regarding reporting of concerns and complaints.</p> <p>Educators and students are aware of the various routes for raising concerns and complaints. These included the Student Liaison Group (SLG), Moodle feedback page and complaints email.</p> <p>The programme lead encourages regular feedback and creates an open and honest environment. Team members are appropriately trained to investigate complaints. This is provided at induction for both personnel and students. The SRUC complaints handling procedure advice is clear and inclusive of support for vulnerable learners and adults during the complaints procedure.</p>	✓	
<p>Ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised.</p> <p><i>Evidence reviewed:</i>  <i>1.7a D7.1 Complaints Handling Procedure</i>  <i>1.6c Example of queries or concerns being dealt with</i></p> <p>SRUC follows UoG university regulations and SRUC policies to ensure compliance when investigating and dealing with concerns and complaints.</p> <p>The Registrar explained two levels of resolution when managing complaints and concerns that have been reported.</p>	✓	

<p>SRUC uses an online tracker and has quarterly meetings to review and categorise complaints. To promote impartiality, complaints are dealt with by a neutral officer on another campus from a wider department.</p> <p>Any concerns or complaints involving vulnerable or disabled learners/adults are handled with appropriate consideration. The evidence demonstrated that SRUC is effective in its handling of concerns.</p>		
<p>Ensure mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.8b Example Accident Investigation</i></p> <p><i>1.8c SRUC Health &amp; Safety Report Apr - Jun 2022</i></p> <p><i>1.8d D3.1 Student Discipline Policy</i></p> <p><i>1.8e D3.2 Student Discipline Procedure</i></p> <p>Accidents and incidents are investigated and reflected upon before being disseminated across all campuses through the SRUC Health and Safety report. This is current and valid and includes Barony and Aberdeen campuses. An example of an incident was included in the evidence base. Risk assessments are valid and current. The Discipline Policy ensures any misconduct leading to accidents or incidents would be dealt with in an appropriate manner.</p>	✓	
<p>Ensure students are supported and supervised in being open and honest in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.9a D1.6 Fitness to Practise</i></p> <p><i>1.9b D4.2f Fitness to Practise Declaration</i></p> <p><i>1.2g Moodle VN Year Information Page</i></p> <p><i>1.9d Fitness to Practise Intro Recap ppt</i></p> <p><i>1.9e Introduction to Clinical Practice module</i></p> <p><i>1.9f BSc (Hons) Year 3 SVN Clinical Placement Handbook</i></p> <p><i>1.9g Sample Clinical Practice Training Agreement</i></p> <p><i>3.12e Assessment Adjustments Clinical Practice 2 Examples</i></p> <p>SRUC strives to encourage the integrity of being open and honest throughout the student journey and Fitness to Practise is embedded throughout the programme.</p> <p>It was clear that there is a culture encouraging honesty and openness at SRUC. Students are encouraged to use the anonymous Moodle feedback page and the student initiatives such as the Suture-Self support group. A signed Fitness to Practise declaration was evidenced and valid.</p>	✓	
<p>Ensure the learning culture is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation.</p>	✓	

<p><i>Evidence reviewed:</i></p> <p><i>1.10a B1.1 Programme Delivery Policy</i></p> <p><i>1.10c D1.4 Equal Opportunities</i></p> <p><i>1.10d Programme Design and Revalidation - Equality Impact Assessment BSc (Hons) VN</i></p> <p><i>1.1n Moodle Induction Page (within Policies &amp; Procedures)</i></p> <p><i>1.10f Equality, diversity &amp; inclusion webpage</i></p> <p><i>1.10g Equality, Diversity &amp; Inclusion intranet page</i></p> <p>The programme delivery policy ensures Equality, Diversity and Inclusion is embedded throughout. A fair learning culture is emphasised at induction and appropriate policies are available throughout the online Moodle and intranet pages. The Equality Impact Assessment highlights areas of potential impact on protected characteristics and identifies changes and actions needed to address or promote equality across SRUC.</p>		
<p>Advance equality of opportunity through effective use of information and data.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.11a i AMR 21.22 VN and ANA Barony, 1.11a ii B3.3.2 VCA and Veterinary Nursing Annual Monitoring Report 21 22 Aberdeen</i></p> <p><i>1.11b SRUC NSS Report</i></p> <p><i>1.11c SRUCSA Speak Week Report</i></p> <p><i>1.11d BSc Hons Veterinary Nursing Design Narrative 2022.23</i></p> <p>Evidence demonstrates that information and data are gathered from learners across SRUC campuses. Discussion in the accreditation event highlighted that the reports evidenced are for all departments, meaning data relevant to the VN department is limited. Improvements in how student feedback is actioned has already been outlined within this report.</p>	✓	
<p>Work to promote inter-professional education and inter-professional practice and support opportunities for research collaboration.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.11d BSc Hons Veterinary Nursing Design Narrative 2022.23</i></p> <p><i>1.9f BSc (Hons) Year 3 SVN Clinical Placement Handbook</i></p> <p><i>BVNA Conference Best Presentation Award</i></p> <p><i>There is evidence of forward planning for SVN and vet student learning to take place once the Aberdeen Vet School is established.</i></p> <p>The programme provides students with inter-professional education and inter-professional practice opportunities through a range of collaborative approaches within SRUC. There are plans for future inter-professional education, practice and research collaboration as the Veterinary education department advances and establishes the Aberdeen Vet School. Students can complete practical skills in several areas of the college including farm animals and equine.</p>	✓	

<p>Promote evidenced-based improvement in education and veterinary nursing practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>Learning Design process overview</i></p> <p><i>1.13b A02.1.7 Programme Specification BSc (Hons) Veterinary Nursing Analysis of Veterinary Nursing Care module</i></p> <p><i>Honours Project</i></p> <p><i>Staff development</i></p> <p><i>Pedagogic Project - Principles Innovation Fund</i></p> <p><i>Recommendation around researchers engaging with students.</i></p> <p>Students are encouraged to utilise evidence-based improvement during nursing decisions and clinical practice. The programme design reflects this and leads to further analysis and debates alongside the honours project in year 4 where SRUC encourages students to publish results. Team members are encouraged and provided with the opportunity to undertake research.</p>	✓	
<p><b>Conclusion:</b></p> <p>The learning culture at University of Glasgow (SRUC) fosters a supportive and inclusive approach to prioritising education and wellbeing of all people. Such values ensure the Code of Professional Conduct is embedded, signposted, and upheld.</p> <p>Health and Safety is well-evidenced through clear and thorough policies, focusing on people and animals. Sufficient risk assessments are in place, as detailed within the review of the evidence.</p> <p>Consideration for equality, diversity and inclusion is apparent across all learning environments, with compliance with confidentiality requirements. There are some suggestions and actions to ensure the learning culture continues to be prioritised.</p> <p>Overall, this Standard has been met.</p>		
<p><b>Suggestions:</b></p> <ol style="list-style-type: none"> <li>a. To ensure the amendment of the spelling of competences and reference to 'application to join' the professional register throughout the documentation. To improve upon student access to feedback mechanisms.</li> <li>b. The panel encourages SRUC to consider the message portrayed in imagery used in current poster campaigns.</li> <li>c. Attach a sign to the X-ray machine confirming that it is decommissioned.</li> </ol> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>a. To implement an audit of training practices to ensure clients have the option to provide or withdraw consent to student involvement in the care of their animals.</li> </ol>		

## Standard 2 – Governance and quality

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

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

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must:		
Requirements	Met	Not Met
<p>Comply with all relevant legal, regulatory, professional and educational requirements.</p> <p><i>Evidence reviewed:</i></p> <p>2.1a B1.3.1 Academic Governance</p> <p>2.1b VAS Institution-led Review Report</p> <p>2.1c Review Action Plan VAS ILR 2022</p> <p>2.1d University of Glasgow - SRUC Stakeholder Report Nov21</p> <p>2.1e EE Report BSc Vet Nursing Barony and Aberdeen UoG 2022</p> <p>2.1f EE Response Letter BSc Vet Nursing 18Jul22</p> <p><i>New programmes only: RCVS pre-accreditation support</i></p> <p>Ahead of the visit, it was agreed with the RCVS that the proposed programme would not be validated by the University of Glasgow using its usual processes. The SRUC Quality Assurance Lead and Registrar were present at the accreditation event and will produce a report which will be submitted to UoG along with the RCVS report. It is expected that UoG will use this evidence to confirm the validation outcome.</p>		✓
<p>Provide all information and evidence required by regulators in a timely manner i.e. within published timescales.</p> <p><i>Evidence reviewed:</i></p> <p><i>Examples of timeous completion</i></p> <p>2.1f EE Response Letter</p> <p><i>Self-Assessment Report submission.</i></p> <p><i>RCVS VN team confirmation</i></p> <p>RCVS records show that UoG provides information when requested in a timely manner and within published timescales.</p>	✓	

