

University of South Wales Accreditation

Coleg Gwent June 2021

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

Contents

List of Panel Members	1
Summary of the Panel's findings	2
Programme details	3
Standard 1 – Learning culture.....	4
Standard 2 – Governance and quality	10
Standard 3 - Student empowerment.....	17
Standard 4 – Educators and assessors	25
Standard 5 – Curricula and assessment.....	30
Standard 6 – Effective clinical learning	38

List of Panel Members

Jasmine Curtis RVN, RCVS Qualifications Assessor (Observer)

Sam Double RVN, Educator Representative

Shirley Gibbins RVN, RCVS Qualifications Manager (Chair)

Victoria Hedges RVN, RCVS Examinations Manager

Carla Husband RVN, Student Representative

Patricia Scorer RVN, Employer Representative

Kirsty Williams, RCVS Education Quality Improvement Manager (Observer)

Key Staff met

Michelle Cooper, Coleg Gwent Higher Education Development Manager

Sian Hughes, Coleg Gwent Head of Learner Services

Cerys Jones, Faculty Principal Quality and Academic Services Officer USW

Terry Kell, USW Deputy Head of School of Applied Sciences

Angela Lewis, Coleg Gwent Head of Higher Education

Kelly McGrath RVN, EQA C&G and CQ Veterinary Nursing

Ian Millward, Coleg Gwent Director of Faculty of Enterprise and Academic Studies

Helen Morgan, Coleg Gwent Head of School

Rachel Perry RVN, Coleg Gwent FdSc Veterinary Nursing Module Leader

Martin Powell, USW Academic Subject Manager, Biological Sciences

Mitchell Rees, Coleg Gwent Manager of Facilities and Functional Resources

Dawn Story, USW Head of School of Applied Sciences

Rhiannon Stundon RVN, Coleg Gwent FdSc Veterinary Nursing Course Leader

Summary of the Panel's findings

- University of South Wales (USW) submitted an application for re-accreditation of the following programme:

FdSc in Veterinary Nursing

- An online meeting took place on 14 & 15 June 2021 between the RCVS panel and representatives of University of South Wales. It was not feasible for a site visit to take place due to the ongoing health and safety risk of Covid-19.
- The online accreditation process was well facilitated, with all of the relevant personnel available as required, and virtual tours prepared to assist with understanding of the facilities and resources. Student and staff interviews were conducted as part of the event.
- University of South Wales (USW) is to be **commended** for its supportive and collaborative approach with the delivery partner Coleg Gwent (CG).
- CG is to be **commended** for its progressive development of its delivery team, even for those who are not on full time contracts.
- CG is to be **commended** for its excellent facilities and resources available to higher education students and in particular the veterinary nursing students.
- CG is to be **commended** for its hard work developing sufficient training practice provision, demonstrating a strong local link with the campus and the programme.
- CG is to be commended for its learner support and development; students unanimously confirmed they would recommend the programme to others and appreciated the hard work and dedication of the delivery team.
- Areas for further review included:
 - consideration of staffing allocation and succession planning for senior roles;
 - the academic appropriateness of the learning outcomes and the relevance of the attributed assessments, giving due consideration to inclusion of student's self-reflection;
 - and generation of training practice tracking documentation.

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

Programme details

Requirements	Details
Name of organisation awarding the licence to practise qualification	University of South Wales
Main address and contact details for the above organisation	University of South Wales Treforest Pontypridd CF37 1DL
Name of Principal or Chief Executive Officer	Dawn Story Head of School (Faculty of Computing, Engineering and Science)
Name of Programme Lead	Rhiannon Stundon RVN
Proposed programme title	FdSc Veterinary Nursing
Address and contact details of proposed site for delivery of licence to practise qualification	Coleg Gwent Usk Campus Usk The Rhadyr Monmouthshire NP15 1XJ
Pattern of delivery	Three years with a placement year running from April of year two until April of year three.
Intakes and student numbers	One intake per year; average of 20 students with a year-on-year increase.

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 not met		
Accredited Education Institutions, together with Centres and Training Practices, must:		
Requirements	Met	Not Met
<p>Demonstrate that the safety of people and animals is a primary consideration in all learning environments.</p> <p><i>Evidence reviewed:</i></p> <p><i>Animal Collection Health and Safety Policy</i></p> <p><i>Coleg Gwent Health, Safety and Wellbeing Policy</i></p> <p><i>Training Practice Audit Form – additional evidence included a completed form with MOU</i></p> <p><i>Clinical and delivery site audit reports</i></p> <p><i>Example SOP</i></p> <p><i>Risk assessments</i></p> <p><i>Student Observations document</i></p> <p>Clear risk assessments are evident for the delivery site and example risk assessments are provided to Training Practices (TPs) to encourage a standardised approach. The majority of the relevant health and safety, safeguarding and wellbeing policies were in date, however, annual updates need to be adhered to and USW must evidence that all policies and procedures have been updated as required.</p> <p>There is a clear audit procedure in place for TPs, although it was unclear how this has been conducted over the period of the pandemic. The delivery team confirmed that some TPs are overdue the annual audit, which must be addressed.</p>		✓
<p>Prioritise the wellbeing of people.</p> <p><i>Evidence reviewed:</i></p> <p><i>Health, Safety and Wellbeing Policy</i></p> <p><i>Teaching and Learning Development Policy</i></p> <p><i>Performance Excellence Policy</i></p> <p><i>Nominated person for wellbeing and role profile</i></p> <p><i>Mental health policies</i></p> <p><i>TP approval/ monitoring form</i></p>	✓	

<p>Clear evidence was shown during the event of the access available to wellbeing support and information for both learners and staff via the VLE.</p>		
<p>Ensure that facilities and physical resources, including those used for clinical learning, comply with all relevant legislation including UK animal care and welfare standards.</p> <p><i>Evidence reviewed:</i> <i>Evidence seen: Animal Collection Health and Safety Policy</i> <i>Coleg Gwent Health, Safety and Wellbeing Policy</i> <i>Training Practice Audit Form</i> <i>Clinical and delivery site audit reports</i> <i>Example SOP</i> <i>Risk assessments</i></p> <p>The University has a health, safety and wellbeing policy, which is fit for purpose, and relevant risk assessments were provided. However, CG does not currently have a licence to hold POM-Vs on the premises and therefore cannot hold fluid bags for clinical teaching. The institution explained that it was looking into a solution for the teaching of these RCVS Day One Skills and Competences (DOC/DOS) and is required to update RCVS on the agreed approach.</p> <p>The Animal Collection Health and Safety Policy demonstrates a clear link to the five welfare needs when acquiring new species to the collection with appropriate health check requirements and health and husbandry outlined.</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> <i>Powerpoint for Practice Principal Meeting</i> <i>TP approval/monitoring form</i></p> <p>A meeting has been held between CG and Training Practice Principals (TPPs) to address this requirement. Further work is needed to ensure that implementation and requirements are clear to TPs, outlined in Memoranda of Understanding (MOU) and added to clinical placement agreements and handbooks. A plan to include this in TP approvals and the MOU along with a sampling plan to audit this is required.</p>		✓
<p>Promote client, public and animal safety and welfare and maintaining confidentiality.</p> <p><i>Evidence reviewed:</i> <i>Job description lecturer</i> <i>TP approval and monitoring form</i> <i>Animal Collection Health and Safety Policy</i> <i>Coleg Gwent Health</i> <i>Safety and Wellbeing Policy</i></p> <p>The evidence submitted for this requirement was limited in relation to maintaining confidentiality. Additionally, GDPR was referred to which does not pertain to</p>		✓

