

University of Greenwich Accreditation Visit

Plumpton College 19 – 21 June 2023

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

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List of Panel Members

Emily De Corte RVN – Employer Representative

Claire Defries RVN – Educator Representative

Sam Double RVN – Panel Chair

Molly Down RVN – Student Representative

Abigayle Gomez RVN – RCVS Senior Qualifications Officer (Observer)

Victoria Hedges RVN – RCVS Examinations Manager

Key Staff met

Dr Neza Adamic, MRCVS – Lecturer, Plumpton College

Jo Buckley – Vice Principal, Plumpton College

Georgina Darnell, RVN – Programme Leader, Plumpton College

Emma Farrow, RVN - Lead Internal Quality Assurer, Plumpton College

Sarah Holman, RVN – Curriculum Manager, Plumpton College

Jeremy Kerswell - Principal & CEO, Plumpton College

Chris Knell – Financial Director, Plumpton College Group

Miemie Neething - Taylor – Director of HE, Plumpton College

Professor Noel-Ann Bradshaw – Deputy Dean FES, University of Greenwich

Abigail Pamment, RVN – Lecturer

Dr Abigail Rickard – Link Tutor, University of Greenwich

Beverly Shingleton RVN – Internal Quality Assurer

Rebecca Skimming – Library Coordinator, Plumpton College

Clare Warner – Faculty Partnership Manager, University of Greenwich

Summary of the Panel's findings

- The University of Greenwich (UoG) in conjunction with Plumpton College (PC) was visited between 19 and 21 June 2023. The following programme was under accreditation review:

FdSc in Veterinary Nursing

- The partnership between UoG and PC is a new one. The accreditation event took place at the Plumpton College campus. Due to the timing of this accreditation event the first cohort are due to be recruited to start in January 2024. Subsequent cohorts will commence at the beginning of each academic year.
- During the event the panel met with two final year students enrolled for the FdSc validated with a previous partner.
- The Visitors received a warm welcome from the staff from both institutions and would like to thank the team for facilitating the visit and providing a comprehensive application and associated evidence. The supportive and collaborative approach of the partnership between the institutions and the enthusiasm, commitment, and pride of staff in what they do, and their support for each other, made it an informative and enjoyable visit.

The team found the following:

The University of Greenwich and Plumpton College are to be **commended for the following:**

- the quality and organisation of the evidence provided to the panel
- the mental health first aid training offered to all staff and Clinical Supervisors
- the supportive and proactive partnership between the institutions
- support of the team for each other and the students
- the induction process in the veterinary nursing department
- placement support for both Clinical Supervisors and students

Areas for further review included:

- the budget allocation for the veterinary nursing higher education provision
- the accuracy of the assessment overview and some student facing documentation
- the workload of the Programme Manager and Internal Quality Assurance Team
- resources available to learners
- OSCE stations and the OSCE marking procedure

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

Programme details

Requirements	Details
Name of organisation awarding the licence to practise qualification	The University of Greenwich (UoG)
Main address and contact details for the above organisation	Old Royal College Park Row London SE10 9LS
Name of Principal or Chief Executive Officer	Professor Jane Harrington
Name of Programme Lead	Georgina Darnell
Proposed programme(s) title:	FdSc in Veterinary Nursing
Address and contact details of proposed site/s for delivery of licence to practise qualification	Plumpton College Ditchling Road Lewes East Sussex BN7 3AE
Pattern of delivery	3 year attended FdSc with sandwich year for placement.
Intakes and student numbers	1 cohort per year with approximately 20 students.

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	Part Met	Not Met
1.1	<p>Demonstrate that the safety of people and animals is a primary consideration in all learning environments.</p> <p><i>Evidence reviewed:</i></p> <p>1.1a PC Health and Safety Policy</p> <p>1.1b Staff Induction Guide</p> <p>1.1c Staff Induction Welcome Presentation</p> <p>1.1d PC Child Protection and Safeguarding Policy</p> <p>1.1e Safeguarding at Plumpton Staff Leaflet</p> <p>1.1f H&S Committee Annual Report 2022</p> <p>1.1g UOG Safeguarding Policy</p> <p>1.1h PC Fire Safety Policy</p> <p>1.1i PC Staff IT User Policy</p> <p>1.1j Student IT user and Acceptable Use Policy</p> <p>1.1k PC IT Security Policy</p> <p>1.1l PC Staff Probationary Policy</p> <p>1.1m Staff Probationary Review Forms</p> <p>1.1n PC Visitors Policy</p> <p>1.1o RA Clinical Skills Delivery - VN Clinical Suite</p> <p>1.1p RA Classroom and Teaching Activities</p> <p>1.1q RA Animal practical Sessions (Handling)</p> <p>1.1r Example of H&S Management Cycle April 2023</p> <p>1.1s Example of completed TP monitoring audit</p> <p>1.1t Example of TP Monitoring Audit template</p> <p>1.1u TP Tracking List</p> <p>1.1v Veterinary Nursing Induction Timetable Year 1</p> <p>1.1w PC Procedure for Control of Substances Hazardous to Health Assessments</p> <p>1.1x PC COSHH cycle</p> <p>1.1y Evidence of checking compliance with IRR 2017</p> <p>1.1z Example of Student Placement Induction List</p>	✓		

	<p>The PC health and safety platform was reviewed during the visit, and the policies were clear and up to date. The programme team confirmed that there is a robust plan in place in the event of a fire evacuation in areas where there are animals. It was clear to the panel that the safety of people and animals is a priority for PC.</p>			
1.2	<p>Prioritise the wellbeing of people.</p> <p><i>Evidence reviewed:</i></p> <p>1.2a PC Employee Code of Conduct</p> <p>1.1b Staff Induction Guide</p> <p>1.2c VNs CPD Policy</p> <p>1.2d (Folder) Staff CPD logs</p> <p>1.2e Wellness Matters - Workplace Manifesto</p> <p>1.2f Employee Assistance Programme (EAP) Staff Leaflet</p> <p>1.2g PC Mental Health Policy</p> <p>1.2h PC Menopause Policy</p> <p>1.2i PC Shared Parental Leave Policy</p> <p>1.2j Staff Wellbeing SharePoint</p> <p>1.2k Student Wellbeing SharePoint</p> <p>1.2l Student Mental Health Support Guide</p> <p>1.2m Virtual tour of Student Intranet</p> <p>1.2n Invitation to Mental Health Training for CS</p> <p>1.2o Response to invitation to MH First Aid training</p> <p>1.2p Level 2 MH First Aid Course Description (addendum to above)</p> <p>1.2q Mental Health First Aid - workbook example (addendum to above)</p> <p>1.2r List of nominated staff members for wellbeing and contact details</p> <p>1.2s HE Induction Tutorial template</p> <p>1.2t HE Semester 1 Tutorial template</p> <p>1.2u HE Semester 2 Tutorial template</p> <p>1.2v HE Student Support template</p> <p>1.2w Work Placement Tutorial template</p> <p>1.2x Student Wellbeing and Safeguarding Poster</p> <p>Clear policies and procedures are in place for mental health and wellbeing for both staff and students. Students were very positive about the support in place, and there was evidence that Clinical Supervisors (CSs) were keen to access mental health first aid training. Wellbeing is a priority for the institution.</p>	✓		
1.3	<p>Ensure that facilities and physical resources, including those used for clinical learning, comply with all relevant legislation</p>		✓	

	<p>including UK animal care and welfare standards.</p> <p><i>Evidence reviewed:</i></p> <p>1.3a <i>PC Environmental Policy</i></p> <p>1.3b <i>Inventory of clinical equipment and consumables</i></p> <p>1.3c <i>Induction Survey Headlines Report 2022-23</i></p> <p>1.3d <i>HE student reps feedback actions November 2022</i></p> <p>1.3e <i>Cross College HE student rep feedback Feb 2023</i></p> <p>1.3f <i>L4 Mid Module Survey results</i></p> <p>1.3g <i>L5 Mid Module Survey results</i></p> <p>1.3h <i>Student induction to placement</i></p> <p>1.3i <i>Example of schedule of quality monitoring activity</i></p> <p>1.1o <i>RA Clinical Skills Delivery - VN Clinical Suite</i></p> <p>1.1p <i>RA Classroom and Teaching Activities</i></p> <p>1.1q <i>RA Animal practical Sessions (Handling)</i></p> <p>1.1u <i>TP Tracking List</i></p> <p>1.1r <i>Example of H&S Management Cycle April 2023</i></p> <p>1.1s <i>Example of completed TP monitoring audit</i></p> <p>Policies are in place, and the welfare of on-site animals was considered with regard to the teaching of handling skills.</p> <p>During the tour of the clinical facilities, the panel noted that some of the PAT test labels were dated between 2018 and 2022.</p> <p>Whilst there were some new manikins available for teaching in the veterinary nursing department, some of the equipment was dated and well used. Students would benefit from replacement of this equipment, for example, the X-ray machine, ultrasound machine, and manikins for demonstration and application of practical skills. Fluid bags are currently re-used for practical skills and assessments. The student experience would be improved if new (unused) fluid bags were kept on site.</p> <p>The panel noted that the <i>PC Environmental Policy</i> had not been reviewed in May 2021. The institution explained that it was awaiting the completion of a Carbon Footprint assessment to inform its policy. This has been completed in association with the Soil Association and Kent Wildlife Trust and will be considered at a meeting in July 2023.</p>			
1.4	Ensure clients have the opportunity to give, and if required withdraw, their informed consent to students being involved in	✓		

	<p>the care of their animals.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.4a Standardised Bespoke Checking client consent</i></p> <p><i>1.4b Checking of consent evidence of TP Form</i></p> <p><i>1.1s Example of completed TP monitoring audit</i></p> <p>Examples of consent forms and posters were provided to evidence this requirement.</p>			
1.5	<p>Promote client, public and animal safety and welfare and maintaining confidentiality.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.5a Generic Curriculum Manager Job Description</i></p> <p><i>1.5b VN Curriculum Manager Job Description</i></p> <p><i>1.5c Job Description Programme Manager</i></p> <p><i>1.5d Job Description Lead IQA</i></p> <p><i>1.5e PC Data Protection Policy</i></p> <p><i>1.5f PC Confidentiality Agreement</i></p> <p><i>1.5g PC Social Media Policy</i></p> <p><i>1.5h HE Quality Assurance Processes Flowchart</i></p> <p><i>1.5i PC Quality Calendar 2022-23</i></p> <p><i>1.5j Extracted example of learning walk cycle</i></p> <p><i>1.5k Example - New Staff Probation Support Period Reviews - Week 1 - 24</i></p> <p><i>1.5l HE Student Rep Handbook 22-23</i></p> <p><i>1.5m Work Placement Handbook 2024-26</i></p> <p><i>1.5n Example of completed student observation</i></p> <p>This requirement was well evidenced within the documents submitted, although it is recommended that health and safety reviews are formally documented in learning walks.</p>	✓		
1.6	<p>Ensure students and educators understand how to raise concerns or complaints and are encouraged and supported to do so in line with local and national policies without fear of adverse consequences.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.6a PC Complaints Policy</i></p> <p><i>1.6b UOG Student Complaints Procedure</i></p> <p><i>1.6c PC Whistleblowing Policy</i></p> <p><i>1.6d FdSc Programme handbook 2023-24</i></p> <p><i>1.6e UOG Academic Appeals Guidance</i></p> <p><i>1.6f UOG Academic Appeals Procedure</i></p> <p><i>1.6g UOG Academic Appeal Form</i></p> <p><i>1.5g PC Social Media Policy</i></p> <p><i>1.1d PC Child Protection and Safeguarding Policy</i></p>	✓		

