

# University of Portsmouth Accreditation Visit

University Centre Sparsholt

August 2020

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

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## List of Panel Members

Shirley Gibbins RVN, RCVS VN Qualifications Manager (Chair)

Victoria Hedges RVN, RCVS VN Examinations Manager

Carol Hicks RVN, Employer Representative

Carla Husband RVN, Student Representative

Kathy Kissick RVN, Industry Representative

## Key Staff met

Emma Anscombe-Skirrow RVN, Veterinary Nursing Programme Lead University Centre Sparsholt

Jo Bond RVN, Veterinary Nursing Course Lead University Centre Sparsholt

Leanne Crowe RVN, Higher Education Internal Quality Assurer University Centre Sparsholt

Jacquie Dowrick RVN, Internal Quality Assurer University Centre Sparsholt

David Franklin, Associate Dean Academic University of Portsmouth

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Sarah Jones MRCVS, Veterinary Nursing Academic Tutor University Centre Sparsholt

Denise Laughlin RVN, Veterinary Nursing Lecturer University Centre Sparsholt

Bev Lewington RVN, Veterinary Nursing Lecturer University Centre Sparsholt

Matthew Norris-Hill, Higher Education Head of Faculty University Centre Sparsholt

Julie Milburn, Principal University Centre Sparsholt

Jess Watson MRCVS, Veterinary Nursing Academic Tutor University Centre Sparsholt

Anne Whitworth, Finance Director University Centre Sparsholt

## Summary of the Panel Members' findings

- The University of Portsmouth (UoP), in conjunction with University Centre Sparsholt (UCS), submitted an application for re-accreditation of the following programme:

FdSc Veterinary Nursing Science

- An online meeting took place on Wednesday 26 August 2020 between the RCVS panel and representatives of both the University of Portsmouth and University Centre Sparsholt. It was not feasible for a site visit to take place due to the ongoing health and safety risk of Covid-19.
- Whilst the format of the online meeting was not the norm, it was well facilitated and all relevant University and College personnel made themselves available at the relevant times. Additionally, it was evident that there is a clear commitment to the ongoing development of the veterinary nursing provision and all personnel were enthusiastic and dedicated.
- University of Portsmouth, in conjunction with University Centre Sparsholt, is to be **commended** for the innovative approach to programme aims, learning outcomes and assessment methodologies.
- The Internal Quality Assurance personnel at University Centre Sparsholt are to be **commended** for their development of policies and procedures following RCVS feedback.
- University Centre Sparsholt is to be **commended** for the financial commitment it has demonstrated to the veterinary nursing provision, including staffing allocation.
- Areas for further review include further development of assessment methodologies to ensure the learning outcomes are fully assessed, production of more specific guidance in the form of relevant handbooks and evidence of the feedback which has helped to shape the programme.

## Programme details

| Requirements  | Details  |
|---|--|
| <b>Name of organisation awarding the licence to practise qualification</b>                              | University of Portsmouth   |
| <b>Main address and contact details for the above organisation</b>                                      | University House<br>Winston Churchill Avenue<br>Portsmouth<br>Hampshire<br>PO1 2UP       |
| <b>Name of Principal or Chief Executive Officer</b>   | Professor Graham Galbraith   |
| <b>Name of Programme Lead</b>   | Emma Anscombe-Skirrow RVN  |
| <b>Proposed programme title</b>   | FdSc Veterinary Nursing Science  |
| <b>Address and contact details of proposed site/s for delivery of licence to practise qualification</b> | University Centre Sparsholt<br>Westley Lane<br>Sparsholt<br>Winchester<br>SO21 2NF       |
| <b>Pattern of delivery</b>  | Three year programme with one year block release for placement, from January to January. |
| <b>Intakes and student numbers</b>  | Between 35 and 40 per annum.   |

## 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 in all learning environments.

| Standard part met   |     |          |         |
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| Accredited Education Institutions, together with Centres and Training Practices, must:  |     |          |         |
| Requirements  | Met | Part Met | Not Met |
| <p>Demonstrate that the safety of people and animals is a primary consideration in all learning environments.</p> <p><i>Evidence reviewed:</i></p> <p><i>Health and safety policy</i></p> <p><i>Staff induction checklist</i></p> <p><i>Veterinary Nursing IQA induction checklist</i></p> <p><i>Risk assessments (labs, OSCEs)</i></p> <p><i>WP3 form (risk assessment)</i></p> <p><i>SOP for TP review</i></p> <p><i>SOP for CC (Clinical Coach) certification</i></p> <p>The risk assessments provided have not been reviewed for a number of years and need updating and signing for all learning environments, including those relating to clinical skills.</p> <p>An updated e-safety policy has been produced following online learning provision during Covid-19, which is required for review by RCVS.</p> |     | ✓        |         |
| <p>Prioritise the wellbeing of people, promoting critical self-reflection and safe practice in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i></p> <p><i>HE scholarly activity policy</i></p> <p><i>Copy of VN staff appraisal tracker</i></p> <p><i>Probationary Review 3 and 6 month</i></p> <p><i>Probationary Review final</i></p> <p><i>Appraisal form</i></p> <p><i>Appraisal- academic staff pre appraisal form</i></p> <p><i>Staff Charter and Code of Conduct</i></p> <p>The RCVS Code of Professional Conduct is well embedded into teaching and self-reflection is encouraged in assessments and feedback.</p>  | ✓   |          |         |
| <p>Ensure that facilities, including those used for clinical learning, comply with all relevant legislation including UK animal care and welfare standards.</p>   | ✓   |          |         |

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| <p><i>Evidence reviewed:</i><br/> <i>Copy of HE IQA sampling strategy</i><br/> <i>TP lists with risk assessments (IQA sampling strategy)</i><br/> <i>TP Approval Form</i></p> <p>Good VN centre facilities with clear plans for growth and acquisition of new equipment and resources. The updated TP approval form is clear and fit for purpose.</p>  |   |   |  |
| <p>Ensure clients have the opportunity to give, and if required withdraw, their informed consent to students being involved in the care of their animals.</p> <p><i>Evidence reviewed:</i><br/> <i>SCH (Sparsholt College Hampshire) New TP Approval Report 2020</i></p> <p>This is clearly referenced within the TP approval form.</p>  | ✓ |   |  |
| <p>Ensure educators, and others involved in supervision, teaching and assessment understand their role in preserving client, public and animal safety and welfare and maintaining confidentiality.</p> <p><i>Evidence reviewed:</i><br/> <i>TALO (Teaching and Learning Observation) protocol</i><br/> <i>Generic job description Head of Centre</i><br/> <i>Generic job description IQA</i><br/> <i>Generic job description lecturer</i><br/> <i>Lesson observations including VN staff observation record and examples of each form for HE TALO, peer observation and teacher training observation</i><br/> <i>Data Protection Policy Mar 18</i><br/> <i>Data Privacy Statement for Veterinary Practices</i><br/> <i>Confidentiality GDPR students to sign</i></p> <p>Staff, CCs, and other supervising staff follow codes of conduct and all staff are mentored when new to teaching roles. Peer lesson observations are completed by RCVS registered staff to ensure the technical accuracy of delivered content and formal observations (TALO) are completed to improve teaching techniques. This requirement is also covered within Clinical Coach training.</p> | ✓ |   |  |
| <p>Ensure students and educators understand how to raise concerns or complaints and are encouraged and supported to do so in line with local and national policies without fear of adverse consequences.</p> <p><i>Evidence reviewed:</i><br/> <i>Course handbook 2020-21 FdSc VN</i><br/> <i>Complaints and other feedback management policy- Higher Education</i><br/> <i>Duty to Act Whistleblowing Policy and Procedure</i><br/> <i>E-safety and Online Communications Policy</i><br/> <i>Safeguarding learners policy and procedures</i></p>  |   | ✓ |  |

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| <p>Good policies in place but lacking evidence to demonstrate how a student would complain about a training practice or a member of the team in a TP, or an animal welfare issue. It is suggested that reference is made in the Student Handbook to incorporate the RCVS confidential reporting line.</p>  |   |  |  |
| <p>Ensure any concerns or complaints are investigated and dealt with effectively.</p> <p><i>Evidence reviewed:</i><br/> <i>Complaints and other feedback management policy- Higher Education</i><br/> <i>Safeguarding Learners Policy and Procedure</i><br/> <i>Examination and Assessment Regulations- UoP collaborative courses</i><br/> <i>HE Fitness to Practise Policy for Veterinary Nursing</i></p> <p>This was well evidenced.</p>   | ✓ |  |  |
| <p>Ensure concerns or complaints affecting the wellbeing of people and animals are addressed immediately and effectively.</p> <p><i>Evidence reviewed:</i><br/> <i>Complaints and other feedback management policy- Higher Education</i><br/> <i>HE Fitness to Practise Policy for Veterinary Nursing</i><br/> <i>Safeguarding Policy</i><br/> <i>Placement Handbook CC</i><br/> <i>Student Code of Conduct</i></p> <p>Evidence demonstrated concerns or complaints were dealt with immediately. The open door policy described to the panel ensured prompt action. Additionally, sensible safeguards have been implemented during lockdown to enable students to have a confidential conversation as necessary.</p> | ✓ |  |  |
| <p>Ensure mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated.</p> <p><i>Evidence reviewed:</i><br/> <i>Student Code of Conduct</i><br/> <i>HE Fitness to Practise Policy for Veterinary Nursing</i><br/> <i>Fitness to Practise meeting minutes 250220</i></p> <p>An example was provided by UCS which evidenced that these procedures are followed. It was clear that a supportive approach is taken.</p>   | ✓ |  |  |
| <p>Ensure students are supported and supervised in being open and honest in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i><br/> <i>Fitness to Practise Policy</i><br/> <i>Student Feedback</i></p>   | ✓ |  |  |