<p>assessment materials. Further consideration is needed with regard to the RCVS Codes of Professional Conduct (CoPC) and how these are embedded within the programme, especially with regard to confidentiality.</p>		
<p>Ensure students and educators understand how to raise concerns or complaints and are encouraged and supported to do so in line with local and national policies without fear of adverse consequences.</p> <p><i>Evidence reviewed:</i> <i>Fitness to Practise Policy USW</i> <i>Cause for Concern Form</i> <i>Student Complaints policy and procedure USW</i> <i>Grievance procedure CG</i> <i>Course handbook</i> <i>Disclosure of malpractice policy and procedure 'whistleblowing'</i> <i>FAQs for students regarding complaints</i></p> <p>USW and CG have clear policies and procedures in place, with signposting evident within the Course Handbook and VLE. The student feedback, however, indicated that students do not know how to raise a complaint. Discussion at the accreditation event demonstrated how student feedback is acted upon, with reference to issues with the programme or campus; evidence of this process is required.</p>		✓
<p>Ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised.</p> <p><i>Evidence reviewed:</i> <i>Redacted letter from Cause for Concern panel</i></p> <p>The evidence provided demonstrates that the relevant policies are being complied with and that concerns are effectively dealt with. Similar evidence should be supplied for complaints, if available.</p>		✓
<p>Ensure mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated.</p> <p><i>Evidence reviewed:</i> <i>Minutes of meetings</i> <i>Clinical audit reports</i> <i>Complaints procedure</i></p> <p>The evidence provided for this requirement did not demonstrate compliance. Discussion at the accreditation event outlined the disciplinary procedures for both staff and learners, however, none of the evidence supporting this approach was submitted with the application. USW must consider human factors, incident reporting and reflective practice, encouraging staff and students to learn from their mistakes.</p>		✓

<p>Ensure students are supported and supervised in being open and honest in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i> <i>Behavioural Tool – NPL</i> <i>TP approval form</i></p> <p>The TP approval form outlines that all TPs must meet minimum legal and professional requirements for operation of a veterinary business in compliance with RCVS CoPC and government legislation. It was unclear how this is monitored, which must be evidenced.</p> <p>The behavioural tool evaluates professional behaviours, but further evidence is required of how students are supported to achieve openness and honesty in accordance with the COPC by the Clinical Supervisors (CS). Reflective practice could be further included in the clinical placement modules as part of the assessment methodology.</p>		✓
<p>Ensure the learning culture is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation.</p> <p><i>Evidence reviewed:</i> <i>Equal Opportunities Policy</i> <i>Teaching Success Programme – lesson observations</i> <i>CG SAR</i> <i>Student feedback</i></p> <p>There is a clear equal opportunities policy in place, although the review date is overdue; review of all of the policies and procedures, ensuring relevant dates are updated, has already been referenced within this report.</p> <p>Lesson Observations have specific and relevant actions, however, there is no reference to the learning culture in relation to the equal opportunities policy within the observations.</p>		✓
<p>Advance equality of opportunity through effective use of information and data.</p> <p><i>Evidence reviewed:</i> <i>Self-Assessment reports</i> <i>External Examiner reports</i> <i>Student Feedback</i> <i>Minutes of student meetings</i></p> <p>Sufficient evidence is presented to demonstrate that information and data is being gathered from learners. Discussion in the accreditation event outlined how student feedback is acted upon, evidence of which has already been requested within this report.</p>	✓	

<p>Work to promote inter-professional education and inter-professional practice and support opportunities for research collaboration.</p> <p><i>Evidence reviewed:</i> <i>Guest lecturer timetable</i> <i>Research committee meetings</i></p> <p>Sufficient evidence was presented of a clear collaborative approach between the university and the delivery site through research opportunities and continuous improvement monitoring.</p>	✓	
<p>Promote evidenced-based improvement in education and veterinary nursing practice.</p> <p><i>Evidence reviewed:</i> <i>Coleg Gwent Education Research Conference</i> <i>CPD Policy</i> <i>Programme level intended learning outcomes</i> <i>Module/unit handbooks</i> <i>Secondment Policy and timetables</i> <i>Guest (expert) speaker timetables</i> <i>Journal clubs</i> <i>Clinical audits</i> <i>Clinical governance</i> <i>Quality improvement policies and procedures</i></p> <p>The research conference gives a clear indication that staff are striving to promote evidence based veterinary nursing, however, the modules themselves are not wholly reflective of this. Reading lists are limited and should include a wider evidence base, peer reviewed journals and reference to other medical related industries.</p> <p>Whilst evidence was submitted for this requirement, it did not demonstrate how the programme has been improved from an educational perspective, such as updated assessment methodologies, based on evidence from the existing programme or educational evidence reviews.</p>		✓
<p>Conclusion:</p> <p>USW and CG have clear health and safety policies and procedures for both people and animals, with due regard for safety and wellbeing. As evidenced by the required actions, there are a number of areas to be addressed, although it should be noted that these primarily relate to updating policies and procedures and providing evidence that was not available during the event.</p> <p>The delivery team are already making progress with embedding these Standards and Requirements, although it is evident that further work is required, specifically with regard to consent, evidence based veterinary nursing and education and the RCVS Codes of Professional Conduct.</p>		

This Standard is currently not met.

Suggestions:

- a. Consider further promotion of reflective practice within modules and assessments.

Actions:

- a. Review and update all policies and procedures as required including review and publication dates.
- b. Demonstrate the mechanisms in place for ongoing monitoring of health and safety in training practices, evidencing that overdue audits are being conducted.
- c. Review and provide an outline regarding how clinical skills such as fluid therapy that require POMVs will be taught.
- d. Provide evidence to demonstrate that owners have the opportunity to give, and if required withdraw, their informed consent to students being involved in the care of their animals, and how this will be audited.
- e. Provide the policy referencing confidentiality requirements amongst staff and students, demonstrating reference to the RCVS Codes of Professional Conduct.
- f. Provide examples of addressing student feedback, specifically demonstrating that support has been implemented for students to understand how to raise a complaint.
- g. Demonstrate that the complaints procedure is complied with, evidencing relevant examples if available.
- h. Review the policy for mistakes and incident reporting, ensuring there is a focus on reflection and improving outcomes.
- i. Demonstrate how clinical supervisors are monitored to ensure that students are supported and supervised in being open and honest in accordance with the RCVS Codes of Professional Conduct in TPs.
- j. Provide further examples of lesson observations evidencing the review of the learning culture with regard to the educational institution's own equal opportunities policy and equalities and human rights legislation.
- k. Embed evidence-based veterinary nursing more thoroughly across the modules including updating reading lists and reviewing where assessment methodologies may further reflect an evidence-based approach.
- l. Demonstrate how evidence based educational review has influenced changes to the proposed 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 met		
Accredited Education Institutions, together with Centres and Training Practices, must:		
Requirements	Met	Not Met
<p>Comply with all relevant legal, regulatory, professional and educational requirements.</p> <p><i>Evidence reviewed:</i> <i>Estyn Report CG</i> <i>QAA Report CG</i> <i>RCVS HE Audits</i> <i>EE Reports</i> <i>FdSc Veterinary Nursing Review and Revalidation Document</i> <i>FdSc Veterinary Nursing Review and Revalidation - Response to Conditions C1 Conditions of Approval</i></p> <p>USW provided sufficient evidence to demonstrate compliance with this requirement.</p>	✓	
<p>Provide all information and evidence required by regulators in a timely manner i.e. within published timescales.</p> <p><i>Evidence reviewed:</i> <i>CG USW RCVS Application for Accreditation</i> <i>RCVS HE Audits</i></p> <p>This requirement was well met, with all evidence provided in accordance with published timescales.</p>	✓	
<p>Ensure programmes are designed to meet RCVS Day One Competences and Skills for Veterinary Nurses, QAA Veterinary Nursing Benchmarks and outcomes relevant to the programme.</p> <p><i>Evidence reviewed:</i> <i>Curriculum mapping documents</i></p> <p>All curricula are appropriately mapped to the DOS/DOC and the current QAA Benchmarks are incorporated.</p>	✓	

<p>Comply with the RCVS Code of Professional Conduct for Veterinary Nurses. <i>Evidence reviewed:</i> <i>Programme Curriculum</i> <i>Module Documentation</i></p> <p>The CoPC is well referenced within the programme specification and the module documentation, however, there is no reflection of this aspect of the programme within lesson observation paperwork. The University must add this aspect in order to ensure teaching and assessment incorporates this important aspect of veterinary nurse training and development.</p>		✓
<p>Comply with the RCVS Veterinary Nursing Registration Rules. <i>Evidence reviewed:</i> <i>Adequate placement provision / employment</i> <i>Programme specification</i> <i>Qualification Handbook</i></p> <p>The programme team explained how students are able to meet the required 2990 hours of total teaching time but this was not evident within the application. The RCVS panel were unclear on whether students would have sufficient time to achieve the required hours based upon proposed enrolment dates. Development of a placement hours tracker would assist the programme team with monitoring compliance of this requirement.</p>		✓
<p>Adopt a partnership approach, with shared responsibility, evidenced by a Memorandum of Understanding between the Accredited Education Institution and the delivery site and between the delivery site and the Training Practice. This must be regularly reviewed and clearly stipulate the roles, responsibilities, and regulatory requirements. <i>Evidence reviewed:</i> <i>Memorandum of Understanding CG_TP</i> <i>Memorandum of Understanding USW_CG</i> <i>Partnership Manual USW</i> <i>Quality Assurance Procedures</i> <i>TP Risk assessments 2021</i> <i>Review meeting minutes_Redacted</i> <i>TP / aTP Handbook</i></p> <p>It is clear that there is a robust and supportive relationship between USW and CG, for which they are to be commended. Likewise, the support of local TPs was well evidenced.</p>	✓	
<p>Ensure that recruitment, selection and retention of students is open, fair and transparent and includes measures to understand and address underrepresentation. <i>Evidence reviewed:</i></p>	✓	

<p><i>Selection criteria for admission</i> <i>Recruitment documentation</i> <i>Copies of student certificates</i> <i>Accredited Prior Learning (APL) / Recognised Prior Learning (RPL) policy</i> <i>Equality of opportunity policy</i> <i>Interview records</i> <i>Self-Assessment Reports</i> <i>Widening Participation Policy</i></p> <p>This requirement is met, with an appropriate Widening Participation Policy in place.</p>		
<p>Have entry criteria for the programme that includes evidence that the student has capability in numeracy, literacy and science, written and spoken English and mathematics to meet the programme outcomes.</p> <p><i>Evidence reviewed:</i> <i>Programme specification</i> <i>Prospectus</i> <i>Website</i> <i>Social media</i> <i>Careers leaflets</i></p> <p>The entry criteria for this programme stipulate 64 UCAS points; this would allow the students onto the programme with CEE at A level having achieved the requisite C in a science related subject. The panel questioned whether students with these grades can achieve all programme outcomes, but very few applications are received with these grades. This is the commonly accepted entry criteria for an FdSc programme, however, the university may wish to review this.</p>	✓	
<p>Provide students with the information and support to enable them to demonstrate fitness to practise including the disclosure of any criminal convictions that may affect registration with the RCVS as qualified veterinary nurses.</p> <p><i>Evidence reviewed:</i> <i>Fitness to Practise Policy</i> <i>Induction procedure</i> <i>Timetables</i> <i>Personal tutorial timetables</i> <i>Recruitment policy</i> <i>Student interviews</i></p> <p>This requirement is fully discussed with students.</p>	✓	
<p>Demonstrate a robust process for recognition of prior learning (RPL).</p> <p><i>Evidence reviewed:</i> <i>RPL/APL Policy</i> <i>RPL/APL documentation</i></p>	✓	

<p>There is a clear RPL/APL Policy in place with appropriate limits.</p>		
<p>Provide students with the information and support they require in all learning environments to enable them to understand and comply with the relevant governance processes and policies.</p> <p><i>Evidence reviewed:</i> <i>Student handbook</i> <i>Programme handbook</i> <i>TP / aTP handbook</i> <i>Fitness to Practise Policy</i> <i>RCVS enrolment guidance</i> <i>RCVS Registration guidance</i></p> <p>The evidence submitted did not include the information provided to students regarding the RCVS enrolment and registration procedures.</p>		✓
<p>Have robust, effective, fair, impartial and lawful fitness to practise procedures to swiftly address concerns, and where appropriate notify the RCVS, as Regulator, about the conduct of students that might compromise public and animal safety and protection.</p> <p><i>Evidence reviewed:</i> <i>Fitness to Practise Policy</i> <i>Fitness to study policy</i> <i>Appeals procedure and policy</i> <i>Academic malpractice policy</i> <i>Student Code of Conduct</i></p> <p>The fitness to practise policy is a generic document without any reference to the RCVS, except for inclusion of the RCVS guidance. An effective fitness to practise policy must be written detailing RCVS and USW specific requirements, including disclosure to the RCVS where appropriate.</p>		✓
<p>Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award.</p> <p><i>Evidence reviewed:</i> <i>Boards Examiners Progression Exit Awards_Redacted</i></p> <p>The Board of Examiners process was clearly demonstrated, however, there was some confusion regarding the exit award, which appeared to indicate that students could only achieve the FdSc Animal Health Studies if they achieved all programme components. This appeared to include the students passing the OSCE examination. Upon discussion it became apparent that the FdSc Veterinary Nursing is a 360 credit FdSc and students only need to achieve 240 credits to graduate with the FdSc Animal Health Studies. Whilst this is an unusual approach, it falls within the credit criteria for this level of programme.</p>		✓