	<p><i>1.1v Veterinary Nursing Induction Timetable Year 1</i></p> <p>PC and UoG both have complaints procedures that are fit for purpose. Students are required to use the PC policy initially. The UoG policy will be utilised once the PC process has been exhausted if a complaint remains unresolved. Students were aware of who to contact if they wanted to raise a concern.</p>			
1.7	<p>Ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.7a PC Grievance Procedure</i></p> <p><i>1.7b PC Harassment Policy</i></p> <p><i>1.7c UOG Fitness to practise policy</i></p> <p><i>1.7d SMT Report and Minutes - Complaints Analysis 27.01.23</i></p> <p><i>1.7e Example of complaint in action - redacted</i></p> <p><i>1.1d PC Child Protection and Safeguarding Policy</i></p> <p><i>1.6a PC Complaints Policy</i></p> <p>It was evident to the panel that the relevant policies and procedures are in place. As this is a new programme, there were no examples available for the panel to view.</p>	✓		
1.8	<p>Ensure mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.8a PC Student Performance Management Policy and Procedure</i></p> <p><i>1.8b H&S Service Level Agreement</i></p> <p><i>1.8c NPL platform evidence</i></p> <p><i>1.6a PC Complaints Policy</i></p> <p><i>1.1f H&S Committee Annual Report 2022</i></p> <p><i>1.7d SMT Report and Minutes - Complaints Analysis 27.01.23</i></p> <p>Processes are in place should there be a need to utilise them. The panel was confident that reporting is robust; for example, all near misses are recorded and reviewed.</p>	✓		
1.9	<p>Ensure students are supported and supervised in being open and honest in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.9a Example of SOW referencing RCVS CoPC</i></p> <p><i>1.9b NPL Report - referring to CoPC</i></p>	✓		

	<p>1.6d FdSc Programme handbook 2023-24 1.7c UOG Fitness to practise policy 1.5m Work Placement Handbook 2024-26 3.3a Module Descriptors L4 and L5</p> <p>This requirement has been clearly evidenced in the in the documentation submitted by PC.</p>			
1.10	<p>Ensure the learning culture is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation.</p> <p><i>Evidence reviewed:</i></p> <p>1.10a PC Equality & Diversity Policy 1.10b Student Anti Bullying and Harassment Policy 1.10c UOG Extenuating circumstances policy and procedure 1.10d UOG Exam and Assessment Regulations for Students with LDDS 1.10e Learning walk cycle 1.10f Quality Calendar 2022-23 1.10g PC Divisional SAR 2122 1.10h Equality Diversity and Inclusive Staff Training 22-23 Schedule 1.10i EDI training page Staff Intranet 1.10j FdSc OSCE Examiner Non-disclosure agreement 1.3d HE student reps feedback actions November 2022 1.6a PC Complaints Policy March 22 5.2a RCVS HEI Self-Assessment 5.2b Annual Programme Monitoring (RAU) 21-22</p> <p>This element was well evidenced, and it was clear that student feedback had been sought and actioned.</p>	✓		
1.11	<p>Advance equality of opportunity through effective use of information and data.</p> <p><i>Evidence reviewed:</i></p> <p>1.11a Stakeholder feedback (employers) Feb 23 1.11b Stakeholder feedback - RVN Consultant - Curriculum Friend 1.11c Curriculum Advisory Panel (CAP) module review 1.11d FdSc CAP meeting - Attendance report 1.11e Summary overview - Market Research 1.11f NSS data 2021 and 2022 1.11g Access and participation plan summary template (plumpton.ac.uk) 5.2a RCVS HEI Self-Assessment</p>	✓		

	<p><i>5.2d Example of External Examiner Report 2021</i> <i>4.4e HE Staff CPD Session</i></p> <p>The panel were pleased to see that 13 industry representatives had attended the Curriculum Advisory Panel. It was clear that stakeholder feedback had been sought and considered in the development and design of the new programme.</p>			
1.12	<p>Work to promote inter-professional education and inter-professional practice and support opportunities for research collaboration.</p> <p><i>Evidence reviewed:</i> <i>1.12a Guest speaker list</i> <i>1.12b HE Research Strategy</i> <i>3.3a Module Descriptors L4 and L5</i> <i>2.3a Programme Mapping Document</i></p> <p>PC and UoG discussed exciting plans for interprofessional learning and academic support such as teaching of common practical nursing skills, and support with gaining FHEA status for teachers. The development of the plans in place between the partnership institutions should afford exciting opportunities for the VN provision.</p>	✓		
1.13	<p>Promote evidenced-based improvement in education and veterinary nursing practice.</p> <p><i>Evidence reviewed:</i> <i>1.13a UOG Annual monitoring of UK partners</i> <i>1.2c VNs CPD Policy</i> <i>1.1t Example of completed TP monitoring audit</i> <i>1.12a Guest speaker list</i> <i>3.3a Module Descriptors L4 and L5</i></p> <p>This was clearly evidenced by the documentation submitted by PC and evidence-based nursing practice was included in several module descriptors. Evidence-based improvements in education were underpinned by the UoG explanation of the procedure for evidence-based quality improvement for partner institutions.</p>	✓		
<p>Conclusion:</p> <p>The learning culture is supportive and inclusive. Robust health and safety policies are in place alongside relevant risk assessments. It is clear that wellbeing is a priority for both institutions and the mental health first aid training available to all was very well received by staff and CSs.</p>				

There is good collaboration between the partner institutions, and it is clear which policies apply in which situations. Stakeholder feedback has been sought and actioned as part of the development process. As this is a new programme, there are clear plans for further development, which should offer exciting opportunities.

Overall, this standard has been met.

Suggestions:

- a. The panel recommends adding health and safety reviews to learner walks.
- b. It is recommended that fluid bags are kept on site for use in teaching and assessment to provide a more realistic student experience.
- c. It is recommended that all staff inputting into the programme pursue fellowship status with Advance HE.

Actions:

- a. PC to either PAT test out of use equipment (e.g., ultrasound machine and microscopes) or remove the plugs.

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	Part Met	Not Met
2.1	<p>Comply with all relevant legal, regulatory, professional and educational requirements.</p> <p><i>Evidence reviewed:</i></p> <p>2.1a UOG QAA Report 2015</p> <p>2.1b UOG TEF Silver</p> <p>2.1c UOG TEF Report 2017</p> <p>2.1d PC APP 2020-21 to 2024-25</p> <p>2.1e PC APP Summary</p> <p>2.1f UOG Validation Event Outcomes March 2023</p> <p>2.1g Example of EE Report 2021 - Section B onwards</p> <p>2.1h Plumpton College OfS Registration</p> <p>2.1i UOG OfS Registration</p> <p>1.1u Example of TP Monitoring Audit template</p> <p>1.11b Stakeholder feedback - RVN Consultant - Curriculum Friend</p> <p>The programme was validated without conditions by the UoG in March 2023. There was no veterinary professional input at the validation panel. On the advice of the RCVS, a veterinary nurse external advisor was recruited but with limited time to input into the modules presented to the validation panel. The advice of the external advisor has resulted in numerous amendments to modules following the validation of the programme. The amended modules have been ratified through the UoG module change process and this audit trail should now be submitted to the RCVS. UoG has reflected on this and will ensure earlier input from subject matter experts at future validation events.</p>		✓	

	<p>Following this accreditation event, amendments will need to be made to some documentation including some module specifications. Where needed these will need to be considered as module changes with the UoG and notified to the RCVS with evidence of the audit trail submitted. Any suggested amendments are reported in Appendix 1.</p>			
2.2	<p>Provide all information and evidence required by regulators in a timely manner i.e. within published timescales. <i>Evidence reviewed:</i> <i>2.2a Example of RCVS Audit Action plan 2023</i></p> <p>This requirement has been well evidenced by the programme team. The initial application was submitted on time. Requests for additional documentation were responded to, and dealt with, in a timely fashion.</p>	✓		
2.3	<p>Ensure programmes are designed to meet RCVS Day One Competences and Skills for Veterinary Nurses, QAA Veterinary Nursing Benchmarks and outcomes relevant to the programme. <i>Evidence reviewed:</i> <i>2.3a Programme Mapping Document</i></p> <p>This requirement has been well evidenced by the programme team. The academic team is fully aware of the importance of the programme design meeting the RCVS Day One Competences (DOC) and Day One Skills (DOS), QAA Veterinary Nursing Benchmarks and outcomes. The programme has been fully mapped to all requirements.</p>	✓		
2.4	<p>Comply with the RCVS Code of Professional Conduct for Veterinary Nurses. <i>Evidence reviewed:</i> <i>3.3a Module Descriptors L4 and L5</i> <i>1.9a Example of SOW referencing RCVS CoPC</i> <i>4.2d Clinical Supervisor Training - Part 1</i> <i>4.2e Clinical Supervisor Training Part 2</i></p> <p>The Code of Professional Conduct is integrated within the programme and is referred to regularly within student facing documentation.</p>	✓		
2.5	<p>Comply with the RCVS Veterinary Nursing Registration Rules. <i>Evidence reviewed:</i> <i>2.5a Info Event - Briefing Sheet - FdSc VN</i></p>	✓		