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| <p><i>Course Handbook 2020-21 FdSc VNS</i><br/> <i>Placement Handbook Student</i><br/> <i>Lesson observations</i><br/> <i>HE Autumn Term Learner Survey 2019</i><br/> <i>Spring Term Learner Survey 2020</i><br/> <i>Summer Term Learner Survey 2020</i></p> <p>RCVS Codes of Professional Conduct are integrated into all teaching and learning, including that which takes place within clinical practice.</p>   |   |  |  |
| <p>Ensure the learning culture is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation.</p> <p><i>Evidence reviewed:</i><br/> <i>Lesson observations</i><br/> <i>Teaching Observations protocol</i><br/> <i>Student Feedback</i><br/> <i>Evidence of DSA availability</i><br/> <i>Tutor and exams summary form</i><br/> <i>Staff CVS and CPD</i><br/> <i>AO and Centre SAR 1920</i><br/> <i>Veterinary Nursing Science ASQER (Annual Standards Quality Evaluative review) 1819</i><br/> <i>VN Board of Studies Crib Sheet Dec 19</i><br/> <i>VN Board of Studies Crib Sheet March 19</i><br/> <i>FdSc VN EE (External Examiner's) Report 2018-19</i><br/> <i>Single Equality Scheme 2020-2024</i></p> <p>The equality and diversity policy is embedded into all teaching and learning. A range of assessment methodologies ensures that all diverse groups are given a chance to excel regardless of their learning styles, and in addition lesson observations ensure the learning culture is fair.</p> | ✓ |  |  |
| <p>Promote programme improvement and advance equality of opportunity through effective use of information and data.</p> <p><i>Evidence reviewed:</i><br/> <i>AO and Centre SAR 1920</i><br/> <i>Veterinary Nursing Science ASQER 1819</i><br/> <i>Student feedback for student association meeting minutes</i><br/> <i>MARF (Module Amendment Request Form) documents</i><br/> <i>Module Evaluation Reports</i><br/> <i>VN Board of Studies Crib Sheet Dec 19</i><br/> <i>VN Board of Studies Crib Sheet March</i><br/> <i>Pre and post IV forms</i><br/> <i>Pre IV moderation examples</i><br/> <i>HE Quality Enhancement Policy</i></p>  | ✓ |  |  |

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| <p><i>RCVS Feedback</i></p> <p>Student feedback opportunities are good and actions are taken and reported within the team and up and down the team to ensure that improvements are made. Data from recruitment and retention and results is logged and the data is used effectively. RCVS feedback from recent visits was taken on board and actioned appropriately.</p>   |  |   |  |
| <p>Ensure programmes are designed, developed, delivered, evaluated and coproduced with stakeholders.</p> <p><i>Evidence reviewed:</i><br/> <i>Practice feedback</i><br/> <i>Student feedback</i></p> <p>UoP has sought feedback from an external consultant, although the evidence to support this was not provided. Additionally, the External Examiners report for 2019/20 was not available due to delays to programme completion following lockdown. Relevant feedback is required. This programme has undergone significant changes and it was unclear if revalidation will be required. UoP is required to liaise with the RCVS regarding this point.</p>  |  | ✓ |  |
| <p>Work to promote inter-professional education and inter-professional practice and support opportunities for research collaboration and evidenced-based improvement in education and veterinary nursing practice.</p> <p><i>Evidence reviewed:</i><br/> <i>Course Handbook 2020-21 FdSc VNS</i><br/> <i>Secondment document</i><br/> <i>Guest speakers</i><br/> <i>Ethical Review Policy</i><br/> <i>Copy of Student list of ethics (AIR)</i><br/> <i>List of AIR projects 2019-20</i><br/> <i>HE Scholarly Activity policy</i><br/> <i>HE Quality Enhancement policy</i></p> <p>The policies in place meet this requirement and the list of guest speakers is an excellent addition to the programme. Nevertheless, it was unclear what scholarly activity the VN department are actively involved in.</p> |  | ✓ |  |
| <p><b>Conclusion:</b></p> <p>This programme demonstrates a well-balanced learning culture, with all stakeholders aware of the need to preserve client, public and animal safety and welfare and maintain confidentiality. There are some minor amendments required within the student handbook, particularly in relation to concerns and complaints, but it was programme specific and explicit to the programme.</p>  |  |   |  |

The RCVS panel were impressed with the support available to students, both on campus and remotely, and it was clear that when intervention is required by the VN department following concerns raised, a supportive approach is taken.

This programme has undergone significant changes and it was evident that support and feedback has been sought, however, the evidence of this is required. Additionally, it was unclear if the programme will require university revalidation following the changes and it is requested that the RCVS is involved in the conversation regarding this.

**Suggestions:**

- a. Provide information to students regarding the process and procedure for making a complaint regarding animal welfare or training issue in a TP.

**Actions:**

- a. Provide updated e-safety policy for review.
- b. Review and update all relevant risk assessments.
- c. Provide 2019/20 External Examiner report once completed.
- d. Provide feedback on programme changes from external consultant.
- e. Demonstrate VN department's inclusion with scholarly activity.
- f. Communicate with RCVS regarding revalidation of the programme.

## 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 part met  |     |          |         |
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| Accredited Education Institutions, together with Centres and Training Practices, must:   |     |          |         |
| Requirements   | Met | Part Met | Not Met |
| <p>Comply with all relevant legal, regulatory, professional and educational requirements.</p> <p><i>Evidence reviewed:</i><br/>           AO and Centre SAR 1920<br/>           Access and Participation Plan 2020-25<br/>           QAA report and action plans<br/>           UCS ASQER 201819<br/>           Governors quality and standards committee<br/>           OfS registration<br/>           DfE Letter<br/>           TEF report<br/>           HE strategy<br/>           Student Protection Plan<br/>           UoP Academic Contact ASQER 2018-19</p> <p>UoP is compliant with this requirement. The External Examiner's report was not available for review, as detailed in Standard 1 – this will be addressed via Action 1.c.</p> | ✓   |          |         |
| <p>Ensure programmes are designed to meet RCVS Day One Competences and Skills for Veterinary Nurses, QAA Veterinary Nursing Benchmarks and outcomes relevant to the programme.</p> <p><i>Evidence reviewed:</i><br/>           DoS and DoC map for units<br/>           R0326F Vet Nursing Consolidated Mapping<br/>           R0326F Vet Nursing Hallmarks checklist</p> <p>The programme is fully mapped to the RCVS Day One Skills and Competences for Veterinary Nurses (DOS/DOC) and all outcomes are relevant.</p>   | ✓   |          |         |

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| <p>Comply with the RCVS Code of Professional Conduct for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i><br/> <i>Course handbook 2020-21</i><br/> <i>Lesson observations</i><br/> <i>Module Handbooks</i></p> <p>The RCVS Code of Professional Conduct is well embedded throughout the programme, although the panel suggested that reference could be strengthened within the Course Handbook.</p>  | ✓ |   |   |
| <p>Comply with the RCVS Veterinary Nursing Registration Rules.</p> <p><i>Evidence reviewed:</i><br/> <i>TP lists with risk assessments</i><br/> <i>Mapping of DoS and DoC to modules</i><br/> <i>R0326F Vet Nursing Course Specification</i></p> <p>The programme is compliant with this requirement, although the paperwork completed to evidence the clinical learning hours completion was not available for review. Completed examples of this paperwork is required.</p>  |   | ✓ |   |
| <p>Adopt a partnership approach, with shared responsibility, evidenced by a Memorandum of Understanding between the Accredited Education Institution and the delivery site (where applicable) 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><br/> <i>IQA Handbook</i><br/> <i>Memorandum of Understanding</i><br/> <i>SCH New TP Approval Report 2020</i></p> <p>The MOU for TPs is fit for purpose, although the reference to the National Occupational Standards is no longer relevant and must be removed. Additionally, the term 'Lead Clinical Coach' is utilised and the meaning of this term must be clarified, as well as the requirements for Training Practice Principals.</p> <p>No MOU was provided to evidence the agreement in place between UoP and the delivery site.</p> |   | ✓ |   |
| <p>Ensure that training practices either hold a primary affiliation with the Accredited Education Institution itself or its delivery site, or, where the Training Practice is to hold a secondary affiliation, that the Training Practice also holds a primary affiliation elsewhere and is an RCVS listed practice.</p>   |   |   | ✓ |