<p>Ensure programmes are designed to meet RCVS Day One Competences and Skills for Veterinary Nurses, QAA Veterinary Nursing Benchmarks and outcomes relevant to the programme.</p> <p><i>Evidence reviewed:</i>  2.3a RCVS DOS DOC Mapping Updated SRUC2022  2.3b BSc Hons Vet Nursing QAA Subject Benchmark Standards X Ref</p> <p>The programme is mapped to the RCVS Day One Competences, RCVS Day One Skills, RCVS Professional Behaviours and QAA Benchmarks at SCQF level 10. There are some queries in relation to the appropriateness of several of the DOC/DOS references which have been covered in further detail in Standard 5.</p>	✓	
<p>Comply with the RCVS Code of Professional Conduct for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i>  1.2g Moodle VN Year Information page  1.9f SVN Year 3 Clinical Placement Handbook  Moodle tile – RCVS.</p> <p>Sufficient reference to the Code was identified within the evidence submission.</p>	✓	
<p>Comply with the RCVS Veterinary Nursing Registration Rules.</p> <p><i>Evidence reviewed:</i>  Conditions of award  2.5b UoG Regulations  2.5c B2.3.1 Assessment and Reassessment Procedures - Degree Modules Programme specification.</p> <p>The inclusion and signposting of the RCVS Registration Rules was evidenced through the programme documentation evidence.</p>	✓	
<p>Adopt a partnership approach, with shared responsibility, evidenced by a Memorandum of Understanding between the Accredited Education Institution and the delivery site and between the delivery site and the Training Practice. This must be regularly reviewed and clearly stipulate the roles, responsibilities, and regulatory requirements.</p> <p><i>Evidence reviewed:</i>  2.6a i Ark Veterinary Centre MOU Apr22  2.6a ii Ark Veterinary Centre MOU Apr22 signed UoG MOU  1.9g Sample Clinical Practice Training Agreement  1.1p Ark Vets 8004094 Reapproval 031122  2.6e i 4. SRUC Barony Campus CS Agreement  2.6e ii Tori Armstrong CS Agreement</p> <p>Clear and effective Memoranda of Understanding (MoU) were evident through the evidence. An example TP MoU was supplied that had been signed by all the</p>	✓	

<p>required parties. In addition, the MoU agreement between SRUC and University of Glasgow was provided.</p>		
<p>Ensure that recruitment, selection and retention of students is open, fair and transparent and includes measures to understand and address underrepresentation.</p> <p><i>Evidence reviewed:</i></p> <p><i>2.7a SRUC Admissions Policy</i></p> <p><i>2.7b D4.1b Contextual Admissions Policy</i></p> <p><i>2.7c D4.1a SRUC Interview Record Form</i></p> <p><i>2.7d Widening Access and Participation Strategy</i></p> <p><i>1.10c D1.4 Equal Opportunities</i></p> <p><i>1.10d Programme Design and Revalidation - Equality Impact Assessment BSc (Hons) VN</i></p> <p><i>2.7g B02.1.5 Recognition of Prior Learning</i></p> <p><i>2.7h 2023 SRUC Prospectus (pg. 57)</i></p> <p><i>SRUC website.</i></p> <p>Open, fair, and transparent recruitment processes were evidenced through the audit of the SRUC website and the college prospectus. In addition, and as articulated by the programme team, there are activities in place to engage further education students to progress on to the veterinary nursing programmes. These included career days and the timetabling of tutors across all academic levels in the department. To support further education students, there is a bridging module to address any skills needs for academic development.</p>	✓	
<p>Have entry criteria for the programme that includes evidence that the student has capability in numeracy, literacy and science, written and spoken English and mathematics to meet the programme outcomes.</p> <p><i>Evidence reviewed:</i></p> <p><i>2.8a BSc (Hons) Veterinary Nursing webpage</i></p> <p><i>2.7h 2023 SRUC Prospectus</i></p> <p><i>College website</i></p> <p><i>Student meeting</i></p> <p>Entry criteria that include the requirements for numeracy, literacy, science, mathematics and spoken English is publicly available through the website and the SRUC prospectus. In addition, the students confirmed the availability of clear Information, Advice and Guidance (IAG) through college open events.</p>	✓	
<p>Provide students with the information and support to enable them to demonstrate fitness to practise including the disclosure of any criminal convictions that may affect registration with the RCVS as qualified veterinary nurses.</p> <p><i>Evidence reviewed:</i></p> <p><i>2.7a SRUC Admissions Policy</i></p> <p><i>1.9a D1.6 Fitness to Practise</i></p>	✓	

<p>1.9b D4.2f Fitness to Practise Declaration  1.2g Moodle VN Year Information Page  1.9d Fitness to Practice Intro Recap ppt  1.9f BSc (Hons) Year 3 SVN Clinical Placement Handbook  3.1d Year Tutor Induction points to cover 22.23</p> <p>Students are provided with regular updates to ensure clear understanding of the expectations of Fitness to Practise. To ensure consensual agreement to read these guidelines, students are required to confirm this through a declaration. This is tracked and logged and available for the programme team to audit.</p>		
<p>Demonstrate a robust process for recognition of prior learning (RPL).  <i>Evidence reviewed:</i>  2.7g B02.1.5 Recognition of Prior Learning</p> <p>A robust policy for Recognition of Prior Learning (RPL) was in place but is used very infrequently. The teaching team identified that the research skills could be RPL'ed but due to the unique requirements of the programme, opportunities for RPL are limited.</p>	✓	
<p>Provide students with the information and support they require in all learning environments to enable them to understand and comply with the relevant governance processes and policies.  <i>Evidence reviewed:</i>  1.1n Moodle Induction Page (Policies &amp; Procedures)  1.2g Moodle VN Year Information Page  3.1c Induction and Student Guide 22-23  1.9f BSc (Hons) Year 3 SVN Clinical Placement Handbook</p> <p>Students are provided with information and the support they require. Although not included in the evidence bank, during the tour a graduate attributes pamphlet was seen. SRUC is clearly developing the wider skills required of a graduate, and this could be better signposted in the programme documentation.</p>	✓	
<p>Have robust, effective, fair, impartial and lawful fitness to practise procedures to swiftly address concerns, and where appropriate notify the RCVS, as Regulator, about the conduct of students that might compromise public and animal safety and protection.  <i>Evidence reviewed:</i>  1.9a D1.6 Fitness to Practise  1.12b Academic Misconduct  1.12c Academic Appeals  1.8d D3.1 Student Discipline Policy  1.8e D3.2 Student Discipline Procedure</p>		✓



<p>The Education Manual, Evidence 1.9a Pg 9 (Records and Reports) identifies that the Fitness to Practise panel decides if the regulator is informed of fitness to practise outcomes, where the conduct of students compromises public and animal safety and protection. This process needs reviewing to demonstrate compliance with this requirement.</p>		
<p>Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award.</p> <p><i>Evidence reviewed:</i></p> <p>2.13a BSc VN Examination Board Minutes 300622</p> <p>2.13b BSc VN Year 3and4 Module and Outcome Outcomes 2021-22</p> <p>2.13c UoG RCVS_SRUC pass list August 2022</p> <p>UoG has one Examination Board per year. The meeting minutes provided evidence of student eligibility for academic and professional award. Students can leave with a BSc in Veterinary Nursing (ordinary) on completion of year three or choose to progress onto the BSc (Hons) in Veterinary Nursing.</p> <p>Students exiting the programme prior to the completion of the third year of the programme will receive a transcript showing the modules they achieved. UoG can award an advanced certificate or advanced diploma; this option is not included as an exit award within the programme specification and the programme team do not inform students about its availability.</p>		✓
<p>Regularly review all learning environments and provide assurance that they are safe, effective and fit for purpose.</p> <p><i>Evidence reviewed:</i></p> <p>1.11a i AMR 21.22 VN and ANA Barony,</p> <p>1.11a ii B3.3.2 VCA and Veterinary Nursing Annual Monitoring Report 21 22 Aberdeen</p> <p>2.14b Student Liaison Group meeting minutes</p> <p>1.1p Ark Vets 8004094 Reapproval 031122</p> <p>1.1a Health and Safety Policy Statement 2022.23</p> <p>1.1b Barony Risk Assessments</p> <p>1.1c Aberdeen Risk Assessments</p> <p>2.1b VAS Institution-led Review Report</p> <p>The student liaison group (SLG) meetings allow students to provide feedback. This then feeds into the Annual Monitoring Report (AMR).</p>	✓	
<p>Appoint appropriately qualified and experienced people for programme development and delivery.</p> <p><i>Evidence reviewed:</i></p> <p>2.15a BSc Hons Veterinary Nursing Design Narrative 2022.23</p> <p>2.15b Staff CV CPD Barony</p>	✓	

<p>2.15c Staff CV CPD Aberdeen 2.15d SOP 7.5 Appointment and Briefing of External Examiners</p> <p>SRUC appoints appropriately qualified and experienced people for programme development and delivery, although a more robust job specification for the External Examiner role may be beneficial.</p>		
<p>Where an Accredited Education Institution is not yet fully accredited, or at the discretion of Veterinary Nurse Education Committee, facilitate the attendance of the RCVS at the trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place for the relevant cohort of students.</p> <p><i>Evidence reviewed:</i> None</p> <p>The University of Glasgow achieved Full Accreditation in 2021 for the delivery of the BSc and BSc (Hons).</p>		
<p>Where an Accredited Education Institution plans to make any changes to its provision, including assessment, the RCVS must approve all changes prior to implementation.</p> <p><i>Evidence reviewed:</i> 2.17a Remote Invigilation for Exams – SRUC Approach</p> <p>The internal process around programme changes was verbally explained to the panel. However, this is currently not written into the academic regulations, but the programme delivery team suggested that notification of all programme changes reporting to RCVS could be added as an addendum.</p>	✓	
<p>Provide evidence that adequate market demand and finances are in place and are sufficient to sustain and develop the programme and have been approved by the Higher Education Institution or Awarding Organisation.</p> <p><i>Evidence reviewed:</i> 2.18a c317 Veterinary and Animal Sciences 2022-23 Budget 2.18b Market Data – course design – BSc Vet Nursing 2.18c Example Admissions Forecast Report June 2022 Student numbers by year.</p> <p>Clear evidence of market demand was provided. SRUC attracts around 177 applications per year for the BSc/BSc (Hons) programme and is targeted to recruit a yearly cohort of circa. 30 students per year, at each delivery site. A yearly plan of student numbers was supplied. This provided indication of the institutional intention to continue to run the programme and its financial viability.</p>	✓	
<p><b>Conclusion:</b></p>		

Evidence of clear and effective governance systems is in place for the University of Glasgow (SRUC). Compliance with all relevant legal, regulatory, professional, and educational requirements was observed through the evidence base.