	<p><i>5.1a Programme Specification FdSc VN</i> <i>5.4a Clinical Placement</i> <i>4.2d Clinical Supervisor Training - Part 1</i></p> <p>The programme is designed to ensure that students meet the RCVS registration rules. It should be noted, however, that the requirement for the programme to be delivered over a minimum of 2,990 hours is not included in the programme specification.</p> <p>The PC website indicates that all modules require a minimum of 75% attendance but other student facing documents indicate that 90% attendance is required. The programme team confirmed that 90% attendance is required, and that the website will be updated.</p>			
2.6	<p>Adopt a partnership approach, with shared responsibility, evidenced by a Memorandum of Understanding between the Accredited Education Institution and the delivery site and between the delivery site and the Training Practice. This must be regularly reviewed and clearly stipulate the roles, responsibilities, and regulatory requirements.</p> <p><i>Evidence reviewed:</i> <i>2.6a PC UOG MoA 2023-28</i> <i>2.6b Voluntary work placement agreement</i> <i>2.6c UOG Assessment and feedback policy</i> <i>5.9g FdSc VN Internal IV Plan 2022-23</i> <i>5.10a Example of HE IV Form Assignment</i> <i>5.10b Example of HE IV Form Examination</i> <i>1.1u TP Tracking List</i> <i>1.5a Generic Curriculum Manager Job Description</i> <i>1.5b VN Curriculum Manager Job Description</i> <i>1.5c Job Description Programme Manager</i> <i>1.5d Job Description Lead IQA</i> <i>3.5c Guidebook for the NPL</i> <i>3.1e Student Guide to the NPL Professional Behaviours and Attitudes</i></p> <p>This requirement has been well evidenced by the programme team. There is a Memorandum of Understanding (MoU) between the delivery site and UoG detailing the responsibilities of each organisation.</p> <p>The <i>workplace placement agreement</i> between PC and Training Practices (TPs) is clear, comprehensive, and clearly stipulates the roles and responsibilities of each organisation.</p>	✓		

2.7	<p>Ensure that recruitment, selection and retention of students is open, fair and transparent and includes measures to understand and address underrepresentation.</p> <p><i>Evidence reviewed:</i></p> <p><i>2.7a Recognition of Prior Learning Policy</i></p> <p><i>2.7b Plumpton College Admissions Policy and Procedure</i></p> <p><i>2.7c UOG Equality and Diversity Statement</i></p> <p><i>2.7d Completed Interview Template</i></p> <p><i>2.7e PC Access and Participation - Action Plan 2022</i></p> <p><i>2.7f Example of Offer Letter</i></p> <p>The website aims to inform students that the programme is subject to RCVS accreditation, but the wording used is confusing as it also indicates that students receive a professional accreditation. The programme structure outlined on the website differed significantly from the programme presented for RCVS accreditation. The panel was assured that the proposed programme meets this requirement, but the published information requires updating.</p> <p>PC is committed to improving equality of opportunity for all underrepresented groups and is committed to providing a fulfilling student experience of higher education. The <i>Access and Participation Plan</i> details considerations being made to widen participation.</p>		✓	
2.8	<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 Planned UPDATE Spring 2023 - Website FdSc Vet Nursing Page Content</i></p> <p><i>2.8b Info Event - Briefing Sheet - FdSc VN</i></p> <p><i>2.8c PC Online Prospectus- Entry criteria</i></p> <p><i>2.8d Extract from website - entry criteria</i></p> <p><i>2.7d Completed Interview Template</i></p> <p>There is a documented recruitment and selection policy. The panel noted that the new grading system for GCSEs is not mentioned but would be accepted as 'equivalent'.</p>	✓		
2.9	<p>Provide students with the information and support to enable them to demonstrate fitness to practise including the disclosure of any criminal convictions that may affect registration with the RCVS as qualified veterinary nurses.</p>	✓		

	<p><i>Evidence reviewed:</i> 2.9a Learning Agreement Form Template 1.7c UOG Fitness to practise policy 2.7d Completed Interview Template</p> <p>This requirement has been well evidenced by the programme team. A clear Fitness to Practise Policy and procedure was supplied. Fitness to Practise discussions commence at interview and continue at enrolment. Students are required to disclose convictions upon enrolment with UoG / PC.</p>			
2.10	<p>Demonstrate a robust process for recognition of prior learning (RPL).</p> <p><i>Evidence reviewed:</i> 2.10a RPL student guidance 2.10b RPL Form 2.7a Recognition of Prior Learning Policy</p> <p>This requirement has been well evidenced by the programme team. The institution presented a robust and well considered RPL process. The programme team indicated that RPL is always considered when students transfer onto the programme but that there are limitations especially where module outcomes do not align. Practical training time and completion of the DOS is highly likely to be accepted in all cases following review of the DOS recording platform. There is also a clear appeals process which may be used if students are not satisfied with the outcome of an RPL application.</p>	✓		
2.11	<p>Provide students with the information and support they require in all learning environments to enable them to understand and comply with the relevant governance processes and policies.</p> <p><i>Evidence reviewed:</i> 1.1w Veterinary Nursing Induction Timetable Year 1 1.6d FdSc Programme handbook 2023-24 1.5m Work Placement Handbook 2024-26 1.7c UOG Fitness to practise policy 3.5c Guidebook for the NPL 3.1e Student Guide to the NPL Professional Behaviours and Attitudes</p> <p>Students are provided with the information and support they require to understand and comply with the relevant governance processes and policies.</p>	✓		

2.12	<p>Have robust, effective, fair, impartial and lawful fitness to practise procedures to swiftly address concerns, and where appropriate notify the RCVS, as Regulator, about the conduct of students that might compromise public and animal safety and protection.</p> <p><i>Evidence reviewed:</i></p> <p>2.12a UOG Academic Misconduct Procedure 2.12b UOG Academic policy 2.12c UOG Extenuating circumstances 1.7c UOG Fitness to practise policy 1.6e UOG Academic Appeals Guidance 1.6f UOG Academic Appeals Procedure 1.6g UOG Academic Appeal Form</p> <p>The panel were satisfied that documented fitness to practise processes were appropriate.</p>	✓		
2.13	<p>Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award.</p> <p><i>Evidence reviewed:</i></p> <p>2.13a Extract official communication - exit awards 2.13b UOG Academic Regulations 2022-23</p> <p>This requirement has been well evidenced. The institution demonstrates clear academic regulations, including how it will confirm that students have met the required programme outcomes in full and are eligible for academic and professional award.</p> <p>Students not meeting the requirement to be awarded the FdSc in Veterinary Nursing may be awarded the Diploma of Higher Education or FdSc in Animal Health Studies.</p>	✓		
2.14	<p>Regularly review all learning environments and provide assurance that they are safe, effective and fit for purpose.</p> <p><i>Evidence reviewed:</i></p> <p>2.14a UOG External Examiner report proforma 1.1u TP Tracking List 1.1t Example of completed TP monitoring audit 1.1u Example of TP Monitoring Audit template 1.1p RA Clinical Skills Delivery - VN Clinical Suite 1.1q RA Classroom and Teaching Activities 1.1r RA Animal practical Sessions (Handling) 1.1a PC Health and Safety Policy 1.1s Example of H&S Management Cycle April 2023</p>	✓		

	<p>1.1za Example of Student Placement Induction List 1.3l Example of schedule of quality monitoring activity 1.5h HE Quality Assurance Processes Flowchart 1.5i PC Quality Calendar 2022-23 2.6b Voluntary work placement agreement 1.1j PC Staff IT User Policy 1.1k Student IT user and Acceptable Use Policy 1.1l PC IT Security Policy 1.5l HE Student Rep Handbook 22-23 2.1f UOG Validation Event Outcomes March 2023 2.1a UOG QAA Report 2015 2.1b UOG TEF Silver</p> <p>This requirement has been well evidenced by the programme team. All academic and clinical learning environments at PC have been reviewed by UoG. The facilities are due to be extended in 2024. Once the building work has been completed UoG will be required to confirm that the new facilities meet the RCVS requirements.</p>			
2.15	<p>Appoint appropriately qualified and experienced people for programme development and delivery.</p> <p><i>Evidence reviewed:</i></p> <p>2.15a PC Learning and Development Policy 2.15b UOG General guide to induction for new external examiners 4.3a PC Recruitment and Selection Policy 4.4d Staff Allocation Hours 4.1a (Folder) Staff CVs 1.5a Generic Curriculum Manager Job Description 1.5b VN Curriculum Lead Job Description 1.5c Job Description Programme Manager 1.5d Job Description Lead IQA</p> <p>Staff employed are appropriately qualified for their roles. New staff are mentored through their roles and plans are in place for new staff to complete formal teacher or IQA training.</p> <p>The Lead IQA Job Description relates to their role supporting practices and students as well as monitoring the quality of the workplace assessment. The role of OSCE IQA is not included in the job description for this role or any other role. Significant time is spent on this, so it is suggested that this be reflected in the Job Description.</p>	✓		

	<p>The UoG External Examiner Recruitment Policy was provided. There is an indication that External Examiners must meet specific criteria set by the university which includes the requirement for subject specific specialists.</p>			
2.16	<p>Where an Accredited Education Institution is not yet fully accredited, or at the discretion of Veterinary Nurse Education Committee, facilitate the attendance of the RCVS at the trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place for the relevant cohort of students.</p> <p>The programme team are aware of this requirement and will provide the proposed dates for the mock OSCE which is likely to take place in May 2025.</p>	✓		
2.17	<p>Where an Accredited Education Institution plans to make any changes to its provision, including assessment, the RCVS must approve all changes prior to implementation.</p> <p><i>Evidence reviewed:</i> <i>2.17a Notice of intent</i></p> <p>UoG confirmed that where a PSRB accredits a qualification its processes prevent programme changes from being made without approval from the PSRB. The programme team confirmed that they were aware of this requirement although this is currently not written into the PC processes.</p>	✓		
2.18	<p>Provide evidence that adequate market demand and finances are in place and are sufficient to sustain and develop the programme and have been approved by the Higher Education Institution or Awarding Organisation.</p> <p><i>Evidence reviewed:</i> <i>2.18a Budget for the delivery of the FdSc VN</i> <i>2.18b Annual Report and Accounts College Group 2021</i> <i>1.11e Summary Overview - Market Research</i></p> <p>There was a discussion in relation to growth for recruitment for the VN programme. Currently the programme aims to recruit 20 students per year, which ensures that there are sufficient placements for students. Given the new placement model there are likely to be more placements available which will naturally lead to growth in the programme.</p> <p>The panel questioned some of the information in relation to staff costs detailed within the <i>Budget for the delivery of the</i></p>		✓	

	<p><i>FdSc VN</i>. The institution team agreed this may not be accurate and it was agreed that the institution would review and resubmit this.</p> <p>The panel were encouraged that PC demonstrated a healthy financial picture in terms of a positive operating surplus, growth in turnover and growth in operating cash flow. PC has attracted funding from the Institute of Technology which has allowed for a new centre of excellence in Veterinary Nursing and Animal Science, which is due to commence building in July 2023, and due for completion in 2024. UoG confirmed evaluation of PC finances as part of the partnership due diligence checks.</p>			
<p>Conclusion:</p> <p>Evidence of clear and effective governance systems is in place for UoG and PC. Compliance with relevant legal, regulatory, professional, and educational requirements was observed through the evidence submitted.</p> <p>The panel were particularly impressed with the action plan in place to consider how widening participation will be encouraged across all their programmes.</p> <p>PC finances appear sound, but the budget for the veterinary nursing programme was incomplete and needs to be resubmitted.</p> <p>Overall, this standard has been met.</p>				
<p>Suggestions:</p> <ol style="list-style-type: none"> Add the requirement for students to attend a programme which is 2,990 hours in length to the programme specification. Update the recruitment policy to ensure that the new GCSE grading is included. Ensure that the Lead IQA has their role within the OSCE reflected within their job description. Encompass the PSRB requirement to notify programme changes into PC policies. <p>Actions:</p> <ol style="list-style-type: none"> Amend the website to reflect the programme presented for accreditation. UoG to provide an audit trail of the ratification of the module changes, following review by the external advisor, post the validation event. UoG to provide an audit trail confirming the programme changes made following the RCVS accreditation have been approved (see Appendix 1). UoG to submit an accurate budget for HE veterinary nursing delivery. 				