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| <p><i>Evidence reviewed:</i><br/> <i>Memorandum of Understanding</i><br/> <i>TP lists with risk assessments</i><br/> <i>Secondment record</i></p> <p>The list of TPs submitted for review caused confusion as it included both affiliated and non-affiliated practices. An updated list of TPs must be provided, evidencing the checks that have taken place prior to a student placement commencing.</p>  |   |   |  |
| <p>Ensure that where a secondary affiliated training practice is used there is a Memorandum of Understanding and robust communication between the Centre responsible for the secondary affiliated Training Practice and the Accredited Education Institution.</p> <p><i>Evidence reviewed:</i><br/> <i>Memorandum of Understanding</i><br/> <i>TP lists with risk assessments</i><br/> <i>Secondment record</i></p> <p>The process that was followed in this scenario was clearly described to the panel, however, the policy must be included within the IQA handbook.</p>                                      |   | ✓ |  |
| <p>Ensure that recruitment, selection and retention of students is open, fair and transparent and includes measures to understand and address underrepresentation.</p> <p><i>Evidence reviewed:</i><br/> <i>Admissions Policy</i><br/> <i>Copy of 14-15 to 18-19 Enrolments HE</i><br/> <i>RPL policy</i><br/> <i>Access and Participation Plan 2020-2025</i><br/> <i>Single Equality Scheme 2020-2024</i></p> <p>UoP and UCS have stringent policies in place for this requirement.</p>   | ✓ |   |  |
| <p>Have entry criteria for the programme that includes evidence that the student has a capability in numeracy, literacy and science, written and spoken English and mathematics to meet the programme outcomes.</p> <p><i>Evidence reviewed:</i><br/> <i>Admission Policy</i><br/> <i>Website/prospectus</i></p> <p>The entry criteria are relevant and fit for purpose, however, the work experience requirement has been suspended due to Covid-19. UCS students are required to complete a three week work placement, related to their area of study, in their first year. Veterinary nursing students do</p> | ✓ |   |  |

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| <p>not have to complete this work placement in a veterinary practice, however, due to potentially limited work experience prior to commencing the programme, the panel suggested that veterinary practices are utilised for this work placement, in order for students to have a good understanding of the role they will be undertaking.</p>   |   |   |  |
| <p>Demonstrate a robust process for recognition of prior learning (RPL).<br/><i>Evidence reviewed:</i><br/><i>RPL policy</i></p> <p>The UoP policy is followed and is fit for purpose.</p>  | ✓ |   |  |
| <p>Provide students with the information and support they require in all learning environments to enable them to understand and comply with relevant governance processes and policies.<br/><i>Evidence reviewed:</i><br/><i>Course handbook 2020-21</i><br/><i>Evidence of placement support</i><br/><i>Placement Handbook Student</i><br/><i>Module handbooks</i><br/><i>Work Placement Handbook 201920</i><br/><i>Work Placements Policy</i></p> <p>The current Placement Handbook should be re-named as 'placement forms', or similar, as it does not provide specific support or guidance to students – a detailed Placement Handbook must be produced. Something similar to the Work Placement Handbook was suggested. Confirmation was given on the support students are given with scientific writing, and the timetabled support and the open-door policy was explained and clarified.</p> |   | ✓ |  |
| <p>Have robust, effective, fair, impartial and lawful fitness to practise procedures to swiftly address concerns, and where appropriate notify the RCVS, as Regulator, about the conduct of students that might compromise public and animal safety and protection.<br/><i>Evidence reviewed:</i><br/><i>Fitness to Practise Policy for Veterinary Nurses</i><br/><i>R0326F Alternative exit award</i><br/><i>Fitness to Study Policy</i><br/><i>HE Academic Performance Policy</i><br/><i>Malpractice and Plagiarism Policy</i><br/><i>Student Code of Conduct</i><br/><i>Examination and Assessment Regulations- University of Portsmouth</i></p> <p>This requirement was well evidenced.</p>   | ✓ |   |  |

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| <p>Confirm that students meet the required RCVS Day One Competences and Skills for Veterinary Nurses and programme outcomes in full, demonstrating their fitness for practice and eligibility for academic and professional award.</p> <p><i>Evidence reviewed:</i><br/> <i>Mapping of DoS and DoC to modules</i><br/> <i>IQA handbook</i><br/> <i>Evidence of Placement support- CC and SVN placement handbooks</i><br/> <i>OSCE documents</i><br/> <i>R0326F Alternative exit award</i></p> <p>The DOS/DOC are fully mapped, however, no examples of quality assurance were provided to demonstrate the rigorous checks that take place to confirm that students have met the criteria. An exit award is available to students who do not meet the licence to practise requirements, however, it was suggested that the term 'Veterinary Health Studies' be amended to 'Animal Health Studies' in order to avoid confusion for both students and their future employers.</p> |   | ✓ |  |
| <p>Provide all information and evidence required by regulators in a timely manner i.e. within published timescales.</p> <p><i>Evidence reviewed:</i><br/> <i>OfS registration</i><br/> <i>Application for Accreditation</i></p> <p>The application and supporting evidence was provided within the required timescales.</p>  | ✓ |   |  |
| <p>Regularly review all learning environments and provide assurance that they are safe, effective and fit for purpose.</p> <p><i>Evidence reviewed:</i><br/> <i>Minutes HE Student Association</i><br/> <i>Health and Safety policy</i><br/> <i>SCH WP3 form</i><br/> <i>Veterinary Nursing Science ASQER 1819</i><br/> <i>UCS ASQER 201819</i><br/> <i>UoP Academic Contact ASQER 2018-19</i><br/> <i>SCH New TP Approval Report 2020</i><br/> <i>IQA Handbook</i></p> <p>Relevant health and safety policies are in place, although the risk assessments require updating as detailed within Standard 1. The new electronic TP application form is excellent and the IQA team is to be commended on this.</p> <p>It was confirmed that all affiliated TPs receive face to face visits at least once per annum, although non-affiliated practices located more than two</p>   |   | ✓ |  |



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| <p>and a half hours from the delivery site receive remote monitoring/visits, unless there are concerns. Evidence of completed quality assurance is required to confirm that this approach is being followed and is sufficient. The panel suggested that the implementation of a pre-placement visit or remote discussion may be an opportunity to offer increased support and detail the expectations for clinical coaches in non-affiliated TPs. This in turn will also reduce the reliance on other delivery sites training and TP checks.</p>   |   |   |  |
| <p>Ensure that students are enrolled with the RCVS prior to undertaking clinical placement (in order to comply with legislation).<br/><i>Evidence reviewed:</i><br/><i>R0326F FdSc Veterinary Nursing Science course structure</i></p> <p>RCVS enrolment occurs in good time prior to the commencement of placement.</p>   | ✓ |   |  |
| <p>Have the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes.<br/><i>Evidence reviewed:</i><br/><i>Copy of HE IQA sampling strategy</i><br/><i>Vet Nursing Centre floor plan</i><br/><i>Vet Nursing Centre floor plan current</i><br/><i>Inventory of clinical equipment and consumables</i></p> <p>Plans are in place to significantly increase the VNC facilities - the extension is planned for completion in January 2021. It was confirmed that a comprehensive list of items to be ordered has already been provided for within the budget.</p> <p>Students receive regular practical rotations in both clinical skills and animal handling. This is often referred to in the paperwork as OSCE preparation; all reference to this needs to be changed to ensure that it is clear that students are being trained to be competent in the DOS and not being trained to pass the examination sampling the DOS.</p> <p>It was difficult to ascertain whether there are sufficient TPs to support the number of enrolled students, due to the incorrect accounting of affiliated and non-affiliated TPs.</p> |   | ✓ |  |
| <p>Be compliant with the RCVS Standards Framework for veterinary nursing education, including clinical requirements for all periods of learning undertaken outside the UK and comply with all relevant legislation and UK animal care and welfare standards (including the Veterinary Surgeons Act 1966).</p>  | ✓ |   |  |

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| <p>No evidence was submitted for this requirement. Whilst it is recognised that UoP does not utilise placements outside of the UK, this requirement relates to all aspects of the Standards Framework.</p> <p>Nevertheless, the panel were in agreement that the evidence submitted throughout the application demonstrated compliance with this requirement.</p>   |   |   |  |
| <p>Appoint appropriately qualified and experienced people for programme delivery.</p> <p><i>Evidence reviewed:</i><br/> <i>Staff CV and CPD</i><br/> <i>Generic job description head of centre</i><br/> <i>Generic job description IQA</i><br/> <i>Generic job description lecturer</i><br/> <i>EE (External Examiner) documents</i><br/> <i>Academic staff VN teaching hours summer term</i></p> <p>Appropriately qualified and experience personnel deliver and quality assure the programme.</p>   | ✓ |   |  |
| <p>Identify and confirm that all RCVS Day One Competences and Skills for Veterinary Nurses have been met by each student by the end of their programme.</p> <p><i>Evidence reviewed:</i><br/> <i>Mapping of DoS and DoC to modules</i><br/> <i>OSCE documents</i><br/> <i>Copy of HE IQA sampling strategy 2019-20</i><br/> <i>NPL (Nursing Progress Log) Sampling strategy doc 2020</i></p> <p>The process that is followed was described in detail, however, the evidence to support the procedures that are followed was not provided. Relevant quality assurance of DOS/DOC completion is required. The teaching and assessment of the DOS/DOC meets this criteria.</p> |   | ✓ |  |
| <p>Ensure appropriately qualified and experienced external examiners consider and report on the quality of theory and practice learning.</p> <p><i>Evidence reviewed:</i><br/> <i>FdSc VN EE Report 2018-19</i><br/> <i>EE documents</i><br/> <i>EE reports and responses 2016/17 - 2018/19</i><br/> <i>EE recruitment policy (UoP)</i></p> <p>The External Examiner for this programme has been recruited in accordance with the relevant policy. The most up to date report was not</p>   |   | ✓ |  |