Effective safety and quality were observed in all learning environments, where diversity and inclusion are considered in partnership with students, staff, and all other stakeholders.

Overall, this standard has been met.

**Suggestions:**

- a. Mapping of SRUC Graduate Attributes to Module programme documentation.
- b. Production of a clear set of appointment criteria in the form of a job specification for the External Examiner
- c. Include an addendum within the UoG academic regulations that programme changes will be reported to the RCVS for approval, prior to implementation.

**Actions:**

- a. Update the *1.9 Fitness to Practise policy* to clarify the expectation that the RCVS must be advised of panel outcomes where the conduct of students compromises public and animal safety and protection.
- b. Include the opportunities for students to achieve exit award in student facing programme documentation.

## Standard 3 – Student empowerment

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

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

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must ensure that all students:		
Requirements	Met	Not Met
<p>Are well prepared for learning in theory and practice having received relevant inductions.</p> <p>Evidence reviewed:</p> <p><i>1.1n Moodle Induction Page</i></p> <p><i>3.1d Year Tutor Induction points to cover</i></p> <p><i>Education manual – student meetings with year tutor (provided on visit)</i></p> <p><i>1.9f BSc (Hons) Year 3 SVN Clinical Placement Handbook</i></p> <p><i>Student Meeting</i></p> <p>The <i>Moodle induction page</i> and <i>SVN Clinical Placement Handbook</i> provides all the information necessary for student inductions. It also contains Veterinary Nursing Honours Year FAQs available for year three students. This was seen by the panel and included all pertinent questions a student may require. The ‘student meetings with the year tutor’ document introduces the options to progress to year four to complete the Honours requirements, or employment. This is repeated in year three, semester two.</p> <p>The year tutors appreciate having discussions with students early on and allowing students to recognise the benefits of Honours study.</p> <p>At the Barony campus, students engage in peer support around the progression to Honours. However, due to the recent introduction of the programme at Aberdeen, this has not been as readily available for these students.</p>	✓	
<p>Have access to the resources they need to achieve the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks, and programme outcomes required for their professional role.</p> <p>Evidence reviewed:</p>	✓	

<p>1.3b Equipment List SRUC Barony Campus  1.3c Skills Centre – Inventory Aberdeen  3.2c Barony stock of animals 2022  3.2d Aberdeen Animal Inventory 011122  3.2e Barony TP List_RCVS  3.2f RCVS Revalidation TP Data Aberdeen  Campus Tour</p> <p>The resources available on campus enable students to achieve the RCVS Day One Competences and Skills. This is evidenced through the equipment lists and inventories, along with the animal facilities for both campuses.</p> <p>The campus tour demonstrated further confirmation of the resources available. The clinical skills facilities are excellent and are utilised as a veterinary practice for surgical procedures, once a week.</p> <p>The library resources provided all texts and e-books necessary. Evidence is provided of sufficient TPs to provide resources and training environments to students.</p>		
<p>Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, practice placements and other information relevant to the programme.</p> <p>Evidence reviewed:</p> <p>3.3a Barony Programme Handbooks (year 4 handbook)  3.3a Year 3 Handbook  3.3a Year 2 Handbook  3.3a Year 1 Handbook  3.3b Aberdeen Programme Handbooks  3.3c Module programme plans, example Moodle Page  3.3d Teams example pages</p> <p>The <i>Programme Handbooks</i> for Aberdeen and Barony along with the year one, two and three handbooks are sufficient in providing accurate information about curriculum, teaching, supervision, assessment, and practice placements. All information relevant to the programme is detailed in the programme handbooks. This includes the RCVS DOC and DOS.</p> <p>There are regular communication channels evidenced through Microsoft Teams. This allows students to ask questions directly to staff and be informed about the curriculum.</p> <p>Student facing documents provide relevant information about the programme. It should be noted that some of the student facing documents have errors such as the title of the award(s) and eligibility to register with the RCVS. This has been raised in other standards and is noted as an action in Standard 5.</p>	✓	

<p>To work with and learn from a range of people in practice placements, preparing them to provide care to a range of animals with diverse needs.</p> <p>Evidence reviewed:</p> <p><i>1.9f BSc (Hons) Year 3 SVN Clinical Placement Handbook</i></p> <p><i>1.1q Ark Vets 8004094 Reapproval 031122</i></p> <p><i>3.4c BA NPL Standardisation &amp; Refresher</i></p> <p>Students can work with different people in their practice settings.</p> <p>The Clinical Practice 1 module contains a learning outcome of collaboration and communication with paraprofessionals. However, the wider use of witness statements in the practice placement is encouraged.</p>	✓	
<p>Are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation-based learning appropriate for their programme as necessary for safe and effective practice.</p> <p>Evidence reviewed:</p> <p><i>3.2b An Overview to SRUC's Curriculum Review</i></p> <p><i>3.5c Examples of a variety of active, blended learning</i></p> <p><i>1.3b Equipment List SRUC Barony Campus</i></p> <p><i>1.3c Skills Centre – Inventory Aberdeen</i></p> <p>The tour of the facilities evidenced effective facilities for simulation-based learning in the clinical skills lab, along with technology enhanced classrooms for research and collaborative projects.</p> <p>Evidence provided of a variety of blending learning opportunities.</p> <p>Equipment lists were extensive and enable students to practise skills for effective and safe practice, which included CPR on veterinary mannikins.</p> <p>Programme modules are assessed using a wide range of methods.</p>	✓	
<p>Are supervised and supported in clinical placement learning in accordance with RCVS Standards Framework for Veterinary Nurse Education and Training.</p> <p>Evidence reviewed:</p> <p><i>3.2e Barony TP List_RCVS</i></p> <p><i>3.2f RCVS Revalidation TP Data Aberdeen</i></p> <p><i>1.1p Ark Vets 8004094 Reapproval 031122</i></p> <p><i>1.9f BSc (Hons) Year 3 SVN Clinical Placement Handbook</i></p> <p><i>3.6e BSc VN Clinical Placement Student Support</i></p> <p><i>3.6f i Barony RCVS TP Visits 22_23 Revalidation, 3.6f ii Aberdeen TP QA visit plan</i></p> <p>Students are supervised in placement by an RVN or MRCVS (UK Practising). The TP paperwork shows compliance with this requirement.</p>	✓	

<p>Tutorials in placement are carried out every term with the year tutor. There are clear lines of consistent communication with the students and between the team to identify any students requiring further support.</p> <p>VN clinical placement student support and clinical placement handbook outlines the roles of each staff member and, if required, meetings between staff with the necessary next steps.</p>		
<p>Are supervised according to their individual learning needs, proficiency and confidence.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.7a B02.1.3 Reasonable Adjustments</i></p> <p><i>3.7b B2.1.9 Mitigating Circumstances</i></p> <p><i>1.2n D1.7 Fitness to Study</i></p> <p><i>3.6e BSc VN Clinical Placement Student Support</i></p> <p><i>3.7f Example Student and Clinical Supervisor Tutorials</i></p> <p><i>3.7g BSc Year 3 2020 cohort NPL Percentage increases 260922 – 311022 Education manual – student meetings with year tutor (provided on visit)</i></p> <p>Students' individual needs for reading and numeracy are discussed in Year Tutor Meetings. Their progression with the recording of the completion of skills on the Nursing Progress Log (NPL) is also assessed as a cohort.</p> <p>Evidence was provided of reasonable adjustments in place; however the application was limited due to the nature of the qualification. Further information is detailed in Standard 5. Fitness to study policies were in place.</p> <p>It was also discussed that students are encouraged to disclose any additional learning needs before commencing the programme, or as soon as possible.</p>	✓	
<p>Are allocated and can make use of supported learning time including blended learning and recording completion of RCVS Day One Skills for Veterinary Nursing when in practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.1p Ark Vets 8004094 Reapproval 031122</i></p> <p><i>2.6a i Ark Veterinary Centre MOU Apr22, 2.6a ii Ark Veterinary Centre MOU Apr22 signed</i></p> <p><i>1.9g Sample Clinical Practice Training Agreement</i></p> <p><i>3.3a Barony Programme Handbooks (Year 3)</i></p> <p><i>Student meeting</i></p> <p>All students reported they were happy with the time provided to record DOS completion in practice. TP documents clearly outline the requirement for students to be able to complete and record competency of DOS during placement time.</p>	✓	