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	Part Met	Not Met
3.1	<p>Are well prepared for learning in theory and practice having received relevant inductions.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.1a Induction presentation</i></p> <p><i>3.1b MS Teams Student Induction Preparation</i></p> <p><i>3.1c Welcome Sway (Received by confirmed applicants before enrolment)</i></p> <p><i>3.1d Induction NPL PowerPoint</i></p> <p><i>3.1e Student Guide to the NPL Professional Behaviours and Attitudes</i></p> <p><i>3.5c Guidebook for the NPL</i></p> <p><i>3.1f Letter to Student - Confirmation of Work Placement and Next Steps</i></p> <p><i>3.1g Group Tutorial Presentation - FdSc Work Placement</i></p> <p><i>1.1v Veterinary Nursing Induction Timetable Year 1</i></p> <p>There is a comprehensive induction which has received positive feedback from students on the currently accredited programme, in terms of length and content. The initial 2-day period which includes familiarisation with handbooks, timetable and the campus is followed up by group tutorials for 5-6 weeks, highlighting library resources, assignments, and a brief Nursing Progress Log (NPL) introduction. Inductions are revisited at the beginning of each academic year.</p>	✓		
3.2	<p>Have access to the resources they need to achieve the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks, and programme outcomes required for their professional role.</p>		✓	

	<p><i>Evidence reviewed:</i></p> <p><i>3.2a Virtual Tour of the Plumpton College SharePoint (07.43mins)</i></p> <p><i>3.2b Library Handbook</i></p> <p><i>3.2c Library Service Level Agreement</i></p> <p><i>3.2d Library Veterinary Resources Available</i></p> <p><i>3.2e Extract from Library SharePoint - Available Open Access Journals</i></p> <p><i>3.2f Example of a Practical SOW</i></p> <p><i>3.2g IOT Animal Sciences - VN New Building</i></p> <p><i>3.2a Virtual Tour of the Plumpton College SharePoint (09.02 mins)</i></p> <p><i>1.1s Example of completed TP monitoring audit</i></p> <p><i>1.3b Inventory of clinical equipment and consumables</i></p> <p>The library reading list is under review for the next academic year. The range of journals and eBooks available is not yet adequate for PC students. The panel queried the opportunity for PC students to have access to UoG resources, however, were told this would not be possible under licensing rules with students only accessing the UoG as a read on site only facility.</p> <p>The panel require evidence of purchased texts and journals to match reading lists and some updating of reading lists.</p> <p>Laptops are available for both short- and long-term loan. PC ensured there were enough resources to meet demand, with the IT department having additional resources if needed. Longer term use for bursary students also available.</p>			
3.3	<p>Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, practice placements and other information relevant to the programme.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.3a Module Descriptors L4 and L5</i></p> <p><i>3.3b Example of Student Timetables L4 and L5</i></p> <p><i>3.3c Virtual Tour of HE VN Microsoft Teams Page</i></p> <p><i>1.6d FdSc Programme handbook 2023-24</i></p> <p><i>1.9a Example of SOW referencing RCVS CoPC</i></p> <p><i>3.1f Letter to Student - Confirmation of Work Placement and Next Steps</i></p> <p><i>3.1g Group Tutorial Presentation - FdSc Work Placement</i></p> <p>Students are provided with numerous documents detailing information about the programme. The panel found several</p>		✓	

	<p>inaccuracies within these documents which require review prior to publication. Full details can be found in Appendix 1.</p> <p>The institution Virtual Learning Environment (VLE) enhances student experience and learning, including many resources from mental health to student union events.</p> <p>The panel required clarification of the first cohort start date, which is January 2024, with a further cohort starting September 2024. The panel recommend that this information is made clearer in the student facing handbooks, perhaps with visual aids to map out structure.</p>			
3.4	<p>To work with and learn from a range of people in practice placements, preparing them to provide care to a range of animals with diverse needs.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.4a Clinical Skills Witness Statement Template</i> <i>3.4b Examples of Witness Statement - Lab Technician</i> <i>3.4c Examples of Witness Statement - RVN and MRCVS</i> <i>3.4d Examples of Witness Statement - College Tutor</i> <i>1.5m Work Placement Handbook 2024-26</i></p> <p>During the presentation, the programme team showcased a previous PC graduate who had returned to run a workshop, promoting veterinary dental nursing. However, this had not been included in the list of guest speakers provided to the panel. PC is keen to expand the guest speaker list to cover a wider range of subject areas which the panel encourages.</p> <p>There is clear evidence of students working with a range of personnel whilst on placement to gain a wide range of experience. IQA visits are in place to ensure students experience varied caseloads and a wide range of expertise.</p>	✓		
3.5	<p>Are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation-based learning appropriate for their programme as necessary for safe and effective practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.5a Assessment Schedule Level 4</i> <i>3.5b Assessment Schedule Level 5</i> <i>3.5c Guidebook for the NPL</i> <i>3.5d Example of interactive OSCE Launch</i> <i>3.5e Example of Interactive Revision Tool</i> <i>1.6d FdSc Programme handbook 2023-24</i></p>	✓		

	<p><i>2.3a Programme Mapping Document</i> <i>1.3b Inventory of clinical equipment and consumables</i> <i>3.2g IOT Animal Sciences - VN New Building</i></p> <p>There is a good range of assessment methods throughout the modules. Student meetings highlighted their preparedness in clinical skills to enter practice, although both students who participated had previous veterinary experience before entering the programme.</p> <p>The panel recommended that the number and variety of clinical resources e.g., manikins, are improved to enhance student learning. PC has highlighted the plans to extend the veterinary nursing clinical suite and include new technology e.g., digital radiography table and hydrotherapy suite.</p>			
3.6	<p>Are supervised and supported in clinical placement learning in accordance with RCVS Standards Framework for Veterinary Nurse Education and Training.</p> <p><i>Evidence reviewed:</i> <i>3.6a Tutorial timetable template</i> <i>3.6b Example of a Work Placement Review Tutorial Timetable</i> <i>1.1s Example of completed TP monitoring audit</i> <i>1.5m Work Placement Handbook 2024-26</i> <i>3.1d Induction NPL PowerPoint</i> <i>3.5c Guidebook for the NPL</i> <i>3.1e Student Guide to the NPL Professional Behaviours and Attitudes</i> <i>6.6e Clinical Supervisor List</i> <i>6.3e Clinical Supervisor Risk Banding Criteria</i> <i>1.1u TP Tracking List</i></p> <p>The panel was impressed with the comprehensive tutorial system in place for students on placement. Students also praised these sessions due to their cohesive nature, as well as commenting on the vast array of support they received whilst off campus.</p> <p>TP and CSs are risk banded yearly and these outcomes are acted upon accordingly. CSs are also standardised annually, with three opportunities to complete this.</p>	✓		
3.7	<p>Are supervised according to their individual learning needs, proficiency and confidence.</p> <p><i>Evidence reviewed:</i> <i>3.7a UOG Examination & Assessment Regulations</i></p>	✓		

	<p>3.7b Extract from ProMonitor - Learning Support Contact 3.7c Example of NPL Action Plan 1 3.7d Example of NPL Action Plan 2 3.7e Example of completed Work Placement Review 1 3.7f Example of completed Work Placement Review 2 3.7g UOG Exam Regulations for students with LDDs 2.7d Completed Interview Template</p> <p>A vast amount of evidence of student support whilst both on campus and placement was available. The IQA team is instrumental in monitoring both students and CSs to ensure all needs are met. Evidence of action plans for students used on an individualised basis was provided.</p>			
3.8	<p>Are allocated and can make use of supported learning time including blended learning and recording completion of RCVS Day One Skills for Veterinary Nursing when in practice.</p> <p><i>Evidence reviewed:</i> 1.5m Work Placement Handbook 2024-26 1.9b NPL Report - referring to CoPC 2.6b Voluntary work placement agreement 1.5n Example of completed student observation</p> <p>The panel queried the NPL allocation time required by the TPs as this was not evident within handbooks. PC elaborated that no numerical value is given however “sufficient” time must be allowed. The panel recommended that a minimum allocation time should be inputted into the placement agreement to ensure both students and CSs are aware of the expectation.</p> <p>Both students and CSs are aware of routes of support available if allocation time is not met and if hours or tutorial records are not uploaded or up to standard.</p>	✓		
3.9	<p>Are assigned and have access to a nominated academic tutor/lead for each part of the education programme.</p> <p><i>Evidence reviewed:</i> 3.9a Examples of Completed Academic Tutorials 3.9b Group Tutorial Examples 3.6a Tutorial timetable template</p> <p>1.6d FdSc Programme handbook 2023-24 5.1a Programme Specification FdSc VN 4.4a Draft of Programme Lead Timetable</p> <p>Students are allocated a course tutor; however, this is covered by one member of staff, the Programme Manager,</p>	✓		

	<p>who also teaches most L5 modules. Students may benefit from a different tutor in order to experience a variety of perspectives.</p> <p>Students are offered multiple tutorials both on campus and whilst out on placement. The panel commended the pre-tutorial work sheet which enables students to anonymously describe any emotions or events that they would like to discuss.</p>			
3.10	<p>Have the necessary support and information to manage any interruptions to the study of programmes for any reason.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.10a UOG Interruption, withdrawal and transfer policy</i></p> <p><i>3.10b UOG Student withdrawal and interruption of study policy and procedure</i></p> <p><i>1.6d FdSc Programme handbook 2023-24</i></p> <p><i>5.1a Programme Specification FdSc Vet Nursing</i></p> <p><i>1.7c UOG Fitness to practise policy</i></p> <p>The necessary policies for interruptions and withdrawal from study are all present and up to date. There are links on the VLE for student access as well as support from the programme manager regarding how to start this process and support for when students return. This support is provided by additional assessments and training prior to returning.</p>	✓		
3.11	<p>Have their diverse needs respected and considered across all learning environments.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.11a Health Wellbeing and Fitness to Study Policy and Procedure</i></p> <p><i>3.7a UOG Examination & Assessment Regulations</i></p> <p><i>2.7c UOG Equality and Diversity Statement</i></p> <p><i>1.7c UOG Fitness to practise policy</i></p> <p>Comprehensive policies are in place for students and staff. Students with diverse needs are identified and supported thoroughly.</p>	✓		
3.12	<p>Are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.1d PC Child Protection and Safeguarding Policy</i></p> <p><i>1.6d FdSc Programme handbook 2023-24</i></p> <p><i>2.7c UOG Equality and Diversity Statement</i></p>	✓		