<p>Nevertheless, the credit weighting for modules could be contributing to an unusually high number of Distinctions at graduation and the university is required to demonstrate the credit modelling they have completed to ensure this issue has been addressed.</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> <i>EE reports</i> <i>QAA report</i> <i>Risk assessments</i> <i>USW MOU</i> <i>TP Approvals</i></p> <p>This requirement is mostly met, however, it is clear that the annual auditing of TPs is behind schedule, due to the Covid-19 pandemic and limited access to TPs. Whilst the impact of the pandemic is accepted, virtual audits are currently accepted by RCVS and the programme team must provide a timeline to demonstrate how this will be addressed.</p>		✓
<p>Appoint appropriately qualified and experienced people for programme development and delivery.</p> <p><i>Evidence reviewed:</i> <i>Recruitment Policy</i> <i>EE Recruitment Policy</i> <i>Job Descriptions</i></p> <p>Appropriate personnel have been recruited for this programme, with new additions being suitably qualified. Consideration has already been given to expanding the delivery team and it is recommended that the Programme Lead is involved with that recruitment process to ensure the specific requirements are met for each role.</p>	✓	
<p>Where an Accredited Education Institution is not yet fully accredited, or at the discretion of Veterinary Nurse Education Committee, facilitate the attendance of the RCVS at the trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place for the relevant cohort of students.</p> <p>N/A</p>		
<p>Where an Accredited Education Institution plans to make any changes to its provision, including assessment, the RCVS must approve all changes prior to implementation.</p> <p><i>Evidence reviewed:</i> <i>FdSc Veterinary Nursing Review and Revalidation Document</i></p>	✓	

<p>Proposed programme changes have been submitted as part of the re-accreditation process.</p>		
<p>Provide evidence that adequate market demand and finances are in place and are sufficient to sustain and develop the programme and have been approved by the Higher Education Institution or Awarding Organisation.</p> <p><i>Evidence reviewed:</i> <i>Coleg Gwent Annual Report and Accounts 2019-20 (signed)</i> <i>Self-Assessment Reports</i> <i>Evidence of actual and/or projected income sources</i> <i>Evidence of demand for the programme (the market)</i> <i>Marketing strategy for the programme</i></p> <p>The panel was assured that this programme has demonstrated an increase in cohort sizes year-on-year with plans to increase further. There is sufficient TP support to facilitate the increase in cohort size with sensible plans to accommodate class sizes, including additional personnel.</p> <p>However, whilst relevant financial information was provided, there was no indication of the ongoing financial viability of the veterinary nursing provision, which must be evidenced, including proposed investment in both facilities and personnel.</p>		✓
<p>Conclusion:</p> <p>The governance and quality of this provision was well evidenced in most areas. There are some minor action points to be addressed, most notably the development of a specific fitness to practise policy and demonstration of the financial viability of the programme, but the approach taken by USW is robust and effective.</p> <p>This programme recruits well and is demonstrating increased demand year-on-year, with excellent local TP support. Whilst there was discussion about the entry criteria for the programme, the programme team are satisfied that they are fit for purpose and students can achieve all programme outcomes.</p> <p>This Standard has been met.</p>		
<p>Suggestions:</p> <ol style="list-style-type: none"> a. Develop tracker to monitor placement hours. b. Consider reviewing the entry criteria for the programme. c. Include the Programme Lead in future recruitment. <p>Actions:</p> <ol style="list-style-type: none"> a. Add reference to the Code of Professional Conduct into lesson observation documentation. b. Demonstrate student ability to achieve 2990 hours within the enrolment period. 		

- c. Provide evidence of enrolment and registration procedures.
- d. Write an effective fitness to practise policy.
- e. Provide evidence of the modelling completed to ensure students can achieve a range of graduate outcomes e.g., pass, merit, or distinction.
- f. Provide a timeline to demonstrate how the overdue annual TP audits will be addressed.
- g. Demonstrate the ongoing financial viability of the programme.

Standard 3 – Student empowerment

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

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

Standard met		
Accredited Education Institutions, together with Centres and Training Practices, must ensure that all students:		
Requirements	Met	Not Met
<p>Are well prepared for learning in theory and practice having received relevant inductions.</p> <p><i>Evidence reviewed:</i> <i>Induction handbooks</i> <i>Induction timetables</i></p> <p>Students have appropriate inductions to USW and CG campuses and facilities and have appropriate preparation prior to placement. Students are also provided with further information about the course, the timetable of teaching and examinations.</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> <i>Practical equipment, consumables and animal collection resource list</i> <i>Library resources</i> <i>Information Learning Technology resources</i> <i>Timetabled resources</i> <i>Clinical placement audits</i></p> <p>USW and CG are to be commended on the resources available to students whilst on campus. The veterinary nursing centre has excellent facilities with digital X-ray being one of those assets. The staff discussed further equipment and models that have been ordered which will aid in simulating Schedule 3 skills and completing the requirements in university.</p> <p>The team are to be commended on the relationship they have developed with TPs. It is clear a lot of work has gone into increasing the number of practices to</p>	✓	

<p>meet demand for the provision and students are matched well with practices; staff have good knowledge of the practices to place students as necessary. Students also have the opportunity to source placements themselves with support from the team.</p> <p>Students have access to online journals and eBooks as made available by CG and USW resources.</p>		
<p>Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, practice placements and other information relevant to the programme.</p> <p><i>Evidence reviewed:</i> <i>Programme handbooks</i> <i>Student handbooks</i> <i>Timetables</i></p> <p>USW and CG have demonstrated exceptional support for their students during the ongoing pandemic. The students were unanimous in their appreciation for the hard work the delivery team have demonstrated, feeling that they are well informed and that their safety was a priority.</p> <p>Students have access to one Handbook, which also includes the CS and TP guidance. Whilst this is an unusual approach the delivery team feel that this assists with transparency and empowers the students.</p>	✓	
<p>To work with and learn from a range of people in practice placements, preparing them to provide care to a range of animals with diverse needs.</p> <p><i>Evidence reviewed:</i> <i>Practice rotas</i> <i>TP/aTP Approval forms</i> <i>Extra evidence of guest speaker list</i></p> <p>CG utilises guest speakers to help students gain a comprehensive knowledge of the industry. Students also have access to a range of suitably qualified and experienced people in practice.</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> <i>Programme handbooks</i> <i>TP handbooks</i> <i>Assessment plans</i> <i>Module/Unit descriptors</i></p>	✓	

<p>The team have utilised technology to enhance teaching during the pandemic, which has allowed students to continue the programme without it having a detrimental effect on their studies. USW and CG have invested in a range of new equipment to enhance the facilities and to allow for simulation-based activities.</p>		
<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>TP / aTP staffing lists</i> <i>TP / aTP student timetabled hours / rotas</i> <i>Clinical placement audits</i> <i>Training Practice handbook</i> <i>Student TP feedback</i></p> <p>CG has increased the number of affiliated TPs available and has shown it has an understanding of each practice, and the individual support it can offer students. Students are clearly supported and are enabled to learn effectively.</p>	✓	
<p>Are supervised according to their individual learning needs, proficiency and confidence.</p> <p><i>Evidence reviewed:</i> <i>Individual learning plans</i> <i>TP / aTP student reports</i> <i>Reasonable adjustment policy</i> <i>Student support services</i> <i>Special Educational Needs support</i></p> <p>Reasonable adjustments have been evidenced well, including adjustments for the OSCE. Individual learning plans are created with careful awareness of GDPR, allowing staff involved with the student to offer support. Tutors are also able to refer the student to HE Progression Officers, who can collaborate with the Additional Learning Needs team if necessary. An example was provided demonstrating the teaching team working with a TP to ensure the student was supported appropriately.</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> <i>Timetables</i> <i>Audit of blended learning time</i> <i>Audit of Day One Skills recording tool</i> <i>Practice rotas</i> <i>Memoranda of Understanding</i></p>		✓