<p>Are assigned and have access to a nominated academic tutor/lead for each part of the education programme.</p> <p>Evidence reviewed:</p> <p><i>3.9a Barony VN Year Tutors</i></p> <p><i>3.9b Aberdeen BSc Year Tutors</i></p> <p><i>1.2g Moodle VN Year Information Page</i></p> <p><i>1.2d B01.2.3 The Year Tutor</i></p> <p><i>3.9e Year Two Tutorials semester 1</i></p> <p><i>3.9f BSc VN Year 3 Teams Tutorial Channel</i></p> <p><i>Student meeting</i></p> <p><i>Education manual – student meetings with year tutor (provided on visit)</i></p> <p>Allocation of a nominated academic tutor/lead is actioned through Year Tutor assignment with a ratio of one tutor for roughly 30 students. Evidence, as part of case-loading, provides time allocation for this duty.</p> <p>Students have access to support through Moodle pages and were satisfied with the support available when interviewed.</p>	✓	
<p>Have the necessary support and information to manage any interruptions to the study of programmes for any reason.</p> <p>Evidence reviewed:</p> <p><i>1.2n D1.7 Fitness to Study</i></p> <p><i>3.10b D1.3 Pregnancy and maternity-- guidance for students</i></p> <p><i>3.7a B02.1.3 Reasonable Adjustments</i></p> <p><i>3.7b B2.1.9 Mitigating Circumstances</i></p> <p>Extensive support methods were discussed with staff about the deferral process. This outlined the multiple discussions which take place around this decision, while supporting the student and considering other aspects, such as the impact on funding.</p> <p>The Fitness to Study policy ensures consistent student support is in place. Pregnancy and maternity guidelines outline support and information to assist managing interruptions to the programme for this specific requirement.</p>	✓	
<p>Have their diverse needs respected and considered across all learning environments.</p> <p>Evidence reviewed:</p> <p><i>1.10a B1.1 Programme Delivery Policy</i></p> <p><i>1.10b D1.1 Inclusion Policy</i></p> <p><i>1.10c D1.4 Equal Opportunities</i></p> <p><i>1.1n Moodle Induction Page (within Policies &amp; Procedures)</i></p> <p><i>1.2n D1.7 Fitness to Study</i></p> <p><i>3.11i B1.5.11 Virtual and On-Campus Classroom Capture Policy</i></p>	✓	



<p>Students have their diverse needs respected and considered across all learning environments. This is actioned through the inclusion and the equal opportunities policies. The classroom capture policy is also in place to support students through their learning.</p>		
<p>Are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p>Evidence reviewed:  <i>3.12e Assessment Adjustments Clinical Practice 2 Examples</i></p> <p>Examples of reasonable adjustments actioned in clinical practice were provided. However, the panel are aware that not all students may be provided with reasonable adjustment due to industry expectations. This is discussed further in Standard 5.</p>	✓	
<p>Are protected from discrimination, harassment and other behaviour that undermines their performance or confidence.</p> <p>Evidence reviewed:  <i>1.10c D1.4 Equal Opportunities</i>  <i>1.1n Moodle Induction Page (within Policies &amp; Procedures)</i>  <i>1.10f Equality, diversity &amp; inclusion webpage</i>  <i>1.10g Equality, Diversity &amp; Inclusion intranet page</i>  <i>1.10d Programme Design and Revalidation-- Equality Impact Assessment BSc (Hons) VN</i>  <i>1.8d D3.1 Student Discipline Policy</i>  <i>Standard 4 panel meeting discussion</i>  <i>Student meeting</i></p> <p>The culture of support and inclusion was discussed with staff. An anonymous Moodle page is available to protect students and enable them to report any inappropriate behaviour.</p> <p>A sense of community is promoted through wellbeing services. These were seen on site along with advertisements to join multiple student support groups.</p> <p>Students were satisfied with the level of support and safeguarding policies in place. The safeguarding policy was also detailed by staff on site.</p>	✓	
<p>Are provided with information and support which encourages them to take responsibility for their own mental and physical health and wellbeing.</p> <p>Evidence reviewed:  <i>1.1n Moodle Induction Page</i>  <i>1.2e Student Support Resources</i>  <i>1.2f Student Support Initiatives</i>  <i>1.2g Moodle VN Year Information page</i>  <i>1.2k SRUCSA Campus Posters Leaflets</i></p>	✓	

<p><i>3.14k Suture Self Peer Support Group Draft Calendar</i></p> <p>The numerous student support initiatives including free breakfast and menstrual products were excellent and widely available at both campuses. Students in placement are able to order free menstrual products for delivery.</p> <p>Weekly drop-in sessions are available for students with their year tutor along with the timetabled tutorials every semester. This was discussed with the students who were satisfied with the level of support.</p> <p>While undertaking the campus tour, mental health and wellbeing services were detailed through posters around campus encouraging students to seek support if needed.</p>		
<p>Are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice.</p> <p>Evidence reviewed:</p> <p><i>Feedback</i></p> <p><i>1.2g Moodle VN Year Information Page</i></p> <p><i>1.2d B01.2.3 The Year Tutor</i></p> <p><i>3.9e Year Two Tutorials semester 1</i></p> <p><i>3.9f BSc VN Year 3 Teams Tutorial Channel</i></p> <p><i>3.15e BSc VN Feedback Strategy</i></p> <p><i>1.9f BSc (Hons) Year 3 SVN Clinical Placement Handbook</i></p> <p><i>Standard 3 panel meeting discussion</i></p> <p>Professional behaviour and learning styles are evaluated every semester within tutorials with the year tutor.</p> <p>Blended learning provision also utilises flipped learning, empowering students to lead sessions and develop professional skills.</p> <p>Students have access to continued support throughout clinical placement, along with effective quality assurance of the NPL.</p>	✓	
<p>Have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills.</p> <p>Evidence reviewed:</p> <p><i>3.5c Examples of a variety of active, blended learning</i></p> <p><i>1.13b A02.1.7 Programme Specification BSc (Hons) Veterinary Nursing Assessment map</i></p> <p><i>1.11d BSc Hons Veterinary Nursing Design Narrative 2022.23</i></p> <p><i>Suture Self Peer Support Group</i></p> <p><i>1.9f BSc (Hons) Year 3 SVN Clinical Placement Handbook</i></p>	✓	

<p>Throughout the programme, opportunities are available for development of supervision and leadership skills. These included class representatives and SLG meetings.</p> <p>Active and blended learning examples provide evidence of learning with and from peers.</p> <p>Weekly opportunities are provided for students to work with other professionals in small groups. These include equine and veterinary professionals.</p> <p>The programme specification also highlights that some modules are taught by external subject matter experts.</p>		
<p>Receive constructive feedback throughout the programme to promote and encourage reflective learning.</p> <p>Evidence reviewed:</p> <p><i>3.17a B02.1.2 Feedback to Students on Assessment</i></p> <p><i>3.17b B02.1.2a Feedback to Students on Assessments— staff guidance</i></p> <p><i>3.17c B02.1.2b Feedback to Students on Assessment— student guidance</i></p> <p><i>3.15e BSc VN Feedback Strategy</i></p> <p><i>3.7f Example Student and Clinical Supervisor Tutorials</i></p> <p><i>3.17f Example NPL Review Nov 22</i></p> <p><i>3.17g Clinical Supervisor Workshop BA Reflection</i></p> <p><i>Student meeting</i></p> <p><i>5.2a Module descriptors</i></p> <p>Verbal and written feedback methods are outlined for all summative assessments.</p> <p>Students did not recognise that they had formative assessment opportunities within their programme. The programme team confirmed that formative assessment did feature for all modules and that these were normally non-timetabled activities on Moodle. However, two formative assessments did feature on the assessment timetable.</p> <p>The student meeting outlined the need for clearer feedback in relation to formative assessment. Some students were unaware of any feedback provided for formative assessments and most students reported differences between modules relating to summative assessments.</p>		✓
<p>Have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.</p> <p>Evidence reviewed:</p> <p><i>2.14b Student Liaison Group meeting minutes</i></p> <p><i>1.11b SRUC NSS Report</i></p> <p><i>1.11c SRUCSA Speak Week Report</i></p>	✓	

<p>SLG meeting minutes are provided through Moodle which is accessible to students.</p> <p>There is also an anonymous page on Moodle where students are able to provide feedback independently.</p>		
<p>Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.</p> <p>Evidence reviewed:</p> <p><i>3.4c BA NPL Standardisation &amp; Refresher</i></p> <p><i>1.9f BSc (Hons) Year 3 SVN Clinical Placement Handbook</i></p> <p><i>3.17f Example NPL Review Nov 22</i></p> <p><i>IQA sampling policy</i></p> <p><i>Education manual – Student meetings with year tutor</i></p> <p>The quality assurance of the NPL includes the professional behaviour evaluation.</p> <p>There is evidence of students being encouraged to develop personal career skills and the setting of objectives within their year tutor meetings. This is consistent from year one to year four.</p>	✓	
<p><b>Conclusion:</b></p> <p>The resources on site include a variety of animals, equipment, library resources and laboratories, which are extensive and enable students to develop the required practical skills.</p> <p>Students are provided with opportunities to provide feedback. An FAQ document has been made to provide students with additional information.</p> <p>The culture is supportive and student welfare is a priority. This was vocalised by the students during the student focus group. The students felt that support was widely available on campus and in placement.</p> <p>This programme provides students with an environment where they can flourish in their professional skills and feel comfortable to seek support. The staff and students were proud of their institution.</p> <p>Overall, this standard has been met.</p>		
<p><b>Suggestions:</b></p> <ol style="list-style-type: none"> <li>a. Students at Aberdeen campus may benefit from early peer support around the Honours year progression.</li> <li>b. A wider use of witness statements in practice could be encouraged to promote students working with different professionals.</li> <li>c. Ensure that formative assessments are used to monitor student learning and provide feedback to students and the teaching team.</li> </ol>		

**Actions:**

- a. Provide a strategy for consistency and sufficiency of feedback provided to students through formative assessment.