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| <p>available for review due to Covid-19 and has been requested within Standard 1.</p>   |   |  |  |
| <p>Provide students with the information and support to enable them to demonstrate fitness to practise including the disclosure of any criminal convictions that may affect registration with the RCVS as qualified veterinary nurses at graduation.</p> <p><i>Evidence reviewed:</i><br/> <i>Induction week timetable cross college</i><br/> <i>Fitness to Practise Policy for Veterinary Nurses</i><br/> <i>HE Admissions Policy</i><br/> <i>CC and SVN Placement Handbooks</i><br/> <i>Course Handbook</i><br/> <i>Record of VN1 individual tutorials (example)</i><br/> <i>Individual tutorial record 2nd year (example)</i><br/> <i>Academic individual tutorials year 3 (example)</i><br/> <i>Weekly timetables</i></p> <p>This requirement is detailed within relevant documentation and is discussed during individual tutorial sessions.</p> | ✓ |  |  |
| <p>Accredited Education Institutions must provide evidence that adequate 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><br/> <i>HE strategy.</i><br/> <i>Annual report and accounts 2018-19</i><br/> <i>FdSc Vet Nursing costing and contribution model</i><br/> <i>Sparsholt-VFM-2018-19</i></p> <p>Both UoP and the delivery site have sufficient finances to continue to deliver this programme. There was a clear commitment from the delivery site to continue to fund the development of the programme and the additional resource that may be required.</p>   | ✓ |  |  |
| <p><b>Conclusion:</b></p> <p>There has clearly been a lot of work and effort put into improving key areas within this standard. The creation of the new electronic TP form is a particular area for commendation.</p> <p>The IQA handbook is a useful tool and would help to support and guide a new or inexperienced member of the team. Some development is still required to ensure that all 'handbooks' can offer a similar amount of support and guidance to their target audience.</p>  |   |  |  |

Many policies and procedures were well explained and justified during the accreditation event, but completed examples of documentation are required in order to ascertain the relevant policies and procedures and carried out in practice.

**Suggestions:**

- a. Strengthen the link to the RCVS Code of Professional Conduct within the Course Handbook.
- b. Encourage students to complete the first year work placement within a veterinary practice.
- c. Consider renaming the exit award to remove the term 'Veterinary' from the title.
- d. Consider instigating a 'pre-placement visit' or discussion for non-affiliated TPs.

**Actions:**

- a. Provide completed examples of the documentation completed to evidence the hours completed in a TP.
- b. Update MOU for TPs to clarify the term 'Lead Clinical Coach', the requirements for the Training Practice Principal, and remove the reference to the National Occupational Standards.
- c. Provide the MOU demonstrating the agreement between UoP and the delivery site.
- d. Update the TP list to indicate affiliated and non-affiliated TPs, as well as the checks that take place prior to a student placement commencing.
- e. Include the process followed for agreeing a placement with a non-affiliated TP in the IQA Handbook.
- f. Rename existing 'Placement Handbook' to 'Placement Forms' or similar and develop a Placement handbook containing specific support and guidance.
- g. Remove reference in paperwork to 'OSCE preparation' or 'OSCE training' and reword so it is clear students are being trained to develop competence in the DOS.
- h. Provide examples of the quality assurance process which ensures students have met the DOS/DOC requirements.

## 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 |
| <p>Are well prepared for learning in theory and practice having received relevant inductions.</p> <p><i>Evidence reviewed:</i><br/> <i>Course handbook 2020-21 FdSc VN</i><br/> <i>Induction week timetable cross college</i><br/> <i>UCS offer letter 202021</i><br/> <i>Enrolment Letter 202021</i><br/> <i>Student feedback</i><br/> <i>Evidence of placement support- CC and SVN Handbooks</i><br/> <i>IQA Handbook- Work Placement Contract, NPL guide</i><br/> <i>HE WP4 Form- Student induction</i><br/> <i>UCS Guide 2020-21 MAR</i></p> <p>Clear evidence of induction for students at the beginning of the programme, such as university life, safeguarding, placements, UoP and University of Winchester inductions.</p> | ✓   |          |         |
| <p>Have access to the resources they need to achieve the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks, and programme outcomes required for their professional role.</p> <p><i>Evidence reviewed:</i><br/> <i>Inventory of clinical equipment and consumables</i><br/> <i>HE4U LEDGE</i><br/> <i>SCH New TP Approval Report 2020</i><br/> <i>Species April 2020 Ownership</i><br/> <i>Species April 2020 Physical</i><br/> <i>Library resources VN 2020</i><br/> <i>Examples of ILT (information learning technology) resources</i></p>  | ✓   |          |         |

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| <p><i>Vet Nursing Centre floor plan</i><br/><i>Vet Nursing Centre floor plan current</i></p> <p>A comprehensive inventory list demonstrated good practical resources along with reassurance from UCS representatives that finances are in place to invest in further equipment. LEDGE also provides students with necessary resources throughout the course.</p>  |   |   |  |
| <p>Are provided with timely and accurate information about curriculum, approaches to teaching, supervision, assessment, practice placements and other information relevant to their opportunities throughout their programme 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><br/><i>Course handbook 2020-21 FdSc VN</i><br/><i>Welcome to HE Vet Nursing</i><br/><i>Module handbooks</i><br/><i>Weekly timetables</i><br/><i>Evidence of placement support</i><br/><i>Guest speakers</i></p> <p>Evidence of the guidance provided to students was demonstrated, however, as detailed within Standard 2, the Placement Handbook requires revision. This will be addressed via Action 2.f.</p>                |   | ✓ |  |
| <p>Are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation-based learning appropriate for their programme as necessary for safe and effective practice.</p> <p><i>Evidence reviewed:</i><br/><i>Course handbook 2020-21 FdSc VN</i><br/><i>MARF documents</i><br/><i>Copy of VN1 Assessment Schedule</i><br/><i>Copy of VN2 Assessment Schedule</i><br/><i>Copy of VN3 Assessment Schedule</i><br/><i>NPL Record of Simulation</i><br/><i>LEDGE e-learning platform</i></p> <p>UCS delivery personnel are commended for their innovative approach to teaching and assessment. The simulation documentation was also deemed to be excellent. As discussed above, the provision of supportive material on LEDGE ensures students have access to relevant documentation and guidance.</p> | ✓ |   |  |

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| <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><br/> <i>TP lists with risk assessments</i><br/> <i>Work Placement Handbook</i><br/> <i>Standard Operating Procedure CC cert</i><br/> <i>Placement Support Documentation</i></p> <p>As discussed previously, the Placement Handbook created for students requires revision. It was clear that the information is available, but should be collated into one place that provides easier access for students. Points to consider include: who to contact if there are any issues, policy for changing CC or changing practice, links to the RCVS complaints page on website and tips and tricks from previous students. This will be addressed via Action 2.f.</p> <p>The Placement Support Documentation included excellent student guidance for the NPL completion, for which the IQA team was commended.</p>                               |   | ✓ |  |
| <p>Are supervised according to their individual learning needs, proficiency and confidence.</p> <p><i>Evidence reviewed:</i><br/> <i>Examination and Assessment Regulations- UoP Collaborative courses</i><br/> <i>Evidence of DSA availability</i><br/> <i>HE Academic Performance Policy</i><br/> <i>Tutor and Exams Summary form</i><br/> <i>LEDGE e-learning platform</i></p> <p>Policies are in place for students who need assistance with learning and they are made aware of this early on in the course. The skills match document for the NPL is a guide for CCs to help find areas of strengths and weaknesses with the students and to help set targets. The term 'key indicators' is used within student facing documentation to reference completion requirements for the NPL, which read as prescriptive objectives without recognition of individual student capability. However, the delivery team identified the 'key indicators' as targets for completion and should clarify this within the documentation.</p> | ✓ |   |  |
| <p>Are allocated and can make use of supported learning time including blended learning and recording completion of RCVS Day One Skills for Veterinary Nursing when in practice.</p> <p><i>Evidence reviewed:</i><br/> <i>Placement Support Documentation</i><br/> <i>IQA Handbook</i></p>  | ✓ |   |  |