<p>The online platform was presented to the panel during the event which highlighted the resources and how blended learning is incorporated into the programme.</p> <p>Relevant forms and handbooks are to be updated to stipulate students must have the opportunity to record the DOS when in practice. The team were not aware that it is now a requirement for students to be allocated time in practice to complete the DOS and must update all associated paperwork.</p>		
<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> <i>Group tutorial records</i> <i>Student feedback</i> <i>Programme specification</i> <i>Student handbook</i></p> <p>Students have access to a tutor for each academic year and procedures are in place to request another tutor if they do not feel comfortable with the allocated person.</p>	✓	
<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> <i>Student handbook</i> <i>Programme handbook</i> <i>Institutional regulations</i> <i>Fitness to Practise Policy</i></p> <p>Information is provided to students, and policies are in place to alert staff to a student who may need to support to manage an interruption to their studies.</p>	✓	
<p>Have their diverse needs respected and considered across all learning environments.</p> <p><i>Evidence reviewed:</i> <i>Equality and diversity policy</i> <i>Reasonable adjustment policy</i> <i>Fitness to Practise Policy</i></p> <p>This requirement has been met, with relevant and effective policies in place.</p>	✓	
<p>Are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i> <i>Equality and Diversity policy</i> <i>Reasonable adjustments policy</i> <i>Special considerations policy</i></p>	✓	

<p><i>Student feedback</i></p> <p>This requirement has been met, with reasonable adjustment examples provided as evidence.</p>		
<p>Are protected from discrimination, harassment and other behaviour that undermines their performance or confidence.</p> <p><i>Evidence reviewed:</i> <i>Equality and Diversity policy</i> <i>Bullying and Harassment policy</i> <i>Complaints Policies and reports</i> <i>Student feedback</i></p> <p>It is evident that USW and CG protect their students from discrimination and harassment. During the event, the panel suggested it would be beneficial to incorporate this into the placement feedback form, to allow students to be able to highlight if they have been subjected to any form of discrimination whilst on placement.</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> <i>Student handbook</i> <i>Programme handbook</i> <i>Personal tutoring system</i> <i>Personal tutorial timetables and records</i> <i>Student Support Policy</i> <i>Student feedback</i></p> <p>The panel were provided with a virtual tour of the online learning environment, Ledge, where students can access support for mental health and wellbeing.</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> <i>Personal tutor handbook</i> <i>Personal tutorial records</i> <i>Evidence-based professional practice procedures</i> <i>Module/Unit descriptors</i> <i>Programme Handbook</i> <i>Student feedback</i> <i>Assessment examples</i></p> <p>There was some evidence demonstrating the development of students' reflective capabilities, particularly within the module 'Infection Control' which encourages students to look at clinical audits and the importance of clinical governance.</p>	✓	

<p>Additionally, USW holds reflective writing seminars which students attend to assist and support them develop the skills required for professional practice. Nevertheless, with innumerable opportunities available to promote this aspect of veterinary nursing training further, the University may wish to consider strengthening the approach to this. One example could be introducing the students to knowledge summaries, encouraging independent reflective thinking and contribution to evidence-based thinking.</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></p> <p><i>Peer assessment</i></p> <p><i>TP / aTP handbook</i></p> <p><i>Student representative meetings</i></p> <p><i>Reflective logs</i></p> <p><i>Professional behavioural tool</i></p> <p><i>Guest (expert) lecturer timetables</i></p> <p><i>Mentor programmes</i></p> <p><i>Assessment examples</i></p> <p>CG has trialled a 'speed dating' approach to encourage the second- and third-year students to interact, which is an excellent opportunity to encourage peer support, especially in relation to knowledge and experience. There is also the potential to combine practical assessment for different modules across year groups to encourage learning and development. This could be developed further to encourage leadership from older students and alumni and encourage students to learn from their peers.</p>	✓	
<p>Receive constructive feedback throughout the programme to promote and encourage reflective learning.</p> <p><i>Evidence reviewed:</i></p> <p><i>Feedback policy / procedures</i></p> <p><i>Clinical Supervisor records</i></p> <p><i>Feedback records</i></p> <p><i>Evidence-based professional practice procedures</i></p> <p><i>Module/Unit descriptors</i></p> <p><i>Programme Handbook</i></p> <p><i>Assessment examples</i></p> <p><i>Formative assessment procedures</i></p> <p>USW has policies in place that dictate the timing of providing feedback to the students. Staff utilise a USW rubric for written assessment feedback and there is VN team standardisation for interpretation across the marking criteria. The students are provided with model answers for written examinations. These factors</p>	✓	

<p>demonstrate the stringent feedback mechanisms in place, promoting reflective learning.</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> <i>Student surveys</i> <i>Student representative meetings</i> <i>Use of National Student Survey</i> <i>Study Skills Policy</i></p> <p>Student representatives are appointed to obtain and provide feedback from the cohort regularly, which is then presented to the VN delivery team. Actions or responses to the feedback are passed back to the student representative, who disseminates the information via email or in the student newsletter. Changes and proposed improvements are incorporated into 'Together We've', demonstrating the progression of the programme. The panel suggested it could be useful to publish previous editions of 'Together We've' to provide current students access to previous feedback and the actions or implementations that arose, which will ensure they are transparent with the students.</p>	✓	
<p>Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.</p> <p><i>Evidence reviewed:</i> <i>Completed Professional Behaviour Evaluation</i> <i>Professional behaviour guidance to students</i> <i>Professional behaviour guidance to Clinical Supervisors</i> <i>IQA sampling policy</i></p> <p>Students must complete action plans and behavioural evaluations during their placement.</p>	✓	
<p>Conclusion:</p> <p>It is clear that the team are dedicated to the students and their learning journey which was reflected by the positive feedback from students. The students are being empowered to become forward-thinking veterinary nurses who will be able to challenge themselves and reflect on their skills.</p> <p>The facilities which students have access to at both CG and USW are to be commended and it was highlighted as a selling point for the course from the student feedback. It is encouraging to see that the students are at the forefront of all considerations; whilst there are a few minor suggestions, this Standard has been well met.</p>		
<p>Suggestions:</p> <ol style="list-style-type: none"> a. Consider incorporating reference to discrimination and harassment into the placement feedback form. 		

- b. Consider introducing the students to knowledge summaries to encourage independent reflection.
- c. Utilise older students and alumni to support students new to the programme and to help develop leadership skills.
- d. Consider publishing previous 'Together We've' to allow students to see previous feedback and how it has been implemented.