	<p><i>2.13b UOG Academic Regulations 2022-23</i> <i>3.7g UOG Exam Regulations for students with LDDs</i></p> <p>Staff complete mandatory EDI training to enable them to support students throughout the programme. Policies are in place for students to apply for reasonable adjustments and access additional support. Student meetings highlighted how these policies have been used successfully to enhance student experience.</p>			
3.13	<p>Are protected from discrimination, harassment and other behaviour that undermines their performance or confidence. <i>Evidence reviewed:</i> <i>1.1e PC Child Protection and Safeguarding Policy</i> <i>1.6a PC Complaints Policy</i> <i>1.6b UOG Student Complaints Procedure</i> <i>1.10b Student Anti Bullying and Harassment Policy</i> <i>2.7c UOG Equality and Diversity Statement</i> <i>1.10d UOG Exam and Assessment Regulations for Students with LDDs</i></p> <p>Complaints and safeguarding policies are on the VLE for all students and staff. Students made evident that the Programme Manager is relied upon heavily for any queries, although they also make use of the HE office. Furthermore, staff are confident that issues can be picked up in group tutorials.</p>	✓		
3.14	<p>Are provided with information and support which encourages them to take responsibility for their own mental and physical health and wellbeing. <i>Evidence reviewed:</i> <i>3.14a Plumpton College SharePoint - Fika App for Mental Health Fitness</i> <i>3.14b Fika Access Guide</i> <i>1.2k Student Wellbeing SharePoint</i> <i>1.2l Student Mental Health Support Guide</i> <i>1.2m Virtual tour of Student Intranet</i> <i>1.6d FdSc Programme handbook 2023-24</i> <i>1.5m Work Placement Handbook 2024-26</i> <i>3.9a Examples of Completed Academic Tutorials</i></p> <p>The panel complimented the questions asked to students at interview, which include encouraging prospective students to disclose any barriers they may have to learning.</p>	✓		

	<p>Students are actively encouraged to disclose information regarding reasonable adjustments that may impact learning in the practice setting, as well as special education needs and disabilities (SEND) information which is shared with learning support and programme co-ordinators. This information is considered when placing students in TPs, which was evidenced by the delivery team.</p> <p>Counselling can be accessed directly via a PC WhatsApp and email address; however, a face-to-face safeguarding team is also available.</p>			
3.15	<p>Are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.1e Student Guide to the NPL Professional Behaviours and Attitudes</i></p> <p><i>3.15b Professional Development and Business Module Descriptor</i></p> <p><i>3.9b Group Tutorial Examples</i></p> <p><i>3.9a Examples of Completed Academic Tutorials</i></p> <p><i>5.1a Programme Specification FdSc Vet Nursing</i></p> <p><i>1.5m Work Placement Handbook 2024-26</i></p> <p>The institution presented extensive evidence of both learning and pastoral support provided for students. This was reiterated during the student meetings, in which staff were commended highly for their assistance throughout the programme.</p>	✓		
3.16	<p>Have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.16a Course Rep Recruitment material</i></p> <p><i>3.16b Level 5 Reflective Log 1 - Template</i></p> <p><i>3.16c Level 5 Reflective Log 2 - Template</i></p> <p><i>3.16d Level 5 Reflective Log 3</i></p> <p><i>3.15b Professional Development and Business Module Descriptor</i></p> <p><i>1.5m Work Placement Handbook 2024-26</i></p> <p><i>1.12a Guest Speaker list</i></p> <p><i>3.7e Example of completed Work Placement Review 1</i></p> <p><i>3.7f Example of completed Work Placement Review 2</i></p>	✓		

	<p><i>3.4b Examples of Witness Statement - Lab Technician</i> <i>3.4c Examples of Witness Statement - RVN and MRCVS</i> <i>3.4d Examples of Witness Statement - College Tutor</i></p> <p>PC highlighted its use of recent graduates to deliver seminars and talks to students as well as emphasising the link with UoG which has the potential to bring about partnerships between different programmes with similar skill sets which will benefit all students.</p> <p>Course representatives are utilised in monthly meetings to deliver feedback from students to staff which enhances leadership skills. The panel advised that more information could be provided to students regarding the advantages of taking up this role to increase interest.</p>			
3.17	<p>Receive constructive feedback throughout the programme to promote and encourage reflective learning.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.17a HE Examiner Feedback Sheet</i> <i>3.17b UOG Assessment and Feedback Policy</i> <i>3.17c OSCE Feedback Sheet</i> <i>5.14a Example assessment demonstrating reflection</i> <i>1.6d FdSc Programme handbook 2023-24</i> <i>3.19a Example of a completed Professional Behaviour Evaluation from a Plumpton Graduate</i> <i>3.1e Student Guide to the NPL Professional Behaviours and Attitudes</i></p> <p>Reflective logs are utilised throughout the placement period to enable students to develop and continue with this skill throughout employment.</p> <p>All students receive feedback sheets following assignments and exams highlighting areas of success and improvement. More cohort wide feedback is delivered face to face.</p>	✓		
3.18	<p>Have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>3.18a Induction Survey Questions</i> <i>3.18b Mid-Year Student Survey Questions</i> <i>3.18c End of Year Survey Questions</i> <i>3.18d Induction Survey 'You Said, We Did'</i> <i>3.18e Mid Module Feedback 'You Said, We Did' L4</i></p>	✓		

	<p><i>3.18f Mid Module Feedback 'You Said, We Did' L5</i> <i>1.3f L4 Mid Module Survey results</i> <i>1.3g L5 Mid Module Survey results</i> <i>1.3d HE student reps feedback actions November 2022</i></p> <p>On the current programme, students have a variety of avenues to deliver feedback to the delivery team. This involves mid- and end of module surveys, anonymous surveys and student representatives acting as a conduit between students and the delivery team. The panel commented on the limited response to a number of the surveys, however, PC is aware of this and is planning strategies to improve completion rates.</p>			
3.19	<p>Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation. <i>Evidence reviewed:</i> <i>3.19a Example of a completed Professional Behaviour Evaluation from a Plumpton Graduate</i> <i>5.8a Example structure of an IQA Plan</i> <i>3.1e Student Guide to the NPL Professional Behaviours and Attitudes</i> <i>4.2d Clinical Supervisor Training - Part 1</i> <i>4.2e Clinical Supervisor Training Part 2</i> <i>3.15b Professional Development and Business Module Descriptor</i> <i>1.9b NPL Report - referring to CoPC</i></p> <p>RCVS Professional Behaviours (PBs) are evidenced within the modules they pertain to. This enables students to feel empowered to develop these behaviours and prepares students for clinical placements and their future careers.</p>	✓		
<p>Conclusion:</p> <p>Overall, the panel was impressed by the vast support students receive throughout their time at PC. Updates to resources should enhance student learning and enable more variety for practical sessions.</p> <p>Diverse needs and reasonable adjustments are respected by staff and acted on accordingly to provide a sense of equality within the college.</p> <p>This standard has been met.</p>				
<p>Suggestions:</p>				

- a. Expand clinical resources i.e., manikins and book collections to enhance student learning, both theory and practical.
- b. Elaborate on a minimum NPL allocation time for TPs and students to ensure consistency across the programme.
- c. Expand the journal access further to include journals such as Veterinary Anaesthesia and Analgesia and the Journal of Veterinary Emergency and Critical Care.

Actions:

- a. Update the student facing documents including student handbooks, programme specification, module specification and placement handbooks to ensure that all terminology is current and correct. These documents must be submitted to the RCVS with tracked changes. See Appendix 1 for the full details.
- b. Provide a full book/journals list once new texts have been purchased to match the reading lists for each module and remove dated texts from reading lists.

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	Part Met	Not Met
4.1	<p>Are appropriately qualified and experienced and always act as professional role models.</p> <p><i>Evidence reviewed:</i></p> <p>4.1a (Folder) Staff CVs</p> <p>4.1b Plumpton College Industry Insights Programme</p> <p>4.1c Development and Industry Insight - Appraisal Extracts</p> <p>4.1d Appraisal Form Template</p> <p>4.1e Example of a completed Learning Walk</p> <p>4.1f Plumpton Staff - RCVS Registration Status</p> <p>4.1g PC Strategic Vision</p> <p>1.2a PC Employee Code of Conduct</p> <p>1.2d (Folder) Staff CPD logs</p> <p>1.1c Staff Induction Welcome Presentation</p> <p>Qualifications held by the delivery team were appropriate and all team members have, or will, complete the PC teacher training programme.</p> <p>There was discussion regarding staff not always reflecting on Continuing Professional Development (CPD). This is something that is reviewed in annual appraisals, and staff are being encouraged to reflect. However, the minimum CPD hours and reflection had been completed, allowing this requirement to be met.</p> <p>FHEA status was discussed; no PC staff have fellowship status currently. The panel strongly advised the team to consider this with support from UoG.</p>	✓		

4.2	<p>Receive relevant induction, ongoing support, education and training which includes training in equality and diversity.</p> <p><i>Evidence reviewed:</i></p> <p>4.2a Launch of 2022 appraisal process 4.2b Appraisal - Managers Guidance 4.2c Appraisal - Employer Guidance 4.2d Clinical Supervisor Training - Part 1 4.2e Clinical Supervisor Training Part 2 4.2f Teaching and Learning - Link Coaches 1.2n Invitation to Mental Health Training for CS 1.2o Response to invitation to MH First Aid training 1.2d (Folder) Staff CPD logs 1.2c VNs CPD Policy 1.1b Staff Induction Guide 1.1c Staff Induction Welcome Presentation 5.7f Example of FdSc OSCE exam standardisation training presentation</p> <p>This requirement has been well evidenced by the programme team. There is a high level of staff support both for new and established members of staff. The development of the team is encouraged and well supported by senior staff.</p>	✓		
4.3	<p>Have their diverse needs respected and considered and are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i></p> <p>4.3a PC Recruitment and Selection Policy 4.3b PC Flexible Working Policy 1.1b Staff Induction Guide 1.1c Staff Induction Welcome Presentation 1.10a PC Equality & Diversity Policy 1.1a PC Health and Safety Policy 1.2f Employee Assistance Programme (EAP) Staff Leaflet 1.2g PC Mental Health Policy 1.2h PC Menopause Policy 1.2i PC Shared Parental Leave Policy 1.2a PC Employee Code of Conduct</p> <p>This was well evidenced by the programme team with clear policies in place.</p>	✓		
4.4	<p>Have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities.</p> <p><i>Evidence reviewed:</i></p>		✓	