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| <p><i>Examples of ILT resources</i><br/><i>LEDGE e-learning platform</i></p> <p>The IQA handbook is a very detailed and offers relevant advice for IQAs in supporting students with completion of the NPL. Students receive a thorough induction session for placement and completion of the NPL, including reflective requirements and how to record experiences. Under normal circumstances, there are dedicated timetabled sessions for OSCE practice, however online tutorials are in place for students at present, due to lockdown restrictions, to ensure they are supported and prepared for the OSCEs.</p>  |   |  |  |
| <p>Are assigned and have access to a nominated practice Clinical supervisor for a practice placement or a series of practice placements.<br/><i>Evidence reviewed:</i><br/><i>TP lists with risk assessments</i><br/><i>Copy of HE IQA sampling strategy</i><br/><i>Placement Handbooks for students and CC</i></p> <p>Polices are in place to ensure all students are placed in a TP with a trained CC. If students are having problems, they are able to discuss this with the HE IQA who will arrange a meeting with the practice to investigate any concerns. Students are able to offer feedback in private over the phone or in college if they feel they cannot talk openly whilst in their practice.</p>   | ✓ |  |  |
| <p>Are assigned and have access to a nominated academic tutor/lead for each part of the education programme.<br/><i>Evidence reviewed:</i><br/><i>Student feedback</i><br/><i>Weekly timetables</i><br/><i>R09326F Vet Nursing Course Specification</i><br/><i>Record of group tutorial placement communication</i><br/><i>VN staff list 20-21</i></p> <p>Students have access to a designated year tutor and have two timetabled tutorials a term. If they do not attend, staff follow the academic performance policy. Students are either able to speak to the Programme Lead or another member of staff if they do not feel comfortable talking to their year tutor. Staff maintain working relationships with students as they see them regularly during teaching time.</p> | ✓ |  |  |
| <p>Have the necessary support and information to manage any interruptions to the study of programmes for any reason.<br/><i>Evidence reviewed:</i></p>   | ✓ |  |  |



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| <p><i>HE Fitness to Practise Policy for Veterinary Nursing</i><br/> <i>Course handbook 2020-21 FdSc VN</i><br/> <i>Fitness to Practise meeting minutes</i><br/> <i>HE Regulations for Withdrawal and Suspension of Study</i><br/> <i>Student Transfer policy</i></p> <p>The impact of the current COVID-19 pandemic was discussed, and both UoP and UCS confirmed that increased support has been put in place for students. Such support consists of virtual meetings and regular email contact. Students that are still on placement are being carefully monitored and supported.</p>  |   |  |  |
| <p>Are provided with timely and accurate information regarding RCVS enrolment and entry on to RCVS VN Register.<br/> <i>Evidence reviewed:</i><br/> <i>Enrolment letter 202021</i><br/> <i>Record of group tutorial placement communication</i></p> <p>This requirement was clearly evidenced.</p>   | ✓ |  |  |
| <p>Have their diverse needs respected and considered across all learning environments, with support and adjustments provided in accordance with equalities and human rights legislation and good practice.<br/> <i>Evidence reviewed:</i><br/> <i>HE Fitness to Practise Policy for Veterinary Nursing</i><br/> <i>Single Equality Scheme 2020-2024</i><br/> <i>Examination and Assessment Regulations- Collaborative Courses</i><br/> <i>Student feedback</i><br/> <i>UCS offer letter 202021</i><br/> <i>Tutor and Exams Summary form</i><br/> <i>Evidence of DSA availability</i><br/> <i>Extenuating circumstances form (ECF)</i><br/> <i>EC Criteria</i></p> <p>The evidence demonstrated that the diverse needs of students are being considered. Staff regularly use feedback to improve teaching and student life.</p> | ✓ |  |  |
| <p>Are protected from discrimination, harassment and other behaviour that undermines their performance or confidence.<br/> <i>Evidence reviewed:</i><br/> <i>Single Equality Scheme 2020-2024</i><br/> <i>Complaints and other feedback management policy HE</i><br/> <i>Student feedback</i><br/> <i>Student code of Conduct</i></p>  | ✓ |  |  |

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| <p>This requirement was clearly evidenced.</p>   |   |  |  |
| <p>Are provided with information and support which encourages them to take responsibility for their own mental and physical health and wellbeing.</p> <p><i>Evidence reviewed:</i><br/> <i>Course handbook 2020-21 FdSc VN</i><br/> <i>Record of VN1 individual tutorials (example)</i><br/> <i>Individual tutorial session details (example)</i><br/> <i>Academic individual tutorials year 3</i><br/> <i>Promonitor</i><br/> <i>LEDGE e-learning platform</i></p> <p>There is a wealth of support and preparation for placement in terms of professional resilience and mental wellbeing. LEDGE also offers students resources they can access surrounding mental health and welfare, both on and off campus, for which UCS is to be commended.</p>  | ✓ |  |  |
| <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><br/> <i>Record of VN1 individual tutorials (example)</i><br/> <i>Individual tutorial session details (example)</i><br/> <i>Academic individual tutorials year 3 (example)</i><br/> <i>Module handbooks</i><br/> <i>Tutor and Exams Summary form</i><br/> <i>Course handbook 2020-21 FdSc VN</i><br/> <i>Examples of assessment materials</i></p> <p>Reflective projects throughout the course encourage students to hone their reflective skills. Additionally the planning, tutorial and skills match documentations helps students to identify their own strengths and weaknesses.</p> <p>The 'Step up to HE' week, as well as the 'flying start' start will both help students to develop their academic and professional behaviours.</p> | ✓ |  |  |
| <p>Have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills.</p> <p><i>Evidence reviewed:</i><br/> <i>Student feedback</i><br/> <i>Guest speakers</i><br/> <i>Placement Support Documentation</i></p>  | ✓ |  |  |

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| <p>Peer learning has received mixed reviews in the student feedback, however, UCS is continuing to develop this aspect of the provision. Staff are working to improve how these sessions are run and encouraging students to take part. The use of guest speakers and the placement requirements also demonstrate compliance with this requirement.</p>  |   |   |  |
| <p>Receive constructive feedback throughout the programme to promote and encourage reflective learning.</p> <p><i>Evidence reviewed:</i><br/> <i>MARF documents</i><br/> <i>Examples of assessment materials</i><br/> <i>Module Handbooks</i><br/> <i>Flying start assignment</i><br/> <i>Clinical Coach FdSc placement review 2020</i></p> <p>UCS confirmed that an internal review is considering how to standardise feedback provided to students, however, the provision for discussion with staff is in place. No students were available during the accreditation event, but the student feedback provided stated there is poor feedback on assignments and formative submissions, and the comments are too general to offer improvements. UoP indicated that the EE report was positive regarding feedback to students; the 2019/20 report has been requested. Recent student feedback is also required to ascertain if any implemented changes have improved the feedback provision.</p> |   | ✓ |  |
| <p>Have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.</p> <p><i>Evidence reviewed:</i><br/> <i>Student feedback</i><br/> <i>Autumn Term Learner Survey 2019</i><br/> <i>Spring Term Learner Survey 2020</i><br/> <i>Summer Term Learner Survey 2020</i></p> <p>Students have an opportunity to provide feedback on a termly basis and student representatives are timetabled time to provide their year group with feedback from meetings.</p>   | ✓ |   |  |
| <p><b>Conclusion:</b></p> <p>Overall, this standard has been met. Small areas of improvement could be made based on some suggestions and minor actions, although it is clear that staff are working hard to create innovative ways to teach and inspire students. Future students graduating from this course should be enabled to utilise the skills and behaviours they have developed whilst completing their training and learn how they can work to advance the profession and improve recognition.</p>   |   |   |  |

**Suggestions:**

- a. Clarify the term 'key indicators' in reference to NPL completion.

**Actions:**

- a. Provide most recent student feedback, including that gathered during TP visits.