Actions:

- a. Update relevant paperwork to reference the completion of DOS recording in practice.

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 not met		
Accredited Education Institutions, together with Centres and Training Practices, must ensure that all educators and assessors:		
Requirements	Met	Not Met
<p>Are appropriately qualified and experienced and always act as professional role models.</p> <p><i>Evidence reviewed:</i> <i>CVs and CPD records</i> <i>Code of Professional Conduct and Practice</i> <i>Teaching and learning development plan</i> <i>Student feedback</i> <i>TP approval/ monitoring form</i> <i>Clinical Supervisor Tracker</i></p> <p>Expectations of staff and CS' are clear, with reviews evidenced, however, lesson observations could be adapted to include the Code of Professional Conduct.</p> <p>There was an indication within several CVs that staff hold consultancy positions with the RCVS and were OSCE examiners for an Awarding Organisation. It was established that this was not the case and the relevant CVs should be updated to reflect this. Additionally, the job descriptions were generic for the institution and it was suggested that Professional, Statutory and Regulatory Body requirements could be appended to reflect specific requirements.</p>	✓	
<p>Receive relevant induction, ongoing support, education and training which includes training in equality and diversity.</p> <p><i>Evidence reviewed:</i> <i>Teaching & learning development plan</i> <i>Equal opportunities policy</i> <i>Staff induction checklist</i></p> <p>Staff are clearly supported with effective policies in place. All staff are supported to undertake teaching qualifications including hourly paid staff, for which the University is to be commended.</p> <p>None of the CPD records provided included training in equality and diversity, despite this being outlined in the teaching and learning development plan. It was clear from the discussion that this training does take place, and it is recorded</p>		✓

<p>within the 'Passport to Success'. Personnel are reminded that their RCVS CPD should reflect their professional development within their current role, thus reference to, and reflection on, this important training must be included.</p> <p>Evidence of OSCE Examiner training and standardisation was provided, but the delivery team's teaching and learning development plans do not evidence feedforward of the review of actions on lesson observations. This would be a useful and supportive procedure for all delivery personnel.</p>		
<p>Have their diverse needs respected and considered and are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Staff induction policy</i> <i>Equality and Diversity policy</i> <i>Recruitment policy</i> <i>Staff support services</i> <i>Disability policy</i> <i>Health and safety policy</i> <i>Staff interviews</i></p> <p>Clear evidence was provided to demonstrate that processes are in place to respect diverse needs and provide support and adjustments where necessary.</p>	✓	
<p>Have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities.</p> <p><i>Evidence reviewed:</i> <i>Overtime guidelines</i> <i>Performance excellence policy</i> <i>Staff work allocations</i></p> <p>The teaching load of the current team was unclear as they are currently all referenced within every module. This makes it difficult to ascertain whether sufficient time is available to staff to carry out roles such as practice liaison, programme lead, IQA, module leader, student tutorials etc. Additional evidence is needed to outline current staffing allocations and the roles that each member of the team is undertaking.</p> <p>It was discussed at length that the senior leadership fully recognise the requirement for additional personnel, especially as the cohorts continue to grow. This has promoted a review of the workload and should generate an effective business case for increased staffing. The University is required to provide details of this once complete.</p>		✓
<p>Respond effectively to the learning needs of individuals.</p> <p><i>Evidence reviewed:</i> <i>Student Feedback</i></p>	✓	

<p><i>Student representative meeting minutes</i> <i>Personal tutorial timetables / minutes</i> <i>Clinical placement records</i> <i>Reasonable adjustments records</i> <i>Lesson observations</i> <i>Student support services</i> <i>Special educational needs support</i></p> <p>This requirement was well met with clear evidence of a proactive approach and the support in place, as required.</p>		
<p>Are supportive and objective in their approach to student supervision, assessment and progression and appropriately share and use evidence to make decisions on student assessment and progression.</p> <p><i>Evidence reviewed:</i> <i>Student Feedback</i> <i>Progression Board information and exit award outline</i></p> <p>It was evident that progression is determined at appropriate points, with student feedback confirming the support they feel is in place.</p>	✓	
<p>Liaise, collaborate and action constructive feedback generated by colleagues, students and stakeholders to enhance their teaching assessment and to share effective practice.</p> <p><i>Evidence reviewed:</i> <i>EE Reports</i> <i>Student feedback</i> <i>Examiner Observations</i></p> <p>Whilst it became apparent during the event that USW has stringent processes in place to meet this requirement, the evidence was not available and must be provided. The EE has historically provided clear areas for improvement, and although it was discussed that this feedback is actioned, review of the USW continuous monitoring process will help to demonstrate the actions being met and the effectiveness of the changes.</p> <p>As discussed in previous Standards, it is clear that feedback is requested from stakeholders, however, this could perhaps be strengthened further with reference to preparation for placement. It may also be helpful to ascertain the TPs' perspectives on the programme aims, whether they are effective and whether students are achieving them.</p>		✓
<p>Are expected to respond effectively to concerns and complaints about public protection, animal welfare and student performance in learning environments and are supported in doing so.</p> <p><i>Evidence reviewed:</i></p>	✓	

<p><i>Complaints procedure Cause for Concern</i> <i>Fitness to Practise Policy</i> <i>Retention records</i> <i>Risk Assessment USW Student</i> <i>Minutes of meetings, action plans and responses</i></p> <p>A specific example was provided as evidence for this requirement, which thoroughly demonstrated compliance with the university procedures and that effective mechanisms are in place.</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> CV CPD Record</p> <p>The Programme Lead is an RVN, with sufficient experience and recognised teaching and quality assurance qualifications. It was agreed by all that the Programme Lead is fulfilling the RCVS requirements for this role, however, there should be consideration for the enormity of the current role and how other team members may be developed to progress to this level in future. It would be sensible to consider succession planning for the Programme Lead, which would also be an opportunity to empower and develop the other RVNs within the programme team.</p>	✓	
<p>Conclusion:</p> <p>All personnel involved with the development, delivery and assessment of the proposed programme are suitably qualified and experienced. It was unclear how the staffing allocation works in reality, and some of the team appear to undertake a significant number of different elements within the programme. Whilst this may appear to be concerning, the panel was reassured by the senior leadership's proactive approach to addressing this potential issue and look forward to reviewing the plan moving forward. The support and training in place for all personnel is robust and effective, and regular reviews are conducted to ensure educational and assessor best practice is being followed.</p> <p>There are actions required to demonstrate compliance with this Standard, which is currently not met, however, the primary focus is on evidence submission which was not provided within the application and long-term staffing availability.</p>		
<p>Suggestions:</p> <ol style="list-style-type: none"> a. Amend CVs to ensure that they accurately describe the roles that staff are currently undertaking or have previously undertaken. b. Update CVs to clarify reference to current roles. c. Update job descriptions, or add addendums, for PSRB specific requirements. d. Seek feedback from TPs regarding how prepared students are for placement. 		

- e. Consider more stringent mechanisms for TPs to provide feedback on programme aims.
- f. Develop a succession plan for the Programme Lead.