## Standard 4 – Educators and assessors

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

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must ensure that all educators and assessors:		
Requirements	Met	Not Met
<p>Are appropriately qualified and experienced and always act as professional role models.</p> <p><i>Evidence reviewed:</i></p> <p>2.15b Staff CV CPD Barony</p> <p>2.15c Staff CV CPD Aberdeen</p> <p>1.11d BSc Hons Veterinary Nursing Design Narrative 2022.23</p> <p>SRUC clearly supports all teaching staff in continuing teaching qualifications and members of the teaching team have achieved or are working towards teaching qualifications. Clinical supervisors supervising student veterinary nurses in practice are required to be Registered Veterinary Nurses or MRCVS (UK Practising). A number of the teaching team initially taught on the HND programme previously delivered by SRUC and they have been upskilled to enable them to teach at degree level. Activities they have engaged in include peer observation and the professional development award. This award includes teacher training.</p>	✓	
<p>Receive relevant induction, ongoing support, education and training which includes training in equality and diversity.</p> <p><i>Evidence reviewed:</i></p> <p>4.2a B1.6.1 Academic Staff Development Policy</p> <p>Getting Started in Teaching</p> <p>4.2c Getting the Best out of Moodle</p> <p>1.2p Making Performance Matter Intranet page</p> <p>1.2q Staff induction Intranet page</p> <p>4.2f SOP 7.2 Preparing inclusive learning and teaching materials</p> <p>4.2g Professional Discussion of Learning and Teaching</p> <p>3.4c BA NPL Standardisation &amp; Refresher</p> <p>1.1p Ark Vets 8004094 Reapproval 031122</p> <p>3.1c Induction and Student Guide 22-23</p>	✓	

<p>A clear and detailed induction process is planned for educators and assessors. Education and training are provided for safeguarding, equality, and diversity. To ensure full understanding, there is a mandatory training module course that all staff must complete successfully.</p>		
<p>Have their diverse needs respected and considered and are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i></p> <p>1.2q <i>Staff induction Intranet page</i></p> <p>4.3b <i>Flexible Working Policy</i></p> <p>1.2s <i>Dignity at Work Policy</i></p> <p>4.3d <i>Spectrum.Life 24-7 Support Service</i></p> <p>1.2o <i>Mental Health Support intranet page</i></p> <p>1.2p <i>Making Performance Matter Intranet page</i></p> <p>4.3g <i>Family Friendly Policies</i></p> <p>4.3h <i>Shared Values Behavioural Framework</i></p> <p>It was evident that Educators and Assessors have their needs respected and considered. This is supported by institutional policy and procedural guidance for equality and diversity. The programme delivery team described a range of ‘family friendly’ adaptations that have been supported for staff.</p>	✓	
<p>Have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities.</p> <p><i>Evidence reviewed:</i></p> <p>4.4a <i>Ba Staff timetables 22.23</i></p> <p>4.4b <i>Ab Staff timetables</i></p> <p><i>Workload Allocation Model</i></p> <p>1.1p <i>Ark Vets 8004094 Reapproval 031122</i></p> <p>2.6e <i>i 4. SRUC Barony Campus CS Agreement, 2.6e ii Tori Armstrong CS Agreement</i></p> <p>The staff were in agreement that they were given enough time and resources to complete their roles. They are allocated time to complete teaching qualifications and attend CPD on their topics of teaching. One of the lecturing team at Barony has both teaching and IQA responsibilities. This appears to increase their workload, although there is an IQA at Aberdeen to share the visiting of TPs. This lecturer is also primarily responsible for the development of the OSCE stations, albeit with some support from other team members. The new workload model will identify if extra support is required in the role and is seen as a positive tool by the team.</p>	✓	
<p>Respond effectively to the learning needs of individuals.</p> <p><i>Evidence reviewed:</i></p> <p>1.6c <i>Example of queries or concerns being dealt with</i></p>	✓	

<p>2.14b Student Liaison Group meeting minutes  4.5c Nutrition Module Feedback to Students 2122  4.5d Example of Student Feedback to Module Leader  Reasonable adjustment</p> <p>Throughout the evidence, the programme delivery team gave a range of examples of where adaptations to needs were catered for. Support is given to those who require it.</p>		
<p>Are supportive and objective in their approach to student supervision, assessment and progression and appropriately share and use evidence to make decisions on student assessment and progression.</p> <p><i>Evidence reviewed:</i>  1.11d BSc Hons Veterinary Nursing Design Narrative 2022.23  4.6b B01.2.1 Assessment Policy  4.6c Standard Setting to Define Pass Mark and Grade Boundaries for Examinations  4.6d B2.3.3 Board of Examiners  2.5c B2.3.1 Assessment and Reassessment Procedures - Degree Modules  2.13a BSc VN Examination Board Minutes 300622  2.13b BSc VN Year 3and4 Module and Outcome Outcomes 2021-22</p> <p>The staff confirmed that there are frequent discussions between teaching staff at both campuses. This enables specific support for each other, and it is evident that they work closely together. There are team discussions regarding assessment, both at the writing and marking stages with moderation taking place.</p>	✓	
<p>Liaise, collaborate and action constructive feedback generated by colleagues, students and stakeholders to enhance their teaching assessment and to share effective practice.</p> <p><i>Evidence reviewed:</i>  1.11a i AMR 21.22 VN and ANA Barony, 1.11a ii B3.3.2 VCA and Veterinary Nursing Annual Monitoring Report 21 22 Aberdeen  1.11b SRUC NSS Report  1.11c SRUCSA Speak Week Report  4.2g Professional Discussion of Learning and Teaching  2.1b VAS Institution-led Review Report  2.1c Review Action Plan VAS ILR 2022  2.15a BSc Hons Veterinary Nursing Design Narrative 2022.23</p> <p>Although the teaching team confirmed that stakeholders, such as veterinary practices, have been consulted, the panel would like to explore further how they were involved in improving teaching and assessment. Ideally, there would be industry input to the modular content to ensure they create RVNs that are valuable in current practice and for the future.</p>		✓



<p>Are expected to respond effectively to concerns and complaints about public protection, animal welfare and student performance in learning environments and are supported in doing so.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.6a SRUC Complaints Handling Procedure Advice for students and the public</i></p> <p><i>1.6b Complaints handling procedure webpage</i></p> <p><i>1.1n Moodle Induction Page (within Policies &amp; Procedures)</i></p> <p><i>1.6d Example of queries or concerns being dealt with</i></p> <p>Examples were given of the complaints procedures with documentation on the student programme pages. The programme team were aware of the procedures.</p>	✓	
<p>Ensure the programme lead is a Registered Veterinary Nurse (RVN) who has substantial experience of veterinary nurse education and training at a suitable level for the qualification(s) being delivered and holds a recognised teaching qualification.</p> <p><i>Evidence reviewed:</i></p> <p><i>2.15b Staff CV CPD Barony (Abbie Barnes),</i></p> <p><i>2.15c Staff CV CPD Aberdeen (Heidi Douglas)</i></p> <p>The programme lead is an RVN who has some experience in teaching and has completed relevant teacher training. They have delayed the PG Cert qualification due to resuming the programme lead responsibilities.</p> <p>To ensure the programme lead has the required recognised teaching qualification, a timeline should be established to ensure that they are given the appropriate time within their extra responsibilities to complete this qualification.</p>		✓
<p><b>Conclusion:</b></p> <p>The workload allocation model was not presented as part of the original or additional evidence submission but was seen during the visit on request. This model will improve the transparency of hours spent teaching and supporting students. It is seen as a positive step by the teaching team.</p> <p>The teaching staff are encouraged and given time by the college to complete teaching qualifications and subject-specific CPD. The teaching staff appear to be supported well to enable them to fulfil their roles. However, the panel felt that the IQA at Barony would benefit from more team support in the development of OSCE tasks and visiting TPs. It was good to see that staff at both campuses appear to work closely together in the delivery of the programme on both campuses.</p> <p>On the completion of modules, the anonymised student feedback is used to modify module content and improve the student experience.</p>		

Overall, this standard has been met.

**Suggestions:**

- a. To ensure full representation of the case load for all staffing contacts, it may be useful to include duties aligned to IQA within the workload allocation model.

**Actions:**

- a. Provide further evidence of the detail of the liaison and collaboration with stakeholders in the development of the programme.
- b. Provide evidence of the caseload remission for the Programme Lead at Barony Campus to complete teacher education, and a timeline for the expected qualification achievement.