## 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 part met   |     |          |         |
|---|-----|----------|---------|
| Accredited Education Institutions, together with Centres and Training Practices, must ensure that all educators and assessors:  |     |          |         |
| Requirements  | Met | Part Met | Not Met |
| <p>Comply with all standards and requirements in the RCVS Standards Framework for veterinary nurse education and training.</p> <p><i>Evidence reviewed:</i><br/> <i>Copy of VN Staff Appraisal Tracker</i><br/> <i>Staff CV and CPD</i></p> <p>Whilst it was clear that staff are registered professionals where necessary, the evidence provided did not demonstrate current roles or CPD compliance. Up to date CVs and CPD records must be provided.</p>                           |     | ✓        |         |
| <p>Always act as professional role models.</p> <p><i>Evidence reviewed:</i><br/> <i>TALO Protocol</i><br/> <i>Staff CV and CPD</i><br/> <i>Student feedback</i><br/> <i>Lesson observations</i><br/> <i>Staff charter and code of conduct</i></p> <p>The Staff Charter is comprehensive and fit for purpose, however, the compliance with clinical updating requirements was not evidenced. This will be addressed via Action 4.a.</p>  |     | ✓        |         |
| <p>Receive relevant induction, ongoing support, education and training which includes training in equality and diversity.</p> <p><i>Evidence reviewed:</i><br/> <i>Staff induction checklist</i><br/> <i>Probationary Review 3 and 6 month</i></p> <p>The induction process is thorough and role specific training is provided where necessary. Additionally, it was clear that all members of staff are supported with teaching or quality assurance qualifications as required.</p> | ✓   |          |         |

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| <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><br/> <i>Generic job description head of centre</i><br/> <i>Generic job description IQA</i><br/> <i>Generic job description lecturer</i><br/> <i>Veterinary Nursing Internal Quality Assurer (IQA) Induction Checklist</i><br/> <i>Academic staff VN teaching hours summary</i><br/> <i>FdSc VN Costs</i></p> <p>It was difficult to ascertain the percentage of time allocated to various roles, such as the split between further and higher education teaching and support provision. UCS confirmed that this allocation has been amended for the upcoming semester and thus are required to provide the updated documentation.</p> |   | ✓ |  |
| <p>Respond effectively to the learning needs of individuals.</p> <p><i>Evidence reviewed:</i><br/> <i>Student feedback</i><br/> <i>Record of VN1 individual tutorials (example)</i><br/> <i>Individual tutorial session details (example)</i><br/> <i>Academic individual tutorials year 3 (example)</i><br/> <i>Promonitor</i><br/> <i>Tutor and Exams Summary form (exam access arrangements)</i><br/> <i>Lesson observations</i><br/> <i>Evidence of DSA availability</i></p> <p>This was well evidenced.</p>   | ✓ |   |  |
| <p>Are supportive and objective in their approach to student supervision, assessment and progression.</p> <p><i>Evidence reviewed:</i><br/> <i>Copy of VN1 Assignment Schedule</i><br/> <i>Copy of VN2 Assignment Schedule</i><br/> <i>Copy of VN3 Assignment Schedule</i><br/> <i>Evidence of placement support</i><br/> <i>Examination and Assessment Regulations- UoP Collaborative courses</i><br/> <i>Examples of ILT resources</i></p> <p>It was clear that the delivery personnel, as well as senior members of UCS, take a supportive approach towards student progression and will endeavour to provide help and assistance before any punitive discussion takes place.</p>   | ✓ |   |  |
| <p>Appropriately share and use evidence to make decisions on student assessment and progression.</p>   | ✓ |   |  |

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| <p><i>Evidence reviewed:</i><br/> <i>AO and Centre SAR 1920 Final</i><br/> <i>OSCE documents</i><br/> <i>MAB (Module Assessment Board) and BOE (Board of Examiners) minutes</i></p> <p>This was well evidenced with comprehensive BOE minutes available to demonstrate the conversations that take place and how progression decisions are arrived at.</p>   |   |   |  |
| <p>Liaise and collaborate with colleagues and partner organisations in their approach to supervision, assessment and to share effective practice.</p> <p><i>Evidence reviewed:</i><br/> <i>OSCE documents</i><br/> <i>FdSc EE Report 2018-19</i><br/> <i>Exam Questions Guiding Principles</i><br/> <i>Level 4 grading criteria FINAL</i><br/> <i>Level 4 Presentations grading criteria FINAL</i><br/> <i>Level 5 grading criteria FINAL</i><br/> <i>Level 5 Presentation grading criteria FINAL</i><br/> <i>EE appointment letter</i></p> <p>There is clear collaboration between UoP and the delivery site, however, as detailed above, the EE report is required to confirm compliance with this requirement. This will be addressed via Action 1.c.</p>   |   | ✓ |  |
| <p>Are expected to respond effectively to concerns and complaints about public protection, animal welfare and student performance in learning environments and are supported in doing so.</p> <p><i>Evidence reviewed:</i><br/> <i>Complaints and other feedback management procedure and policy</i><br/> <i>HE Fitness to Practise Policy for Veterinary Nurses</i><br/> <i>Fitness to Practise meeting minutes 250220</i><br/> <i>TP lists with risk assessments</i><br/> <i>Safeguarding Learners Policy and Protection Plan</i><br/> <i>Placement Handbook CC</i><br/> <i>IQA handbook</i><br/> <i>Retention records</i><br/> <i>R0326F FdSc Alternative exit award</i></p> <p>This requirement was well evidenced, with the Fitness to Practise meeting minutes demonstrating that the appropriate policies are followed.</p> | ✓ |   |  |

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| <p>Receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment.</p> <p><i>Evidence reviewed:</i><br/> <i>Student feedback</i><br/> <i>Practice feedback</i><br/> <i>Lesson observations</i><br/> <i>TALO Protocol</i><br/> <i>Periodic Review 2020 feedback</i><br/> <i>Module Evaluation Reports</i><br/> <i>AO and Centre SAR 1920</i><br/> <i>Veterinary Nursing Science ASQER</i><br/> <i>VN Board of Studies Crib Sheet Dec 19</i><br/> <i>VN Board of Studies Crib Sheet March 20</i><br/> <i>MARF documents</i></p> <p>Up to date student feedback, including that gathered during TP visits, is required to demonstrate complete compliance with this requirement. This will be addressed via Action 3.a.</p> |   | ✓ |  |
| <p>Ensure the programme lead is a Registered Veterinary Nurse (RVN) who has substantial experience of veterinary nurse education and training at a suitable level for the qualification(s) being delivered and holds a recognised teaching qualification.</p> <p><i>Evidence reviewed:</i><br/> <i>Staff CV and CPD</i></p> <p>The Programme Lead is an RVN and is suitably qualified and experienced.</p>  | ✓ |   |  |
| <p><b>Conclusion:</b></p> <p>This Standard has been mostly met, with the panel mostly satisfied that the delivery and quality assurance personnel are suitably qualified and experienced. The progression and assessment of students is both fair and supportive. Nevertheless, there is some key evidence which requires updating to demonstrate full compliance. It is best practice to keep CPD records up to date at all times.</p>   |   |   |  |
| <p><b>Suggestions:</b></p> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>a. Provide up to date CV and CPD records for all delivery and quality assurance personnel.</li> <li>b. Provide updated staffing allocations.</li> </ol>  |   |   |  |



## 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/part met/not met  |     |          |         |
|--|-----|----------|---------|
| Accredited Education Institutions, together with Centres and Training Practices, must ensure:  |     |          |         |
| Requirements   | Met | Part Met | Not Met |
| <p>Curricula fulfil RCVS Standards Framework for veterinary nursing education and training, providing learning opportunities that equip students to meet 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><br/> <i>R0326F Vet Nursing Course Specification</i><br/> <i>Course handbook 2020-21 FdSc VN</i><br/> <i>DoS and DoC map for units</i><br/> <i>R0326F Vet Nursing Consolidated Mapping</i></p> <p>This programme has undergone an extensive review, including the module aims and programme outcomes. However, some of the learning outcomes do not appear to be assessable within the chosen methodology and there is a risk that some learning outcomes would not be assessed. Some of the module handbooks and assignment briefs are lacking in detail and clarity and will not prepare students effectively. These issues must be addressed.</p> |     | ✓        |         |
| <p>Curricula remain relevant in respect of contemporary veterinary nursing practice.</p> <p><i>Evidence reviewed:</i><br/> <i>Module Handbooks</i><br/> <i>Examples of Assessment material</i><br/> <i>MARF documents</i></p> <p>The programme review has encompassed this requirement, with current and innovative module aims. However, whilst there has been effort made to develop the OSCE tasks to reflect current nursing practice,</p>   |     | ✓        |         |

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| <p>there is some further revision required relating to equipment and consumables that are utilised.</p>   |   |   |  |
| <p>Curricula weigh theory and practice learning appropriately to the programme.</p> <p><i>Evidence reviewed:</i><br/> <i>R0326F Vet Nursing Course Specification</i><br/> <i>R0326F Vet Nursing Consolidated Mapping</i><br/> <i>R0326F Vet Nursing Hallmarks checklist</i><br/> <i>DoS and DoC map for units</i></p> <p>There is time scheduled for clinical skills training and adequate practice placement time to allow for completion of 1800 hours. There is time available additional to the 56 weeks allocated for placement to account for leave and sickness. Students receive theoretical teaching in all aspects of the DOS prior to commencing placement, which may assist with their development of competency.</p> | ✓ |   |  |
| <p>Curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes.</p> <p><i>Evidence reviewed:</i><br/> <i>MARF documents</i><br/> <i>Staff CV and CPD</i></p> <p>The programme is staffed by well qualified personnel who are required to keep their clinical skills up to date. There is a peer observation process for supporting less experienced personnel.<br/> Feedback and guidance has been sought and provided by both the EE and VN Consultant.</p>  | ✓ |   |  |
| <p>Curricula are co-produced with stakeholders who have experience relevant to the programme and experience in professional programme curriculum design and delivery.</p> <p><i>Evidence reviewed:</i><br/> <i>MARF documents</i><br/> <i>Module Evaluation Reports</i></p> <p>The feedback provided by the EE and VN Consultant has been integrated into the programme development, however, due to timescales, other stakeholder feedback has not yet been sought. Evidence of this feedback will be required once it is available.</p>   |   | ✓ |  |
| <p>Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity.</p> <p><i>Evidence reviewed:</i><br/> <i>Module handbooks</i></p>   |   | ✓ |  |