	<p>4.4a Draft of Programme Manager Timetable 4.4b Draft of a lecturer Timetable 4.4c Draft of a lecturer Timetable 4.4d Staff Allocation Hours 4.4e HE Staff CPD Session</p> <p>There was strong evidence of a very supportive work environment for educators and assessors.</p> <p>The panel would have expected to see more planned hours remittance for the Programme Manager, in particular, to enable them to further fulfil additional roles such as the PSRB requirements for the course, research, and CPD. The high number of modules led by the Programme Manager as well as the supervision of all year three Independent Enquiries projects and all student tutorials was a cause for concern for the panel in terms of workload and consideration of teaching at levels 4 and 5. The panel would also recommend consideration be given to increasing the IQA team given the increasing demands and support requirements of veterinary practice teams.</p>			
4.5	<p>Respond effectively to the learning needs of individuals. <i>Evidence reviewed:</i> 4.5a Reasonable Adjustment Plan template 22-23 4.5b Example of responding to learning need of student 4.1e Example of a completed Learning Walk 3.9a Examples of Completed Academic Tutorials 3.7b Extract from ProMonitor - Learning Support Contact</p> <p>This requirement has been very well evidenced by the team. Student support is well considered throughout the programme. Additional learning needs will be supported by a range of facilities and processes, considering students' unique individual requirements. In addition to academic needs, support and guidance is provided to CSs through IQA visits.</p>	✓		
4.6	<p>Are supportive and objective in their approach to student supervision, assessment and progression and appropriately share and use evidence to make decisions on student assessment and progression. <i>Evidence reviewed:</i> 4.6a PC VN Divisional SAR 21 - 22 2.3a Programme Mapping Document 3.5a Assessment Schedule Level 4</p>	✓		

	<p>3.5b Assessment Schedule Level 5 3.7c Example of NPL Action Plan 1 3.7d Example of NPL Action Plan 2 3.7e Example of completed Work Placement Review 1 3.7f Example of completed Work Placement Review 2 5.8a Example structure of an IQA Plan</p> <p>This requirement has been well evidenced by the programme team. Student assessment is relevant practically and academically.</p>			
4.7	<p>Liaise, collaborate and action constructive feedback generated by colleagues, students and stakeholders to enhance their teaching assessment and to share effective practice.</p> <p><i>Evidence reviewed:</i></p> <p>1.11a Stakeholder feedback (employers) Feb 23 1.11b Stakeholder feedback - RVN Consultant - Curriculum Friend 1.11c CAP module review 1.11d FdSc CAP meeting - Attendance report 5.2d Example of External Examiner Report 2021 4.1e Example of a completed Learning Walk 3.7c Example of NPL Action Plan 1 3.7d Example of NPL Action Plan 2 2.2a Example of RCVS Audit Action plan 2023 5.7a OSCE Protocol</p> <p>Stakeholder feedback was given a high level of consideration when designing the new programme. It was evident that feedback had been sought by the programme team from students and industry.</p>	✓		
4.8	<p>Are expected to respond effectively to concerns and complaints about public protection, animal welfare and student performance in learning environments and are supported in doing so.</p> <p><i>Evidence reviewed:</i></p> <p>4.8a Divisional Retention Overall 4.8b Extract of a Learner Tutorial following a Concern Raised by Placement 1.6a PC Complaints Policy 1.6b UOG Student Complaints Procedure 1.1u TP Tracking List</p>	✓		

	Policies and procedures are in place for complaints and concerns. It was clearly demonstrated that the institution regularly reviews this across all provision and acts accordingly.			
4.9	<p>Ensure the programme lead is a Registered Veterinary Nurse (RVN) who has substantial experience of veterinary nurse education and training at a suitable level for the qualification(s) being delivered and holds a recognised teaching qualification.</p> <p><i>Evidence reviewed:</i></p> <p>4.9a Programme Manager - CV</p> <p>4.9b Programme Manager - CPD Report</p> <p>The Programme Manager has a vast amount of experience and knowledge of veterinary nurse training and higher education. There are other team members who could step in on a temporary basis, if the Programme Manager was unavailable.</p>	✓		
<p>Conclusion:</p> <p>Excellent support is in place for staff members from faculty senior staff; this was evident through panel discussions with team members.</p> <p>Staff teaching on the programme are appropriately qualified and provide a very good level of support to students. Stakeholder feedback was sought and actioned for the new programme; the panel looks forward to seeing how this will be implemented in the new academic year.</p> <p>There is good institutional awareness and implementation of Equality & Diversity policies.</p> <p>The panel felt that the proposed teaching is achievable, but there could be more consideration of work allocation time for all staff to complete research and scholarly activities, particularly the Programme Manager.</p>				
<p>Suggestions:</p> <p>None</p> <p>Actions:</p> <p>a. PC to consider Programme Manager workload (teaching and tutorial) and provide documented evidence that this has been completed.</p>				

Standard 5 – Curricula and assessment

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

Standard met				
Accredited Education Institutions, together with Centres and Training Practices, must ensure:				
	Requirements	Met	Part Met	Not Met
5.1	<p>Curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks for Veterinary Nurses and programme outcomes.</p> <p><i>Evidence reviewed:</i></p> <p>5.1a Programme Specification FdSc Vet Nursing 1.6d FdSc Programme Handbook 2023-24 2.3a Programme Mapping Document</p> <p>This requirement has been well evidenced by the programme team. Curricula are fully mapped to the RCVS DOC/DOS and QAA HE Benchmarks for Veterinary Nurses. Of special note was the mapping of the institution's own graduate benchmarks, alongside those required by the regulators.</p>	✓		
5.2	<p>Programmes are designed, developed, delivered, evaluated and improved based upon stakeholder feedback.</p> <p><i>Evidence reviewed:</i></p> <p>5.2a RCVS HEI Self-Assessment 5.2b Annual Programme Review 2021-22 5.2c End of year Course Review 2021-22 5.2d Example of External Examiner Report 2021 5.2e Curriculum Advisory Meeting Agenda and Minutes (also refer to 1.11c CAP below). 1.11a Stakeholder feedback (employers) Feb 23 1.11b Stakeholder feedback - RVN Consultant - Curriculum Friend 1.11c CAP module review 1.11d FdSc CAP meeting - Attendance report 5.2e Curriculum Advisory Meeting Agenda and Minutes 1.11e Summary overview - Market Research</p>	✓		

	<p>This requirement has been well evidenced by the programme team. The academic team has clearly utilised the stakeholder feedback, including an external advisor, to inform the programme design and requirements.</p>			
5.3	<p>Curricula remain relevant in respect of contemporary veterinary nursing practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>5.2d Example of External Examiner Report 2021</i></p> <p><i>1.11b Stakeholder feedback - RVN Consultant - Curriculum Friend</i></p> <p><i>3.2g IOT Animal Sciences - VN New Building</i></p> <p><i>3.3a Module Descriptors L4 and L5</i></p> <p>The institution has considered contemporary veterinary nursing practice when developing the programme, for example omitting traditional radiography and including digital and advanced imaging techniques in the curriculum. The new building and installation of a digital imaging suite are an exciting addition to the department.</p>	✓		
5.4	<p>Curricula and assessments weigh theory and practice learning appropriately to the programme.</p> <p><i>Evidence reviewed:</i></p> <p><i>5.4a Assessment overview</i></p> <p><i>3.3a Module Descriptors L4 and L5</i></p> <p><i>2.3a Programme Mapping Document</i></p> <p><i>2.6b Voluntary Work Placement Agreement</i></p> <p><i>3.2f Example of a Practical SOW</i></p> <p><i>3.3b Example of Student Timetables L4 and L5</i></p> <p><i>5.1a Programme Specification FdSc Vet Nursing</i></p> <p><i>5.5c (Folder) Assessment Briefs</i></p> <p>The programme team has considered contemporary veterinary nursing practice when developing the programme.</p> <p>Modules and their learning outcomes are appropriate and have been through the institution's own validation process, however, changes have been made following input by the external advisor. On reflection UoG and PC have considered that it would have been beneficial to have the external advisor involved at an earlier timepoint.</p> <p>In order to improve teaching and assessment of radiography the university centre has sourced a digital radiography machine and will continue to seek realistic models and</p>	✓		

	manikins for the demonstration and practising of practical skills.			
5.5	<p>Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity.</p> <p><i>Evidence reviewed:</i></p> <p><i>5.5a L4 Animal Health, Husbandry and Welfare Unseen Written Examination</i></p> <p><i>5.5b L5 Veterinary Diagnostics Unseen Written Examination</i></p> <p><i>5.5c (Folder) Assessment Briefs</i></p> <p><i>5.1a Programme Specification FdSc Vet Nursing</i></p> <p><i>1.6d FdSc Programme handbook 2023-24</i></p> <p><i>3.3b Example of Student Timetables L4 and L5</i></p> <p><i>3.5a Assessment Schedule Level 4</i></p> <p><i>3.5b Assessment Schedule Level 5</i></p> <p><i>2.3a Programme Mapping Document</i></p> <p><i>3.3a Module Descriptors L4 and L5</i></p> <p>This requirement has been well evidenced. The programme has been well considered to incorporate research and data to allow learners to understand the basis of evidence-based research at level 4 via a study skills module, for a smoother progression to level 5 enquiry.</p>	✓		
5.6	<p>Curricula and assessments are structured and sequenced to enable students to manage their theory and practice learning experience effectively, with progression determined at appropriate points.</p> <p><i>Evidence reviewed:</i></p> <p><i>5.6a Exam Board meeting minutes</i></p> <p><i>2.3a Programme Mapping Document</i></p> <p><i>1.6d FdSc Programme handbook 2023-24</i></p> <p><i>3.3b Example of Student Timetables L4 and L5</i></p> <p><i>3.5a Assessment Schedules Level 4</i></p> <p><i>3.5b Assessment Schedules Level 5</i></p> <p><i>3.7c Example of NPL Action Plan 1</i></p> <p><i>3.7d Example of NPL Action Plan 2</i></p> <p><i>3.7e Example of completed Work Placement Review 1</i></p> <p><i>3.7f Example of completed Work Placement Review 2</i></p> <p><i>5.8a Example structure of an IQA Plan</i></p> <p><i>1.5m Work Placement Handbook 2024-26</i></p> <p>The proposed programme and assessments are structured and sequenced to aid students to manage their learning. The inclusion of a practical assessment prior to commencing placement is an excellent concept which should aid students</p>		✓	