## Standard 5 – Curricula and assessment

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

Standard not met		
Accredited Education Institutions, together with Centres and Training Practices, must ensure:		
Requirements	Met	Not Met
<p>Curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks for Veterinary Nurses and programme outcomes.</p> <p><i>Evidence reviewed:</i>                      5.1a Module descriptors                      2.3a RCVS DOS DOC Mapping Updated SRUC 2022</p> <p>The modules have appropriate descriptors for the specific levels. There are a variety of assessment types to assess the learning outcomes. The module content will provide a solid basis for developing good quality veterinary nurses.</p> <p>A number of modules need reviewing to ensure that they are presented in the same format. For example, Companion Animal Nutrition and Clinical Practice 1, 2 &amp; 3 does not have the module content divided into the Learning Outcomes (LOs) which is the case for the other modules. Some modules have different names to those on the module specification. The name of the programme(s) to which the unit contributes is not in a standard format and does not include all programmes that the module is part of.</p> <p>Twelve out of twenty-four modules are mapped to the DOC, DOS and HE Benchmarks. The panel checked this mapping and found a number of modules and learning outcomes (LOs) need to be justified to show how they are addressed, as detailed within Appendix 1.</p>		✓
<p>Programmes are designed, developed, delivered, evaluated and improved based upon stakeholder feedback.</p> <p><i>Evidence reviewed:</i>                      5.2a Vet Nursing Revalidation and Reaccreditation - Learning Design Process Overview                      5.2b A02.1.1 Programme Design and (Re)validation Procedure Design Narrative                      1.11a i AMR 21.22 VN and ANA Barony, 1.11a ii B3.3.2 VCA and Veterinary Nursing Annual Monitoring Report 21 22 Aberdeen                      2.1b VAS Institution-led Review Report</p>		✓

<p>2.1c Review Action Plan VAS ILR 2022  2.1d University of Glasgow-- SRUC Stakeholder Report Nov21  2.1e EE report BSc Vet Nursing Barony and Aberdeen UoG 2022  2.1f EE Response Letter BSc Vet Nursing 18Jul22  5.2a Vet Nursing Revalidation and Reaccreditation-- Learning Design Process Overview (1)</p> <p>The programme was initially validated in 2018 with the first cohort graduating in 2021. The programme team has spent considerable time reviewing the programme in preparation for this accreditation event. This activity was reported in the <i>Vet Nursing Revalidation and Reaccreditation – Learning Design Process Overview presentation</i>. Within this presentation there was mention of the stakeholder feedback process, but insufficient evidence was submitted to show what feedback was provided by each of the stakeholder groups and what actions, if any, were undertaken.</p> <p>SRUC/UoG representatives confirmed that normally the programme modules and programme specification would be reviewed by an independent industry expert and proofread by the team at SRUC. Whilst UoG felt that the proofreading had taken place the lack of a validation event meant that the independent review had not been carried out.</p> <p>In order to give the university time to review and validate the modules the panel agreed that these could be resubmitted ahead of the VNEC meeting where this accreditation report will be presented and considered. This means that final validated programme modules, module specifications and a statement from UoG in relation to the processes followed must be provided by 5pm 17 March 2023 for further review by the panel.</p>		
<p>Curricula remain relevant in respect of contemporary veterinary nursing practice.  <i>Evidence reviewed:</i>  5.2a Vet Nursing Revalidation and Reaccreditation-- Learning Design Process Overview  <i>Design Narrative</i>  5.1a Module descriptors</p> <p>During the programme review process the programme team made amendments to the validated programme to ensure that it remained relevant. This was not only seen within the module specification but within the teaching equipment in the clinical skills suite. Of particular note was the recent acquisition of a digital imaging unit at the Barony Campus. There is an intention to replicate this at the Aberdeen Campus in the near future.</p> <p>During the meeting with the programme team, it was also clear that the clinical CPD / upskilling they undertake influences their teaching and SRUC support subject specific CPD.</p>	✓	

<p>Curricula and assessments weigh theory and practice learning appropriately to the programme.</p> <p><i>Evidence reviewed:</i>  <i>Curriculum/assessment mapping</i>  5.1a Module descriptors  Design Narrative  5.4d Barony VN Timetables  5.4e i Aberdeen Vet Nursing Year 1, 5.4e ii Aberdeen Year 2 2022.23</p> <p>The teaching team has reduced assessments to a more manageable number for students; the word counts, and time commitments align with academic regulations for the weighting of LOs.</p> <p>The assessment schedule only includes two formative assessments, but the panel were made aware of other formative assessment opportunities. UoG should consider including all formative assessments on the assessment schedule and ensuring that students receive feedback in relation to these assessments.</p>	✓	
<p>Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity.</p> <p><i>Evidence reviewed:</i>  <i>Curriculum map</i>  1.13b A02.1.7 Programme Specification BSc (Hons) Veterinary Nursing  5.1a Module descriptors</p> <p>The practical experience for the students starts in year one and includes three to four practical sessions per semester in the <i>Canine and Feline Anatomy &amp; Physiology</i> module. The students have small group practical sessions for one day per week in years one and two. They rotate around the small animal, large animal and equine units integrating interprofessional teaching. During year two they also have clinical skills sessions to prepare them for veterinary practice placement. There are also role-play events in both the <i>Professional responsibilities for VNs</i> and <i>VN Pharmacology</i> modules.</p>	✓	
<p>Curricula and assessments are structured and sequenced to enable students to manage their theory and practice learning experience effectively, with progression determined at appropriate points.</p> <p><i>Evidence reviewed:</i>  <i>Curriculum/assessment mapping</i>  1.13b A02.1.7 Programme Specification BSc (Hons) Veterinary Nursing  Assessment schedule  2.13a BSc VN Examination Board Minutes 300622  2.13b BSc VN Year 3 and 4 Module and Outcome Outcomes 2021-22</p> <p>Following a review of the programme, there is a proposal that the January examination weeks will be moved to December. The delivery team confirmed that</p>	✓	

<p>the marking of assessments would be completed within normal timescales and would not impact their time off. This change is viewed as a positive step by the delivery team as it will allow students a break. There may be some impact on students in practice, but this will be minimal and once final arrangements are in place, clinical placements will be informed of the changes.</p> <p>There is an error on the <i>5.7a BSc Hons VN Assessment Schedule 22.23</i>: in semester two the 'year' of the programme is inaccurate in column A with years two, three and four all showing as year one. This should be addressed.</p>		
<p>A range of appropriate assessments are delivered, within the educational setting, to accurately measure the knowledge, skills and understanding outlined in the programme. At least one summative assessment must be in the form of an Objective Structured Clinical Examination (OSCE) or similarly robust, objective and evidenced-based form of practical examination to test the safe and effective acquisition of a broad range of skills and competences outlined in the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i>  <i>5.7a BSc Hons VN Assessment Schedule 22.23 (current)</i>  <i>1.13b A02.1.7 Programme Specification BSc (Hons) Veterinary Nursing</i>  <i>5.1a Module descriptors</i>  <i>Assessment briefs/exams</i>  <i>5.7e SRUC Barony Student OSCE Handbook</i></p> <p>The module specification details the format that the assessment will take. There are a variety of assessments including written assignments, group presentations and practical assessments. Written examinations generally consisted of short answer, essay or MCQ style questions. The 'form of assessment' detailed on the module specifications should be standardised as currently there are several terms used to describe similar assessment methods, for example closed book assessment, written closed book assessment, closed book examination, closed book written exam.</p> <p>A small range of completed assessments was viewed via Moodle. The time allowed did not provide the panel with sufficient opportunity to interrogate these further. Following on from the VNEC decision regarding accreditation status, the quality monitoring team, in discussion with VNEC will determine an appropriate QM strategy.</p> <p>The 10 station OSCE was subject to RCVS quality monitoring activity in 2021 and all actions have been addressed. Further development is in process.</p>	✓	
<p>Students are assessed practically across clinical placement settings and learning environments as required by their programme.</p> <p><i>Evidence reviewed:</i>  <i>Assessment map</i>  <i>NPL</i></p>	✓	

<p>3.17f Example NPL Review Nov 22 5.8d EVPC LO2 practical 3.6g Dryfe Student_CS Support Audit 221122</p> <p>Students are assessed across a variety of clinical placements and learning environments. Evidence of this, and its quality assurance, was found within internal quality assurance documentation for the nursing progress log, and the assessment documentation for the EVPC module.</p>		
<p>Processes are in place to establish a high degree of validity and robustness to support the decisions made based on the results of the assessment.</p> <p><i>Evidence reviewed:</i></p> <p>4.6b B01.2.1 Assessment Policy 2.5c B2.3.1 Assessment and Reassessment Procedures-- Degree Modules 5.9c B2.3.2 Assessment Moderation-- Degree Modules 5.9d Marking Calibration workshop-- Vet Nursing 2.17a Remote Invigilation for Exams-- SRUC Approach 5.9f D4.2a Turnitin 4.6c Standard Setting to Define Pass Mark and Grade Boundaries for Examinations 2.1e EE report BSc Vet Nursing Barony and Aberdeen UoG 2022 Security</p> <p>UoG has in place a number of processes to enhance the validity of its assessments. The programme team described the revised process for the OSCE delivery which is expected to be launched in the next academic year.</p> <p>The student facing online proctoring documentation was provided but referred to 'lockdown'. Processes used by the programme team detailing the online proctoring process was not provided.</p> <p>Students are provided timed access to their marked examination papers along with the question, model answers and marker feedback. The panel was concerned that students may be able to copy this material which may affect the integrity of the assessment where questions are reused.</p>		✓
<p>Moderation processes are in place and demonstrate that assessment is fair, reliable and valid</p> <p><i>Evidence reviewed:</i></p> <p>5.9c B2.3.2 Assessment Moderation - Degree Modules 5.10b Standardising Moderation and Feedback workshop IM report 2.13a BSc VN Examination Board Minutes 300622 2.1e EE report BSc Vet Nursing Barony and Aberdeen UoG 2022 NPL Sampling plans</p>	✓	