Actions:

- a. Provide 'Passport for Success' records to demonstrate equality and diversity training and include this type of training within RCVS CPD records.
- b. Provide action and/or development plans from 'Teaching Success' programme.
- c. Provide staffing allocation demonstrating sufficient time for staff to achieve all role responsibilities.
- d. Complete the curriculum review, demonstrating requirement for additional personnel and how this will be implemented.
- e. Provide USW continuous monitoring process reports, demonstrating feedback from EEs is addressed.

Standard 5 – Curricula and assessment

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

Standard not met		
Accredited Education Institutions, together with Centres and Training Practices, must ensure:		
Requirements	Met	Not Met
<p>Curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks for Veterinary Nurses and programme outcomes.</p> <p><i>Evidence reviewed:</i> <i>Programme specification</i> <i>Programme handbook</i></p> <p>The programme is clearly mapped to the DOC/DOS and current QAA HE benchmarks. It was noted, however, that the DOC/DOS are repeatedly mapped and it may be challenging to fully cover all aspects within every module. The programme team may wish to review the mapping and remove the DOC/DOS that are not as relevant to particular modules.</p>	✓	
<p>Programmes are designed, developed, delivered, evaluated and improved based upon stakeholder feedback.</p> <p><i>Evidence reviewed:</i> <i>Course review and revalidation documentation</i> <i>EE reports</i> <i>Self-Assessment reports</i></p> <p>Some evidence was provided relating to the review of the course and the programme team are looking forward to a collaborative and supportive tenure with the incoming External Examiner (EE).</p> <p>Other stakeholders are consulted, although the evidence provided for this was limited. For example, TPs have provided feedback on the changes to the placement model and students are surveyed with regard to the programme and specific assessments. Evidence of this feedback and the resulting actions is required.</p> <p>The change to the placement model has also impacted the modules, with the previous approach requiring two 'Placement for Veterinary Nurses' modules. Now</p>		✓

<p>that this has changed, there is no requirement for modules to be indicated as 'Placement for Veterinary Nurses '1' or '2' and thus the relevant modules must be renamed to avoid confusion.</p>		
<p>Curricula remain relevant in respect of contemporary veterinary nursing practice.</p> <p><i>Evidence reviewed:</i> <i>Programme handbook</i> <i>Modules Specifications</i> <i>Tour of facilities</i> <i>Revalidation document</i> <i>EE reports</i></p> <p>Sufficient evidence was presented to demonstrate that curricula were relevant and equipment reflected contemporary veterinary nursing practice.</p>	✓	
<p>Curricula and assessments weigh theory and practice learning appropriately to the programme.</p> <p><i>Evidence reviewed:</i> <i>Programme Handbooks</i> <i>Module Specifications</i> <i>Mapping to RCVS Veterinary Nurse Registration Rules</i> <i>Timetables</i> <i>Assessment matrices</i></p> <p>There is inconsistency in the use of level appropriate descriptors across modules, levels and assessment criteria, and these should be aligned with the preferred taxonomy of the University, such as Blooms Advanced Taxonomy to ensure that descriptors such as 'critical evaluation' are not used for level 4 and/or 5 modules.</p> <p>It was unclear how the cut-score for assessments was arrived at, demonstrating that a minimally competent person would achieve the 40% pass mark. The rationale for this approach must be provided. Additionally, the weighting for MCQ assessments appeared to differ across modules; the programme team confirmed that the weighting should reflect the number of questions included, however, this did not appear to be the case. The assessment timetable for the proposed programme was not provided, thus it was difficult to ascertain what the weighting of theory, assessments and practice would look like.</p> <p>The credit value of the course is high, as discussed in Standard 2, and the clinical placement modules contribute 120 credits. The credit value of the placement modules must be reviewed, demonstrating that the pass/fail nature is not skewing the degree classifications.</p>		✓
<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>Assessment strategies</i> <i>Curriculum map</i> <i>Programme handbook</i> <i>Module specifications</i></p> <p>There is inconsistency in the sequencing and complexity of modules at present and the academic level of learning outcomes should be reviewed to ensure progression from level 4 to 5 and parity with the educational establishment expectations of taxonomy and assessment methodologies across a Foundation Degree. There also appears to be some confusion regarding the term 'formative' pertaining to the Clinical Skills for Veterinary Nurses Module containing a portfolio of evidence.</p>		
<p>Curricula and assessments are structured and sequenced to enable students to manage their theory and practice learning experience effectively, with progression determined at appropriate points.</p> <p><i>Evidence reviewed:</i> <i>Clinical placement plans</i> <i>Assessment matrix</i> <i>DOC/DOS mapping</i> <i>Student progress reports</i> <i>Module specifications</i> <i>Programme handbooks</i> <i>Board of examiners, progression meeting minutes</i></p> <p>Sufficient evidence was provided to demonstrate that theory and practical learning are appropriately sequenced and structured in terms of delivery hours and clinical placement.</p>	✓	
<p>A range of appropriate assessments are delivered, within the educational setting, to accurately measure the knowledge, skills and understanding outlined in the programme. At least one summative assessment must be in the form of an Objective Structured Clinical Examination (OSCE) or similarly robust, objective and evidenced-based form of practical examination to test the safe and effective acquisition of a broad range of skills and competences outlined in the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> <i>Student feedback</i> <i>Standardisation meeting minutes</i> <i>Exam Board minutes</i> <i>Examination rules</i> <i>Examination policy and procedure documents</i> <i>Examples of assessment material</i> <i>Academic blueprint</i> <i>Assessment strategy</i> <i>Assessment rationale</i></p>		✓

<p><i>Examiner handbook</i> <i>Student handbook</i> <i>Security policies</i></p> <p>The assessments overall were deemed to be effective and fit for purpose. However, with the required review of the academic level of the module learning outcomes, the review of the DOC/DOS mapping and consideration of evidence-based education, the programme team may wish to review the assessments, ensuring they remain relevant.</p> <p>USW delivers a ten-station OSCE circuit as the summative assessment within the B12S127 Clinical Skills for Veterinary Nurses Module. Students must complete each station within 6 minutes. The module specification indicates that the examination is 120 minutes long which is not the case. Within this module there are also inaccurate statements in relation to the RCVS accrediting the OSCE: RCVS accredits the qualification and not individual assessments within the qualification. There is also reference to the OSCE being an 'end point assessment' which is an unusual term to use within degree programmes.</p> <p>There is a Pre-clinical OSCE in the B12S124 Placement for Veterinary Nurses 1 module. It is unclear how this examination is structured because the description is not as detailed as the OSCE in the B12S127 Clinical Skills for Veterinary Nurses Module. In addition, the Pre-clinical OSCE does not need to be passed prior to students commencing their clinical placement, which is misleading. This means that students failing this examination may not be fully prepared for placement; it is suggested that students who fail this assessment generate a personal development plan which is shared with the placement team to enable these areas to be developed further during the placement.</p> <p>The OSCE steps described in the OSCE stations are weighted to ensure that greater emphasis is placed on skills which if not completed will lead to a serious health and safety risk. The panel felt that the definitions used should be reviewed to ensure that the highest weighting is only applied to steps where failure to complete the step correctly would almost certainly lead to a catastrophic event, such as death or serious injury to the animal or other personnel.</p>		
<p>Students are assessed practically across clinical placement settings and learning environments as required by their programme.</p> <p><i>Evidence reviewed:</i> <i>Day One Skills recording tool</i> <i>Observation records</i> <i>Examination papers and mark sheets</i> <i>Student feedback records</i> <i>Sampling plan</i></p>	✓	