	<p>entering into their placement year. There are clear progression points documented.</p> <p>The documentation provided for this requirement related to students commencing the programme in September 2023. It was established that, subject to accreditation, the first cohort will commence the programme in January 2024. It is therefore necessary to re-submit details of the programme structure showing how the teaching, clinical placement, and assessments fits into the academic year.</p>			
5.7	<p>A range of appropriate assessments are delivered, within the educational setting, to accurately measure the knowledge, skills and understanding outlined in the programme. At least one summative assessment must be in the form of an Objective Structured Clinical Examination (OSCE) or similarly robust, objective and evidenced-based form of practical examination to test the safe and effective acquisition of a broad range of skills and competences outlined in the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> 5.7a OSCE Protocol 5.7b OSCE Examiner Guidance 5.7c OSCE Student Guidance 5.7d UOG Regulations governing the conduct of exams 5.7e Unseen Written Exam Protocol 5.7f Example of FdSc OSCE exam standardisation training presentation 5.7g Example OSCE task - examiner version 1.6d FdSc Programme handbook 2023-24 2.3a Programme Mapping Document 3.5a Assessment Schedules Level 4 3.5b Assessment Schedules Level 5 5.5a L4 Animal Health, Husbandry and Welfare Unseen Written Examination 5.5b L5 Veterinary Diagnostics Unseen Written Examination 5.5c (Folder) Assessment Briefs</p> <p>The module specification details the format that the assessment will take. There are a variety of assessments including written assignments, group presentations, webinars and practical assessments. Written examinations generally consisted of short answer, essay or MCQ style questions.</p> <p>The terminology used for the unseen/closed book assessments needs to be standardised between student facing documentation and the assessment methods detailed</p>		✓	

	<p>within the module specifications. This has been actioned in standard 3.</p> <p>There is a 12-station summative OSCE planned within the assessment schedule for the final year. The example OSCE material provided was well considered but only 32 out of 78 DOS are being sampled. The programme team confirmed that there was a plan in place to develop more OSCE stations and they were excited to work with the external advisor on improving the quality of the OSCE delivery especially in relation to Angoff and the weighting of steps within the OSCE.</p>			
5.8	<p>Students are assessed practically across clinical placement settings and learning environments as required by their programme.</p> <p><i>Evidence reviewed:</i></p> <p>5.8a Example structure of an IQA Plan 1.5m Work Placement Handbook 2024-26 1.9b NPL Report - referring to CoPC 3.7c Example of NPL Action Plan 1 3.7d Example of NPL Action Plan 2 3.7e Example of completed Work Placement Review 1 3.7f Example of completed Work Placement Review 2 5.7g Example OSCE task - examiner version</p> <p>This requirement has been well evidenced by the programme team. Students are assessed practically through a range of practical assessments both in clinical placement and in the teaching environment.</p>	✓		
5.9	<p>Processes are in place to establish a high degree of validity and robustness to support the decisions made based on the results of the assessment.</p> <p><i>Evidence reviewed:</i></p> <p>5.9a UoG Anonymous Marking 5.9b Exam Access and Arrangements - Staff Guide 5.9c PC Exam Policy 5.9d Example of a grading table 5.9e Extract from a completed Angoff exercise 5.9f Yr3 21-22 OSCE Grades 5.9g FdSc VN Internal IV Plan 2022-23 5.9h Level 4 Grading rubric 5.9i Level 5 Grading rubric 5.9j L5 Veterinary Diagnostic Unseen Written Exam ANSWERS</p>		✓	

	<p><i>5.9k L4 Animal Health, Husbandry and Welfare Unseen Written Exam ANSWERS</i></p> <p><i>5.9l Assignment submission plagiarism settings</i></p> <p><i>1.6e UOG Academic Appeals Guidance</i></p> <p><i>1.10d UOG Exam and Assessment Regulations for Students with LDDS</i></p> <p><i>5.7e Unseen Written Exam Protocol</i></p> <p><i>5.7a OSCE Protocol</i></p> <p><i>5.7b OSCE Examiner Guidance</i></p> <p><i>5.7c OSCE Student Guidance</i></p> <p><i>5.7d UOG Regulations governing the conduct of exams</i></p> <p><i>5.4a Assessment Overview</i></p> <p><i>2.3a Programme Mapping Document</i></p> <p>Documented processes are in place to establish a high degree of validity and robustness to support assessment decisions.</p> <p>During discussion with the delivery team the panel was informed that the PC marking rubric provided would not be used for the proposed programme. UoG will be delivering workshops to assist PC to adopt its marking rubric. The finalised marking rubrics must be resubmitted to the RCVS for review.</p>			
5.10	<p>Moderation processes are in place and demonstrate that assessment is fair, reliable and valid.</p> <p><i>Evidence reviewed:</i></p> <p><i>5.10a HE IV Form Assignment Example</i></p> <p><i>5.10b HE IV Form Exam Example</i></p> <p><i>5.2d Example of External Examiner Report 2021</i></p> <p><i>5.7a OSCE Protocol</i></p> <p><i>5.7e Unseen Written Exam Protocol</i></p> <p><i>5.8a Example structure of an IQA Plan</i></p> <p><i>5.9g FdSc VN Internal IV Plan 2022-23</i></p> <p><i>2.13b UOG Academic Regulations 2022-23</i></p> <p><i>University of Greenwich – Assessment and Feedback Policy</i></p> <p>UoG confirmed that where the PSRB requires it, the External Examiner will have access to the Level 4 and level 5 modules and all assessment types will be sampled including the workplace assessment and OSCE.</p>	✓		
5.11	<p>Mechanisms are in place to minimise bias in all assessments.</p>	✓		

	<p><i>Evidence reviewed:</i></p> <p>5.2d Example of External Examiner Report 2021</p> <p>5.9a UoG Anonymous Marking</p> <p>5.10a HE IV Form Assignment Example</p> <p>5.10b HE IV Form Exam Example</p> <p>2.6d Example of FdSc VN Internal IV Plan</p> <p>1.10d UOG Exam and Assessment Regulations for Students with LDDS</p> <p>5.7a OSCE Protocol</p> <p>5.7b OSCE Examiner Guidance</p> <p>5.7e Unseen Written Exam Protocol</p> <p>5.9l Assignment submission plagiarism settings</p> <p>UoG Assessment and Feedback Policy (2019)</p> <p>The UoG Assessment and Feedback Policy requires anonymous marking for assessments and examinations where possible. Where this is not possible double marking is utilised.</p> <p>During the OSCE, twelve examiners are employed; many of whom are part of the delivery team but people external to the organisation also attend.</p>			
5.12	<p>Adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice.</p> <p><i>Evidence reviewed:</i></p> <p>3.7a UOG Examinations and Assessment Regulations</p> <p>2.12c UOG Extenuating circumstances</p> <p>1.7c UOG Fitness to practise policy</p> <p>This requirement has been well evidenced by the programme team. The institution has clear processes and procedures in place to provide adjustments.</p>	✓		
5.13	<p>Clinical placement assessment is facilitated and evidenced by observations and other appropriate methods.</p> <p><i>Evidence reviewed:</i></p> <p>1.9b NPL Report - referring to CoPC</p> <p>1.5n Example of completed student observation</p> <p>1.2w Work Placement Tutorial Template</p> <p>1.5m Work Placement Handbook 2024-26</p> <p>1.1t Example of completed TP monitoring audit</p> <p>5.8a Example structure of an IQA Plan</p> <p>Nursing Progress Log</p>	✓		

	<p>This requirement is well evidenced. The evidence highlights how the IQA team regularly carry out TP monitoring audits and observations within clinical placement. The NPL sampling plan is adequate and can be individualised.</p>			
5.14	<p>Students' self-reflections contribute to, and are evidenced in, assessments.</p> <p><i>Evidence reviewed:</i></p> <p>3.16b Level 5 Reflective Log 1 3.16c Level 5 Reflective Log 2 3.16d Level 5 Reflective Log 3 3.1e Student Guide to NPL Professional Behaviours and Attitudes 3.15b Professional Development and Business Module Descriptor 3.3a Module Descriptors L4 and L5 (Refer to: Fundamental Aspects of Advanced Nursing Care L5 Module Descriptor) 1.2t HE Semester 1 Tutorial Template 5.14a Example assessment demonstrating reflection</p> <p>Students are actively encouraged to reflect on feedback provided to them following assessments.</p> <p>Students are also required to complete three reflective case logs in relation to their experience in practice. The panel felt that the concept was excellent but noted that it was not listed as a method of assessment within the module. The programme team confirmed that this was an oversight and agreed that this would be amended.</p>		✓	
5.15	<p>There is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i></p> <p>3.3a Module Descriptors L4 and L5 5.7a OSCE protocol 2.13b UOG Academic Regulations 2022-23</p> <p>The academic regulations and course materials are clear that no compensation is permitted between modules that are mapped to the RCVS DOC/DOS.</p>	✓		
5.16	<p>Ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen examination as an element of the assessment strategy.</p> <p><i>Evidence reviewed:</i></p>	✓		

	<p>2.3a Programme Mapping Document 3.3a Module Descriptors L4 and L5 5.4a Assessment Overview</p> <p>This requirement has been well evidenced by the programme team. All modules mapped to the DOC contain an unseen examination element.</p>			
<p>Conclusion:</p> <p>The new programme presented for accreditation has been carefully constructed and considered. The plans to develop the teaching and clinical skills facilities and equipment will assist this programme in being contemporary. The panel felt that the programme will be effective at producing competent, independent, and reflective practitioners.</p> <p>The range and quantity of assessment methods has been well considered and where necessary modules will include an unseen/closed booked assessment. New OSCE stations have been developed for the programme and the team has plans to expand the pool of stations prior to the mock/trial examination in 2025. Some OSCE processes, such as Angoff and weighting of steps, are being reviewed.</p>				
<p>Suggestions:</p> <p>a. Develop a visual map for how students follow each year of the programme, with all years.</p> <p>Actions:</p> <p>a. UoG to provide a programme plan for the first two cohorts showing where each component of the new programme, including assessments, will be delivered throughout the academic year,</p> <p>b. Amend module specifications taking into account RCVS comments (Appendix A) and resubmit including the module codes.</p> <p>c. Submit a timeline detailing OSCE stations which will be developed before the first delivery of the summative assessment.</p> <p>d. Resubmit the OSCE Protocol, OSCE Examiner Guidance and OSCE Student Guidance following review of the OSCE with the external advisor.</p> <p>e. Provide the finalised marking rubrics.</p>				

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	Part Met	Not Met
6.1	<p>Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> 6.1a Full VNC Training Practice Agreement 1.1u TP Tracking List 1.1s Example of completed TP monitoring audit 2.6b Voluntary work placement agreement 1.3b Inventory of clinical equipment and consumables</p> <p>It was evident during a tour of the college that the facilities and equipment available to the students are adequate and fit for purpose in delivering RCVS DOS. In line with the construction of a new clinical skills lab, the department plans to increase their equipment list; this will include digital x-ray and hydrotherapy resources.</p> <p>The TP list is sufficient to support the intended intake and students, and these are appropriately monitored and supported.</p>	✓		
6.2	<p>Ensure students are enrolled with the RCVS prior to undertaking clinical placement (in order to comply with legislation).</p> <p><i>Evidence reviewed:</i> 1.1v Veterinary Nursing Induction Timetable Year 1 1.6d FdSc Programme handbook 2023-24 3.1c Welcome Sway (Received by confirmed applicants before enrolment)</p> <p>There is a clear process for students to enrol with the RCVS during the induction period of the first year of the course, ensuring all students are enrolled with the RCVS prior to commencing placement.</p>	✓		