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| <p><i>R0326F Vet Nursing Consolidated Mapping</i><br/> <i>DoS and DoC map for units</i></p> <p>The programme evidences an increasing level of complexity for most of the modules, however, the panel suggested that some of the level 5 learning outcomes could be further developed in order to stretch and challenge students at this level. Students receive theoretical teaching in all aspects of the DOS prior to commencing placement, which may assist with their development of competency.</p>  |  |   |  |
| <p>Curricula are structured and sequenced to enable students to manage their theory and practice learning experience effectively.</p> <p><i>Evidence reviewed:</i><br/> <i>Module handbooks</i><br/> <i>R0326F Vet Nursing Consolidated Mapping</i><br/> <i>Evidence of placement support</i></p> <p>All modules and module handbooks need reviewing to ensure that the expectations match the student guidance presented, the assessment grading criteria match the expectations in the learning outcomes, all learning outcomes are met by assessments and that the best possible assessment method has been utilised to meet all the learning outcomes.</p>  |  | ✓ |  |
| <p>A range of appropriate assessment methods are in place 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><br/> <i>Examination and Assessment Regulations- Collaborative</i><br/> <i>Copy of VN1 Assignment Schedule</i><br/> <i>Copy of VN2 Assignment Schedule</i><br/> <i>Copy of VN3 Assignment Schedule</i><br/> <i>OSCE documents</i><br/> <i>MARF documents</i><br/> <i>Examples of assessment material</i></p> <p>The programme team are commended for their use of innovative assessment methodologies, however, there were some discrepancies noted between the assessment requirements and the learning outcomes. This was specifically identified in relation to reviewing a 'range' of cases or species, and where there is a requirement for a practical and a written element.</p> |  | ✓ |  |

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| <p>Three descriptions are used for written examinations 'Examination', 'In class assessment (Unseen)' and 'Written Examination', although it is not clear what the difference is between Examination and Written examination.</p>  |   |   |  |
| <p>Processes are in place to establish a high degree of validity to support the interpretations of assessment outcomes.</p> <p><i>Evidence reviewed:</i><br/> <i>Examination and Assessment Regulations- Collaborative Examination assessment protocol</i><br/> <i>Exam Questions Guiding Principles</i><br/> <i>Level 4 grading criteria FINAL</i><br/> <i>Level 4 Presentations grading criteria FINAL</i><br/> <i>Level 5 grading criteria FINAL</i><br/> <i>Level 5 Presentation grading criteria FINAL]</i><br/> <i>Pre IV moderation examples</i><br/> <i>Pre and post IV forms</i><br/> <i>OSCE documents</i><br/> <i>ILT resources</i><br/> <i>Covid 19 RCVS documents</i></p> <p>This requirement was well evidenced, with good practices identified with the use of double and blind marking, particularly for new or inexperienced members of the team.</p> | ✓ |   |  |
| <p>Moderation processes are in place.</p> <p><i>Evidence reviewed:</i><br/> <i>Exam Questions Guiding Principles</i><br/> <i>Pre IV moderation examples</i><br/> <i>Pre and post IV forms</i><br/> <i>Examination assessment protocol</i><br/> <i>Examination and Assessment Regulations- UoP Collaborative courses</i></p> <p>The UoP moderation processes are followed and are fit for purpose.</p>  | ✓ |   |  |
| <p>Assessment and moderation is fair, reliable and valid to enable students to demonstrate they have achieved the competences for their programme.</p> <p><i>Evidence reviewed:</i><br/> <i>Examination and Assessment Regulations- Collaborative Examination assessment protocol</i><br/> <i>Exam Questions Guiding Principles</i><br/> <i>Level 4 grading criteria FINAL</i><br/> <i>Level 4 Presentations grading criteria FINAL</i><br/> <i>Level 5 grading criteria FINAL</i><br/> <i>Level 5 Presentation grading criteria FINAL]</i></p>  |   | ✓ |  |

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| <p><i>Pre IV moderation examples</i><br/> <i>Pre and post IV forms</i><br/> <i>OSCE documents</i><br/> <i>ILT resources</i></p> <p>The moderation processes are fit for purpose, however, the assessments must be reviewed to ascertain their application against the intended learning outcomes.</p>   |   |  |  |
| <p>Adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice.</p> <p><i>Evidence reviewed:</i><br/> <i>Extenuating Circumstances Form (ECF)</i><br/> <i>EC Criteria</i><br/> <i>Examination and Assessment Regulations- UoP Collaborative Courses</i><br/> <i>Single Equality Scheme 2020-2024</i></p> <p>The evidence provided meets this requirement.</p>   | ✓ |  |  |
| <p>Students are assessed across clinical placement settings and learning environments as required by their programme.</p> <p><i>Evidence reviewed:</i><br/> <i>Examples of assessment material</i><br/> <i>Evidence of placement support- NPL Skills list- common queries</i><br/> <i>Copy of VN1 Assignment Schedule</i><br/> <i>Copy of VN2 Assignment Schedule</i><br/> <i>Copy of VN3 Assignment Schedule</i></p> <p>Arrangements are made for students to be assessed in a simulated environment followed by further assessment in a clinical environment. An Objective Structured Clinical Examination is delivered towards the end of the course to consolidate the learning and experience.</p> | ✓ |  |  |
| <p>Assessment is mapped to the curriculum and occurs at appropriate points within the programme to determine student progression.</p> <p><i>Evidence reviewed:</i><br/> <i>Copy of VN1 Assignment Schedule</i><br/> <i>Copy of VN2 Assignment Schedule</i><br/> <i>Copy of VN3 Assignment Schedule</i><br/> <i>R0326F Vet Nursing Consolidated Mapping</i><br/> <i>HE Academic Performance Policy</i><br/> <i>Student NPL progress report example</i></p> <p>Assessments and DOS progression are both mapped and monitored appropriately.</p>   | ✓ |  |  |

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| <p>Clinical placement assessment is facilitated and evidenced by observations and other appropriate methods.</p> <p><i>Evidence reviewed:</i><br/> <i>Copy of HE IQA sampling strategy 2019-20</i><br/> <i>HE IQA visit planner 2020</i><br/> <i>IQA Handbook</i></p> <p>The instruction for CCs to observe students is communicated during CC training, however, completed NPL reviews are required to confirm this is checked by IQAs, as per Action 2.g.</p> |   | ✓ |  |
| <p>Students' self-reflections contribute to, and are evidenced in, assessments.</p> <p><i>Evidence reviewed:</i><br/> <i>Module Handbooks</i></p> <p>Reflective logs form part of some assessments and students are actively encouraged to reflect on marked assessments. Additionally, the student feedback forms encourage students to comment on all aspects of the module, including the assessment.</p>  | ✓ |   |  |
| <p>A range of people including clinical supervisors contribute to student assessment.</p> <p><i>Evidence reviewed:</i><br/> <i>Module handbooks</i><br/> <i>Placement Support Documentation</i></p> <p>CCs are allocated to every student whilst on placement and the OSCE examiners are all suitably qualified and experienced.</p>  | ✓ |   |  |
| <p>Assessment of practice and theory is weighted appropriately to the programme.</p> <p><i>Evidence reviewed:</i><br/> <i>R0326F Vet Nursing Consolidated Mapping</i><br/> <i>R0326F Vet Nursing Course Specification</i></p> <p>The course specification and timetables identify that assessments appropriately cover theory and practice for this programme.</p>  | ✓ |   |  |
| <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><br/> <i>Course Handbook 2020-21</i><br/> <i>Module handbooks</i><br/> <i>MARF Documents</i></p>  | ✓ |   |  |

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| <p>This requirement is clearly met.</p>   |   |  |  |
| <p>Ensure that summative assessment of all RCVS Day One Competences and Skills for Veterinary Nurses include an Objective Structured Clinical Examination (OSCE), or a similarly robust, objective and evidenced based form of practical examination to test the safe and effective acquisition of clinical skills.</p> <p><i>Evidence reviewed:</i><br/> <i>Course Handbook 2020-21</i><br/> <i>Module handbooks</i><br/> <i>OSCE documents</i></p> <p>Notable improvements have been made to the OSCE procedures; these procedures were used in the OSCE held on 2 September. Following this audit the visitor will create a separate report with actions relating to the OSCE.</p> | ✓ |  |  |
| <p>Mechanisms are in place to minimise bias in all assessments.</p> <p><i>Evidence reviewed:</i><br/> <i>Examination and Assessment Regulations- Collaborative</i><br/> <i>Examination and Assessment Regulations</i><br/> <i>Examination assessment protocol</i><br/> <i>OSCE procedure</i></p> <p>UoP and UCS representatives confirmed that double and blind marking is undertaken; there are clear marking criteria and set up instructions for the final OSCE, using a range of examiners, who use Angoff scoring to set the pass mark.</p>  | ✓ |  |  |
| <p>Ensure modules 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><br/> <i>Module handbooks</i></p> <p>Unseen examinations are utilised across the programme as required.</p>  | ✓ |  |  |
| <p>Where an Accredited Education Institution has yet to produce students who are ready to enter the professional register, 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.</p> <p>The collaboration between UoP and UCS has previously received full accreditation from RCVS. An OSCE audit will have taken place by the time this report is published.</p>  | ✓ |  |  |