<p>Moderation processes are in place. These involve both IQA and External Examiner scrutiny pre and post assessment. All assessment types, including the OSCE and assessment of the DOS within the clinical environment, are sampled by the External Examiner.</p>		
<p>Mechanisms are in place to minimise bias in all assessments.</p> <p><i>Evidence reviewed:</i></p> <p><i>4.6b B01.2.1 Assessment Policy</i></p> <p><i>2.5c B2.3.1 Assessment and Reassessment Procedures - Degree Modules</i></p> <p><i>2.17a Remote Invigilation for Exams - SRUC Approach</i></p> <p><i>5.11d SOP 2.02 Conflict of Interest</i></p> <p><i>5.11e OSCE Examiner Risk Rating</i></p> <p><i>5.9d Marking Calibration workshop - Vet Nursing</i></p> <p>For the OSCE, 10 Examiners contribute to the overall outcome of the examination which contributes to minimising bias.</p> <p>Through the audit of student work, evidence of anonymous/blind marking was not seen. The strategy for reducing bias within assessment marking is to be clarified.</p>		✓
<p>Adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.7a B02.1.3 Reasonable Adjustments</i></p> <p><i>3.7b B2.1.9 Mitigating Circumstances</i></p> <p><i>1.2n D1.7 Fitness to Study</i></p> <p><i>3.12e Assessment Adjustments Clinical Practice 2 Examples</i></p> <p>Through Disabled Students Allowance (DSA), the programme team confirmed that reasonable adjustment is available to students. However, they acknowledged that due to the nature of the programme the blanket use of readers or scribes to assist students needed to reflect the expectations of industry. An example of 'severe' dyslexia was provided by the team, who felt this adjustment could not be supported through reasonable adjustment. Clarity around reasonable adjustments provided to students through DSA assessment arrangements is to be confirmed.</p>		✓
<p>Clinical placement assessment is facilitated and evidenced by observations and other appropriate methods.</p> <p><i>Evidence reviewed:</i></p> <p><i>NPL</i></p> <p><i>3.6g Dryfe Student_CS Support Audit 221122</i></p> <p><i>3.6f i Barony RCVS TP Visits 22_23 Revalidation, 3.6f ii Aberdeen TP QA visit plan</i></p> <p><i>3.4c BA NPL Standardisation &amp; Refresher</i></p>	✓	



<p>The IQA observes clinical supervisors (CS) when they are observing students for signing off competences on the NPL. It is unclear whether the students are directly observed as quality assurance, although students are clearly assessed by the CS in an observed way.</p>		
<p>Students' self-reflections contribute to, and are evidenced in, assessments.  <i>Evidence reviewed:</i>  <i>Clinical Practice 3 Reflective assignment, Analysis of Nursing Care assignment (in 5.1a Module Descriptors)</i>  <i>5.14b Student Meetings with Year Tutors</i>  <i>NPL</i>  <i>3.15e BSc VN Feedback Strategy</i>  <i>3.17g Clinical Supervisor Workshop BA Reflection</i></p> <p>The type of feedback available to students for each assessment type is noted on the module specification. This is an excellent initiative. The panel was also able to view examples of feedback in relation to written examinations via Moodle. There was no opportunity for students to record their reflections and no evidence was presented to show that this was being encouraged.</p>		✓
<p>There is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses.  <i>Evidence reviewed:</i>  <i>5.1a Module Descriptors</i>  <i>1.13b A02.1.7 Programme Specification BSc (Hons) Veterinary Nursing</i>  <i>2.5c B2.3.1 Assessment and Reassessment Procedures - Degree Modules</i>  <i>2.5b UoG Regulations</i></p> <p>The panel was satisfied that there was no compensation within or between modules referenced to the DOC / DOS and this had been detailed in university regulations.</p>	✓	
<p>Ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen examination as an element of the assessment strategy.  <i>Evidence reviewed:</i>  <i>Curriculum/assessment mapping</i>  <i>1.13b A02.1.7 Programme Specification BSc (Hons) Veterinary Nursing</i>  <i>5.1a Module Descriptors</i></p> <p>The panel was unable to make the necessary checks to ensure that this requirement has been met. This will be reported following the resubmission of the module specifications as detailed earlier in this standard.</p>		✓
<p><b>Conclusion:</b></p>		

The evidence provided for this standard was incomplete in several requirements and therefore this Standard has not been met.

The method used to review the programme was sound, but the panel felt that more information was required in relation to the stakeholder feedback. The programme Learning Outcomes were well written and suitable for the level of the qualification. During the event it was apparent that final sign off by the University had not occurred and, following discussion, it has been agreed that these will be provided ahead of the VNEC meeting so that the accreditation decision is not delayed.

The team has implemented a number of initiatives in relation to the delivery of assessment. Policies and processes were not available, and these will be required prior to the delivery of this new programme.

**Suggestions:**

- a. Include formative assessments on the assessment schedule.
- b. Formalise feedback opportunities in relation to formative assessments.
- c. Ensure that formative assessments provide learning opportunities.
- d. Amend the BSc Hons Assessment Schedule to ensure that inaccuracies are corrected.

**Actions:**

- a. Review the Programme Specification and Module Specifications to ensure that they are standardised in format and information provided.
- b. Check the Learning Outcomes referenced in the modules are correct and where the panel has queried this, please provide an explanation to justify the mapping.
- c. Provide evidence of stakeholder feedback, including any analysis, reports, minutes, and action plans showing how the feedback was used.
- d. Submit the final version of the Programme Specification and Module along with evidence that they have been accepted/validated by the University. This must be received by 17 March 2023.
- e. Provide a timeline for the revision of the OSCE stations and submit some completed stations for review by the RCVS.
- f. Provide the revised processes for the OSCE.
- g. Update the student facing online proctoring information.
- h. Provide the tutor and invigilator facing paperwork in relation to the online proctoring of examinations.
- i. Provide the question reuse procedure and detail what measures are in place to prevent students copying questions and model answers during the feedback process.
- j. Provide the rationale for not using anonymous/blind marking when marking assessments.
- k. Provide additional information in relation to the reasonable adjustment decision making process for students with dyslexia.
- l. Demonstrate how students are encouraged to reflect on the feedback they are provided on 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 Centres and Training Practices, must:		
Requirements	Met	Not Met
<p>Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i>            3.2e Barony TP List_RCVS            3.2f RCVS Revalidation TP Data Aberdeen            1.1q Ark Vets 8004094 Reapproval 031122            1.3b Equipment List SRUC Barony Campus            1.3c Skills Centre - Inventory Aberdeen            Campus tour</p> <p>The clinical learning facilities available to veterinary nursing students at Barony and Aberdeen campuses were evidenced to the panel through a tour of the Barony Campus and a video tour of the new skills centre at Aberdeen Campus. Equipment was audited during the tour. The facilities and equipment are fit for purpose.</p> <p>The TP reapproval paperwork was current and demonstrated that suitable facilities were provided for clinical placement.</p> <p>The list of TPs is sufficient to support the student numbers on the course. No secondments are currently required. An MOU between the AEI and the TP is present.</p> <p>All facilities were suitably adequate to ensure Veterinary Nurses can meet the RCVS Day One Skill requirements.</p>	✓	
<p>Ensure students are enrolled with the RCVS prior to undertaking clinical placement (in order to comply with legislation).</p> <p><i>Evidence reviewed:</i>            6.2a SRUC SOP for RCVS Enrolment</p> <p>Students are enrolled with the RCVS prior to their clinical placement. The clinical placement period commences at the end of year two, as confirmed by the Head of Veterinary and Animal Sciences (S&amp;W).</p>	✓	