6.3	<p>Ensure students are actively learning and adequately supervised in all clinical learning environments.</p> <p><i>Evidence reviewed:</i></p> <p>6.3a Training Practice Approval Process FdSc 6.3b Clinical Supervisor Job Description Example 1 6.3c Clinical Supervisor Job Description Example 2 6.3d Clinical Supervisor Job Description Example 3 6.3e Clinical Supervisor Risk Banding Criteria 1.9b NPL Report - referring to CoPC 3.7c Example of NPL Action Plan 1 3.7d Example of NPL Action Plan 2 3.7e Example of completed Work Placement Review 1 3.7f Example of completed Work Placement Review 2 1.1s Example of completed TP monitoring audit 1.1u TP Tracking List 5.8a Example structure of an IQA Plan 6.1a Full VNC Training Practice Agreement</p> <p>It was clear that students in all clinical learning environments received a significant level of supervision and support. PC holds strong relationships with a sufficient number of TPs and supports its students in gaining a placement. The evidence demonstrated that TPs are regularly assessed and monitored, including sufficient IQA sampling, work placement reviews, and individual tutorials.</p>	✓		
6.4	<p>Ensure clinical learning environments are provided for every student, within a RCVS listed training practice or auxiliary training practice, for a minimum duration of hours as stipulated in the RCVS Veterinary Nurse Registration Rules.</p> <p><i>Evidence reviewed:</i></p> <p>6.4a Training Hours Record Sheet - Template 1.1u TP Tracking List 2.6b Voluntary Work Placement Agreement 1.5m Work Placement Handbook 2024-26 1.6d FdSc Programme handbook 2023-24 5.1a Programme Specification FdSc Vet Nursing 5.2a RCVS HEI Self-Assessment 2021-22 6.1a Full VNC Training Practice Agreement</p> <p>It is evident that PC has sufficient affiliated TPs available within the local area. PC confirmed it allows students to gain placements in other regions of the UK. It was explained during that the accreditation that PC will secure placements for students.</p>	✓		

	All TPs are listed with the RCVS and audited annually. There are robust MOUs in place between PC and the TPs.			
6.5	<p>All students must have sufficient time within the programme to achieve the Veterinary Nurse Registration Rules hours requirement.</p> <p><i>Evidence reviewed:</i> 1.5m Work Placement Handbook 2024-26 1.6d FdSc Programme handbook 2023-24 5.1a Programme Specification FdSc Vet Nursing</p> <p>There were no concerns that students would be unable to meet the minimum duration of hours required by the RCVS. The evidence outlined that sufficient time is available within the programme.</p> <p>The risk rationale identifies multiple interventions should a student struggle to complete the required hours. It is suggested that PC may wish to include a suggested minimum time requirement for a student to log experiences and competency on the NPL within practice time, as discussed previously.</p>	✓		
6.6	<p>Ensure all students are allocated a clinical supervisor responsible for confirming competency of RCVS Day One Skills for Veterinary Nurses. All clinical supervisors must be RVN or MRCVS (UK practising), be experienced and able to demonstrate an experienced level of clinical skills and ongoing professional development.</p> <p><i>Evidence reviewed:</i> 6.6a Example 1 - Clinical Supervisor CV 6.6b Example 1 - Clinical Supervisor CPD Report 6.6c Example 2 - Clinical Supervisor CV 6.6d Example 2 - Clinical Supervisor CPD Report 6.6e Clinical Supervisor List 6.6f Clinical Supervisor Feedback March 2023 6.6g Clinical Supervisor Standardisation meeting attendance 1.1s Example of completed TP monitoring audit 1.1u TP Tracking List 1.5n Example of completed student observation 2.6b Voluntary Work Placement Agreement 4.2d Clinical Supervisor Training - Part 1 4.2e Clinical Supervisor Training Part 2 6.3e Clinical Supervisor Risk Banding Criteria</p> <p>PC has positive relationships with a large number of CSs. PC holds regular group standardisation events both remotely and</p>	✓		

	<p>face to face, as required. It is suggested that the team record future standardisation sessions for review by CSs that are unable to attend.</p> <p>The panel was impressed with the risk rationale used by PC for students, CSs and TPs. CSs and TPs are risk rated through separate robust criteria, therefore allowing independent evaluation of each CS.</p>			
6.7	<p>Maintain accurate records of student clinical learning environment attendance and provide these to RCVS upon request.</p> <p><i>Evidence reviewed:</i> 6.4a Training Hours Record Sheet - Template 1.5n Example of completed student observation</p> <p>Clear and sufficient evidence was provided highlighting how PC maintains accurate records of students' attendance whilst on placement. The process was easy to follow and allowed for a straightforward method to monitor training hours. Regular IQA monitoring enabled early identification of students with below target attendance. During the visit, the team discussed how college attendance was recorded.</p> <p>It was suggested that PC explores the option of utilising a live document to record training hours to allow for continual and regular monitoring.</p>	✓		
6.8	<p>There must be sufficient TP support available for all recruited students.</p> <p><i>Evidence reviewed:</i> 1.1u TP Tracking List 1.1s Example of completed TP monitoring audit 2.6b Voluntary Work Placement Agreement</p> <p>The TP list is adequate for the proposed intake of students. PC has positive relationships with a vast number of TPs and CSs within the Southeast region; during the visit PC informed the panel that students are also able to gain placements in other regions of the UK. In both instances, PC will secure a placement for the student.</p> <p>The IQA team is sufficiently staffed to support the proposed intake of students. If student intake numbers were to increase it is suggested that the IQA team is also expanded.</p>	✓		

	<p>The panel was impressed that all members of the IQA team are currently undertaking mental health first aid training, whilst encouraging CSs to also enrol on this course, which is provided free of charge by PC.</p>			
6.9	<p>Ensure that training practices either hold a primary affiliation with the Accredited Education Institution itself or its delivery site, or, where the training practice is to hold a secondary affiliation, that the training practice also holds a primary affiliation elsewhere and is an RCVS listed practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>1.1u TP Tracking List</i></p> <p><i>1.1s Example of completed TP monitoring audit</i></p> <p><i>2.6b Voluntary work placement agreement</i></p> <p><i>6.10a (Folder) Completed TP Monitoring file for a Secondary Affiliated Practice</i></p> <p><i>6.10b Plumpton College Partial VNC Training practice agreement</i></p> <p><i>6.1a Full VNC Training Practice Agreement</i></p> <p>There is a substantial list of TPs holding primary affiliation with PC and a satisfactory number of secondary affiliated practices available within the region. PC has comprehensive and robust MOU agreements in place for both primary and secondary affiliated practices.</p>	✓		
6.10	<p>Ensure that where a secondary affiliated training practice is used there is a Memorandum of Understanding and robust communication between the Centre responsible for the secondary affiliated training practice and the Accredited Education Institution.</p> <p><i>Evidence reviewed:</i></p> <p><i>6.10a Completed TP Monitoring file for a Secondary Affiliated Practice</i></p> <p><i>6.10b Plumpton College Partial VNC Training practice agreement</i></p> <p>This requirement was well evidenced. During the visit the panel was informed that there is a clear communication process in place between PC and the centres for any secondary affiliated practices.</p>	✓		
6.11	<p>Be compliant with the RCVS standards framework for veterinary nursing education, including clinical requirements for all periods of learning undertaken outside the UK and comply with all relevant legislation and UK animal care and</p>	✓		

	<p>welfare standards (including the Veterinary Surgeons Act 1966).</p> <p><i>Evidence reviewed:</i> None</p> <p>The programme does not propose to have any students undertaking learning outside of the UK.</p>			
6.12	<p>Ensure clinical learning experiences are tailored to the student's stage of learning, competences and programme outcomes.</p> <p><i>Evidence reviewed:</i> 3.7c Example of NPL Action Plan 1 3.7d Example of NPL Action Plan 2 3.5c Guidebook for NPL 1.5m Work Placement Handbook 2024-26 3.1e Student Guide to the NPL Professional Behaviours and Attitudes 4.2d Clinical Supervisor Training - Part 1 4.2e Clinical Supervisor Training Part 2 6.1a Full VNC Training Practice Agreement</p> <p>This requirement has been well evidenced. The process for setting NPL targets and adjustments is clear. Support mechanisms are detailed within the risk rationale intervention plan and during the discussion this was expanded upon. It was apparent that both students and CSs are well supported by the PC team. IQA visits and a range of tutorials are carried out on a regular basis enabling tailored outcomes. CSs are well supported throughout the student's placement. Sufficient standardisation sessions are in place along with regular tutorials.</p> <p>It is suggested that the IQA team encourage CSs and students to utilise the NPL tutorial record tool.</p>	✓		
6.13	<p>The veterinary team contribute to learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i> 3.4b Examples of Witness Statement - Lab Technician 3.4c Examples of Witness Statement - RVN and MRCVS 3.4d Examples of Witness Statement - College Tutor 1.5m Work Placement Handbook 2024-26 1.1s Example of completed TP monitoring audit</p>	✓		

	<p>This requirement was well evidenced, and the Professional Code of Conduct is well embedded within all handbooks and agreements. The practice team are all encouraged by PC to contribute to learning in the clinical environment through utilisation of witness statements.</p> <p>On further discussion with the team, it was apparent that additional guest speakers are invited to complement the programme in addition to students working alongside experienced RVNs and Veterinary Surgeons.</p>			
<p>Conclusion:</p> <p>PC provides satisfactory, safe and inclusive clinical learning environments for students allowing them to achieve the DOS and DOC throughout the programme. There is a wide range of facilities and an extensive range of equipment available, however, with the pending plans to expand the department building and resources this is only likely to improve further. PC has strong and positive relationships with TPs across a large geographical area and the panel was impressed with the support offered to students in gaining work placements. TPs are well audited to ensure they meet the necessary requirements. The tailored learning experiences designed through the use of multiple risk rationales was also notable, as was the teams' provision of mental health and wellbeing support to students.</p> <p>There is a high level of support provided by the team across all clinical environments, which is consistently provided to both students and employers throughout the programme. Substantial guidance and training are provided to the employer through comprehensive and easily accessible standardisation events. The programme has been designed to allow students to gain the required training hours, appropriate contingency plans are in place and the IQA policies are robust in supporting this.</p> <p>Overall, this standard has been met with no actions to be addressed.</p>				
<p>Suggestions:</p> <ul style="list-style-type: none"> a. PC may wish to include a suggested minimum time requirement for a student to log experiences and competency on the NPL within practice time. b. PC may wish to explore the option of utilising a live document to record training hours. <p>Actions:</p> <p>None.</p>				