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| <p>Where an Accredited Education Institution plans to make a significant or substantial change to any aspect of the curriculum, including assessment, the RCVS must approve all changes prior to implementation.</p> <p><i>Evidence reviewed:</i><br/> <i>University Centre Sparsholt changes to delivery (Covid-19 response)</i></p> <p>Changes required due to the Covid-19 pandemic were swiftly communicated to and discussed with RCVS.</p>  | ✓ |  |  |
| <p><b>Conclusion:</b></p> <p>This Standard is partly met, with evidence of a major programme review resulting in innovative module aims, learning outcomes and assessment methodologies. However, at present there is some discrepancy between the intended learning outcomes and the assessment methodology, which must be reviewed and amended.</p>   |   |  |  |
| <p><b>Suggestions:</b></p> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>a. Provide all modules, with tracked changes, indicating the review of the learning outcomes and the assessment methodology utilised.</li> <li>b. Continue to develop assignment briefs for all assessments to be utilised.</li> <li>c. Provide detailed module handbooks for all modules.</li> <li>d. Meet the OSCE specific actions as detailed within the OSCE audit report produced for audit completed on 02.09.2020.</li> <li>e. Provide stakeholder feedback relating to the development of the programme.</li> <li>f. Clarify the type of assessment being utilised, e.g. 'Examination' or 'Written Examination'.</li> </ol> |   |  |  |



## 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 part met  |     |          |         |
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| Accredited Education Institutions, together with Centres and Training Practices, must:   |     |          |         |
| Requirements   | Met | Part Met | Not Met |
| <p>Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i><br/> <i>TP lists with risk assessments</i><br/> <i>SCH New TP Approval Report 2020</i></p> <p>During the accreditation event it was confirmed that all affiliated TPs receive face to face visits at least once per annum, although non-affiliated practices located more than two and a half hours away receive remote monitoring/visits. The policies in place are fit for purpose, although the submission of sampling plans and reports will demonstrate that the procedures referred to are being followed. This will be addressed via Action 2.d.</p> <p>The implementation of a pre-placement visit, even if carried out remotely, would offer increased support and promote understanding of the programme specific expectations for CCs in non-affiliated TPs.</p> <p>The IQA team are to be commended for the updated TP approval form.</p> |     | ✓        |         |
| <p>Ensure students are actively learning and adequately supervised in their clinical learning environment.</p> <p><i>Evidence reviewed:</i><br/> <i>Placement Handbook CC</i><br/> <i>Placement Handbook Student</i><br/> <i>IQA Handbook</i><br/> <i>TP document audit cover blank</i></p> <p>Whilst supportive documentation for placement is available, the Placement Handbook requires revision as detailed in Standard 2. The same guidance should be followed for the CC Handbook – whilst the current forms are useful to demonstrate TP compliance, there is limited support available for CCs provided.</p>   |     | ✓        |         |

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| <p>The IQA handbook is detailed, but it does need some updating to remove inconsistent or incorrect terminology such as 'assessor'.</p> <p>A suggestion to include a separate CC Terms of Appointment, or similar, would be beneficial as, whilst the current information is incorporated into the MOU, there is the potential that the CC may not see this document.</p> <p>As discussed in previous Standards, placement specific feedback and documentation will help to demonstrate compliance with this requirement.</p>   |   |  |  |
| <p>Ensure clinical learning environments are provided for every student for a minimum duration of hours as stipulated in the RCVS Veterinary Nurse Registration Rules.</p> <p><i>Evidence reviewed:</i><br/> <i>Memorandum of understanding</i><br/> <i>R0326F Vet Nursing Course Specification</i><br/> <i>Copy of HE IQA sampling strategy</i><br/> <i>Evidence of placement support- CC and SVN placement handbooks</i><br/> <i>IQA Handbook</i></p> <p>The process for placing students in TPs was explained and justified. The vast majority of students are placed in affiliated Training Practices, with practices now forming rolling agreements to take a new student annually. The submission of the updated TP list will clarify this. There is a degree of flexibility within the course to support students who may need a minimal placement extension.</p>  | ✓ |  |  |
| <p>Ensure all students are allocated a clinical supervisor responsible for confirming competency of RCVS Day One Skills for Veterinary Nurses. All clinical supervisors must be RVN or MRCVS (UK practising), be experienced and able to demonstrate an experienced level of clinical skills and ongoing professional development.</p> <p><i>Evidence reviewed:</i><br/> <i>Placement Handbook CC</i><br/> <i>Placement Handbook Student</i><br/> <i>TP document audit cover blank</i><br/> <i>SOP for TP annual and interim inspections and CC observations</i><br/> <i>SOP for CC certification</i></p> <p>All students are allocated a CC and there is a risk banding process in place. However, the current risk banding documentation has some overlap between TPs and CCs, with the potential that an increased risk status of one may impact the other. Risk banding of TPs and CCs should be separate and one not necessarily impact the other. The IQA team were confident that this is not the case, so examples of completed</p> | ✓ |  |  |

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| <p>risk assessments are required to be submitted to clarify the process explained. It is suggested that the risk banding documentation be revisited.</p>   |   |   |  |
| <p>Maintain accurate records of student clinical learning environment attendance and provide these to RCVS upon request.</p> <p><i>Evidence reviewed:</i><br/> <i>TP document audit cover blank</i><br/> <i>Record of group tutorial communication</i></p> <p>It was confirmed that the RCVS Record of Training document is used, however, examples of completed documents are required to demonstrate that this is being carried out accurately.</p>  |   | ✓ |  |
| <p>Ensure that all students are placed within RCVS listed Training Practices.</p> <p><i>Evidence reviewed:</i><br/> <i>IQA Handbook</i><br/> <i>TP lists with risk assessments</i></p> <p>The process for placing students is clear, however, the updated TP list is required to confirm that there are sufficient affiliated TPs to support the cohort numbers.</p>   |   | ✓ |  |
| <p>Ensure clinical learning experiences are tailored to the student's stage of learning, competences and programme outcomes.</p> <p><i>Evidence reviewed:</i><br/> <i>Evidence of placement support- skills match grid, placement handbooks</i><br/> <i>Copy of HE IQA sampling strategy 2019-20</i><br/> <i>Module handbooks</i></p> <p>This requirement is achieved by use of a skills match grid, which students are encouraged to take ownership of. The IQA team use the term 'key indicators' to help students identify areas of focus within the NPL, however, the terminology may be seen as prescriptive, so this term could be clarified, as per Suggestion 3.a.</p> | ✓ |   |  |
| <p>The veterinary team contribute to clinical environment learning in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i><br/> <i>Copy of NPL percentage report 17.03.20</i><br/> <i>TP document audit cover blank</i><br/> <i>Evidence of placement support</i><br/> <i>IQA Handbook</i><br/> <i>SCH New TP Approval Report 2020</i><br/> <i>CC training and standardisation</i></p>   | ✓ |   |  |

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| <p>CC training and standardisation is excellent and covers a range of relevant topics</p> <p>The wording in the NPL training presentation with regard to time lapses on the NPL between CC demonstrations and repeat student demonstrations needs to be amended to confirm that there is a 2-week window for this. During the accreditation event this was explained as a typographical error.</p> <p>Supportive documentation is extensive and covers the relevant areas. As identified previously, this may be more user friendly in the form of a single 'CC Handbook'. The use of expert witnesses for NPL skill completion is encouraged, however, there is no specific documentation covering this procedure. Using a similar protocol to that utilised for the documenting of simulations may be an effective way to document the use of expert witnesses, particularly if the CC is absent from the TP for a number of weeks and cannot verbally verify the experience within a short time frame.</p> |  |  |  |
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**Conclusion:**

This Standard has been partially met, with some areas of excellence, such as the development of the electronic TP approval form and the inclusion of wellbeing being addressed not only at student level, but also expanding to the clinical coach and practice team.

The IQA handbook would support and guide a new or inexperienced member of the team, although some development is still required to ensure that all 'handbooks' can offer a similar amount of support and guidance to their target audience.

Many policies and procedures were well explained and justified during the accreditation event, but it was difficult to determine that the processes are being followed without completed examples of the 'blank' documents originally submitted. This will be rectified via the actions.

**Suggestions:**

- a. Consider developing a CC 'Terms of Appointment' document.
- b. Review the risk banding process for TPs and CCs.
- c. Develop expert witness documentation in the same style as the simulation documentation.

**Actions:**

- a. Rename existing 'CC Handbook' to 'Placement Forms' or similar and develop a Clinical Coach Handbook containing specific support and guidance.
- b. Provide completed examples of Record of Training Documentation.