<p>Ensure students are actively learning and adequately supervised in all clinical learning environments.</p> <p><i>Evidence reviewed:</i></p> <p>1.1q Ark Vets 8004094 Reapproval 031122</p> <p>5.4d Barony VN Timetables</p> <p>5.4e i Aberdeen Vet Nursing Year 1, 5.4e ii Aberdeen Year 2 2022.23</p> <p>3.4c BA NPL Standardisation &amp; Refresher</p> <p>3.7g BSc Year 3 2020 cohort NPL Percentage increases 260922 – 311022</p> <p>Students are supervised by a CS during clinical practice who is either an RVN or a MRCVS (UK Practising). All timetables show how the students are supervised in all clinical learning environments.</p> <p>IQA student support was explained during the accreditation. IQA sampling is in place and the students reported during the student interview that their IQA was supportive in helping them to achieve their DOS.</p> <p>Student learning engagement is monitored through regular tutorials, in person and virtually, clinical placement visits and the NPL is tracked and reviewed.</p>	✓	
<p>Ensure clinical learning environments are provided for every student, within a RCVS listed training practice or auxiliary training practice, for a minimum duration of hours as stipulated in the RCVS Veterinary Nurse Registration Rules.</p> <p><i>Evidence reviewed:</i></p> <p>3.2e Barony TP List_RCVS</p> <p>3.2f RCVS Revalidation TP Data Aberdeen</p> <p>BSc VN Yr3 Course Handbook 2022-23 (in 3.3a Barony Handbooks)</p> <p>1.9g Sample Clinical Practice Training Agreement</p> <p>1.13b A02.1.7 Programme Specification BSc (Hons) Veterinary Nursing</p> <p>6.4f SRUC BSc VN Placement Policy</p> <p>SRUC provides a sufficient list of TPs for the targeted student numbers on the course. SRUC confirmed that support was provided to students in securing their clinical placement.</p> <p>All TPs are listed with the RCVS as a TP or an auxiliary TP (ATP) and reapproved by SRUC every 5 years.</p> <p>Agreements are in place between the AEI and TP. SRUC reports a positive relationship with the TPs listed and ensures all students will be provided with a clinical learning environment for clinical placement.</p>	✓	
<p>All students must have sufficient time within the programme to achieve the Veterinary Nurse Registration Rules hours requirement.</p> <p><i>Evidence reviewed:</i></p> <p>1.13b A02.1.7 Programme Specification BSc (Hons) Veterinary Nursing</p>	✓	

<p><i>BSc VN Yr3 Course Handbook 2022-23 (in 3.3a Barony Handbook)</i></p> <p>Students are provided with the opportunity to achieve the minimum number of hours as required to meet the RCVS VN registration rules. The clinical placement year is designed to facilitate reasonable adjustment where necessary to allow for extended periods of absence.</p> <p>SRUC strives to support students who need additional placement time, and the course is flexible enough to accommodate contingency plans.</p>		
<p>Ensure all students are allocated a clinical supervisor responsible for confirming competency of RCVS Day One Skills for Veterinary Nurses. All clinical supervisors must be RVN or MRCVS (UK practising), be experienced and able to demonstrate an experienced level of clinical skills and ongoing professional development.</p> <p><i>Evidence reviewed:</i>  <i>6.6a Barony CS Revalidation Data</i>  <i>6.6b AB CS training - SVN tracker 2021 2022</i>  <i>2.6e i 4. SRUC Barony Campus CS Agreement, 2.6e ii Tori Armstrong CS Agreement</i>  <i>1.1q Ark Vets 8004094 Reapproval 031122</i>  <i>2.6a i Ark Veterinary Centre MOU Apr22, 2.6a ii Ark Veterinary Centre MOU Apr22 signed</i></p> <p>Students are supervised by a CS during clinical practice who is either an RVN or a MRCVS (UK practising). CSs attend initial training and annual standardisation events. CSs maintain their clinical skills through continued professional development (CPD) which is audited by SRUC. CVs and CPD records are kept by SRUC. An MOU between the AEI and TP is in place to establish this agreement.</p>	✓	
<p>Maintain accurate records of student clinical learning environment attendance and provide these to RCVS upon request.</p> <p><i>Evidence reviewed:</i>  <i>6.7a Example SVN Signed Training Record</i>  <i>6.7b Example Training Time_Registration Letter</i></p> <p>The clinical practice hours are tracked online and audited by the CS and IQA. The NPL tracker of completion is audited by the Year tutor and IQA. NPL reports are recorded at a minimum of once a semester. This process is fit for purpose.</p>	✓	
<p>There must be sufficient TP support available for all recruited students.</p> <p><i>Evidence reviewed:</i>  <i>3.2e Barony TP List_RCVS</i>  <i>3.2f RCVS Revalidation TP Data Aberdeen</i>  <i>6.8c SRUC BA - Example Centre Permission Placement Requests</i>  <i>3.6e BSc VN Clinical Placement Student Support</i>  <i>3.6f i Barony RCVS TP Visits 22_23 Revalidation, 3.6f ii Aberdeen TP QA visit plan</i></p>	✓	

<p>The TP list for Barony and Aberdeen is sufficient for the proposed student targets. There are no plans to increase student numbers at this time.</p> <p>TPs are sufficient for a vast geographical area and the varied TPs support differing personalities and goals of each student.</p> <p>Risk rating is utilised to monitor the TP, CS, and student cohesively. Regular checks are implemented by the IQA, depending on risk rating.</p> <p>The Aberdeen visit plan includes a rationale which supports decision making following a risk-based approach. Including this in the Barony visit plan would allow a standardised approach across both campuses.</p>		
<p>Ensure that training practices either hold a primary affiliation with the Accredited Education Institution itself or its delivery site, or, where the training practice is to hold a secondary affiliation, that the training practice also holds a primary affiliation elsewhere and is an RCVS listed practice.</p> <p><i>Evidence reviewed:</i>  3.2e Barony TP List_RCVS  3.2f RCVS Revalidation TP Data Aberdeen  2.6a i Ark Veterinary Centre MOU Apr22, 2.6a ii Ark Veterinary Centre MOU Apr22 signed  6.9d ICR Signed MOU 2022</p> <p>All listed TPs are affiliated with the AEI, evidenced by an MOU. Approval and re-approval paperwork is extensive and thorough.</p> <p>Secondment requirements are not currently required however the team are aware of the appropriate process if required.</p>	✓	
<p>Ensure that where a secondary affiliated training practice is used there is a Memorandum of Understanding and robust communication between the Centre responsible for the secondary affiliated training practice and the Accredited Education Institution.</p> <p><i>Evidence reviewed:</i>  6.8c SRUC BA - Example Centre Permission Placement Requests  3.2e Barony TP List_RCVS  3.2f RCVS Revalidation TP Data Aberdeen</p> <p>Due to the geographical region, the placement of students in TPs not affiliated to SRUC is not commonplace. In addition, secondment requirements are not currently necessary. However, the team are aware of the appropriate processes to be followed when utilising TPs that are affiliated to other centres.</p>	✓	

<p>Be compliant with the RCVS standards framework for veterinary nursing education, including clinical requirements for all periods of learning undertaken outside the UK and comply with all relevant legislation and UK animal care and welfare standards (including the Veterinary Surgeons Act 1966).</p> <p><i>Evidence reviewed:</i> None</p> <p>SRUC confirmed that it has no intention to use placements outside of the UK.</p>	N/A	
<p>Ensure clinical learning experiences are tailored to the student's stage of learning, competences and programme outcomes.</p> <p><i>Evidence reviewed:</i> 1.9f BSc (Hons) Year 3 SVN Clinical Placement Handbook 3.17f Example NPL Review Nov 22 3.7g BSc Year 3 2020 cohort NPL Percentage increases 260922 - 311022 3.4c BA NPL Standardisation &amp; Refresher 3.12e Assessment Adjustments Clinical Practice 2 Examples</p> <p>Clinical learning experiences are individually tailored to accommodate each student through the clinical placement journey. Students are given the opportunity to work collaboratively with their CS and IQA team to agree the most suitable approach to manage their stage of learning considering competency.</p> <p>The clinical handbook explains the programme outcomes clearly. Supervisors are standardised through annual training including learning styles and coaching methods. SRUC has shown evidence of reasonable adjustments required during student practical assessment.</p>	✓	
<p>The veterinary team contribute to learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i> 3.17f Example NPL Review Nov 22 2.6e i 4. SRUC Barony Campus CS Agreement, 2.6e ii Tori Armstrong CS Agreement 2.6a i Ark Veterinary Centre MOU Apr22, 2.6a ii Ark Veterinary Centre MOU Apr22 signed 3.6g Dryfe Student_CS Support Audit 221122</p> <p>SRUC ensures students' clinical learning environments are enriched with clinical experiences working alongside Veterinary Surgeons and Registered Veterinary Nurses during clinical skills training on campus.</p>	✓	

Students on placement are encouraged to learn from a variety of veterinary team members. The clinical supervisor authenticates any witnesses or experts involved in the student's clinical training.

Incorporating the use of witness statements would enhance the student's portfolio of clinical learning.

**Conclusion:**

Satisfactory clinical learning facilities are provided to the students at SRUC Barony and Aberdeen campuses. These provide the opportunity for safe, effective, and inclusive learning. There are wide-ranging resources that facilitate the achievement of the RCVS Day One Skills and Competences. SRUC provides students with a sufficient range and volume of affiliated TPs for clinical placement and strives to ensure a tailored learning experience. The programme is designed to enable students to meet the minimum required hours for RCVS Registration, with scope to allow suitable contingencies where necessary.

Students are appropriately supervised in all clinical learning environments and are encouraged to take an active role in their own education. CSs are adequately trained, standardised, and monitored by the IQA team at SRUC. Standardising training practice visitation plans, that account for the mode of quality assurance, may be beneficial to the productiveness of the IQA team. Opportunities to learn from a variety of people are embedded in the programme and students have the prospect of collaboration across various departments including large animal and equine. There are future aspirations to further development the campus with the advancement of the Aberdeen vet school.

Overall, this Standard has been met.

**Suggestions:**

- a. Standardise training practice visit plans, with quality assurance visit activity, to include Aberdeen and Barony campuses.

**Actions:**

None.