<p>The evidence presented clearly indicated that students are assessed practically across clinical placement and learning environments.</p>		
<p>Processes are in place to establish a high degree of validity and robustness to support the decisions made based on the results of the assessment.</p> <p><i>Evidence reviewed:</i></p> <p><i>Examination policy and procedure documents</i></p> <p><i>Rationale for the design of examinations</i></p> <p><i>Moderation policies</i></p> <p><i>Assessment blueprint</i></p> <p><i>Mark schemes</i></p> <p><i>Training and standardisation of markers</i></p> <p><i>Test and item statistical analysis mechanisms</i></p> <p><i>Statistical analysis</i></p> <p><i>Standard setting documentation</i></p> <p><i>Mechanisms to detect plagiarism</i></p> <p><i>Assessment appeals policy</i></p> <p><i>Invigilation arrangements</i></p> <p>Policies and procedures are in place demonstrating the validity and reliability of the assessments, including those required for the OSCE. RCVS carried out a quality monitoring visit in 2020 to view the OSCEs. USW met its actions in relation to this audit.</p>	✓	
<p>Moderation processes are in place and demonstrate that assessment is fair, reliable and valid.</p> <p><i>Evidence reviewed:</i></p> <p><i>Moderation policy</i></p> <p><i>Moderation forms</i></p> <p><i>EE reports</i></p> <p><i>Samples of moderation</i></p> <p><i>Exam board minutes</i></p> <p><i>Sampling strategy</i></p> <p>The policies provided, including moderation, marking, statistical analysis and staff training, demonstrated compliance with this requirement. The EE is employed to sample work and feed back on IQA and assessment outcomes, although internal IQA could perhaps include review of the learning outcomes. The moderation process is robust and part of a continuous monitoring process by the HEI.</p> <p>There was discussion regarding the conferring of examiners following presentation style assessments, however, social moderation is an accepted methodology for this type of assessment. Nonetheless, the policy indicates that the examiners mark independently and do not confer. The University should consider whether the approach is valid and update the policy accordingly.</p>	✓	

<p>Mechanisms are in place to minimise bias in all assessments.</p> <p><i>Evidence reviewed:</i> <i>Examination Policies and Procedures</i> <i>Examiner handbook</i> <i>Rationale for the design of the examination</i> <i>Invigilation arrangements</i> <i>Assessment validation reports</i> <i>Examiner standardisation processes</i> <i>Moderation processes</i></p> <p>The University provided sufficient evidence demonstrating the mechanisms in place to minimise bias.</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> <i>Extenuating circumstances policy</i> <i>Support for HE students with additional learning needs document</i> <i>Redacted RA records</i></p> <p>The evidence provided a relevant example of the implementation of reasonable adjustments, and it is clear that the policy is complied with.</p>	✓	
<p>Clinical placement assessment is facilitated and evidenced by observations and other appropriate methods.</p> <p><i>Evidence reviewed:</i> <i>Moderation policy</i> <i>Day One Skills recording tool</i> <i>Schedule of activity</i> <i>Moderation reports</i> <i>Clinical Supervisor observation records</i></p> <p>Sufficient evidence was presented to evidence that clinical placement is facilitated and evidenced by appropriate methods.</p>	✓	
<p>Students' self-reflections contribute to, and are evidenced in, assessments.</p> <p><i>Evidence reviewed:</i> <i>Powerpoint on reflection</i></p> <p>There was limited evidence provided to illustrate student self-reflection within assessments, beyond the professional behavioural tool within the Nursing Progress Log (NPL). Whilst this is a valuable opportunity for students to reflect, there must be further encouragement for a more formal reflective opportunity. Adding reflective components to formative and summative assessments would fulfil this requirement and assist students with their learning journey.</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> <i>Academic regulations</i></p> <p>Academic regulations state that 40% must be achieved in every element within a module for the FdSc VN and there is no compensation between assessment methodologies or modules.</p>	✓	
<p>Ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen examination as an element of the assessment strategy.</p> <p><i>Evidence reviewed:</i> <i>Module Specifications</i> <i>Programme handbook</i></p> <p>All modules mapped to the DOCs have an unseen examination element.</p>	✓	
<p>Conclusion:</p> <p>The programme is clearly mapped to the RCVS Day One Competences and Skills and the QAA HE Benchmarks for Veterinary Nurses, with the curricula demonstrating relevance to contemporary veterinary nursing. There was some concern regarding the academic level and weighting of the modules, specifically with relation to the learning outcomes; this programme has recently been revalidated by USW, however, further programme changes are now required and will need to be reviewed again by the relevant committees. There are also further opportunities for improvement in relation to student self-reflection and incorporation of relevant stakeholder feedback.</p> <p>The OSCE is well developed but the panel felt that further improvements could be made to ensure the outcomes remain valid. In particular, there are differences between the student facing information about examination length and number of stations within the two modules which contain the OSCE. There is also some work to complete around the weighting of the OSCE steps to ensure that the highest score relates to areas which if not completed correctly could be catastrophic as opposed to unsafe.</p>		
<p>Suggestions:</p> <ol style="list-style-type: none"> a. Review the programme mapping against the DOC/DOS and consider whether all of the mapping is truly required and achievable. b. Add review of appropriate academic levelling into moderation. c. Consider updating the examining procedure for assessments, referencing examiner conference following the assessment. d. Review assessments once module changes have been implemented, ensuring they remain fit for purpose. e. Consider amending the name of the Pre-clinical OSCE. <p>Actions:</p> <ol style="list-style-type: none"> a. Provide evidence of stakeholder feedback and demonstrate how this has been actioned. 		

- b. Rename module 'Placement for Veterinary Nurses 1' to avoid confusion.
- c. Review the level appropriateness of curricula and assessments.
- d. Clarify the rationale for the weighting of MCQ questions.
- e. Demonstrate rationale for cut-score/normalisation of written assessments, with regard to a minimally competent person.
- f. Provide the assessment timetable for the proposed programme, referencing academic year 2021/22.
- g. Review the credit value of the placement modules and ensure they are not skewing the degree classification of students on the programme.
- h. Review the formative nature of the portfolio for the Clinical Skills for VN module.
- i. Promote more reflective components within the programme, such as within the formative and summative assessments.
- j. Reconsider the OSCE weighing descriptors to ensure that there is differentiation between actions which will lead to catastrophic outcomes, as opposed to those that compromise health and safety.
- k. Ensure that the OSCE assessment in the B12S124 Placement for Veterinary Nurses 1 module OSCE is described in the same way as the one in the B12S127 Clinical Skills for Veterinary Nurses module in terms of length and number of stations.
- l. Remove the reference to the OSCE being an end point assessment accredited by the RCVS.

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 not met		
Accredited Education Institutions, together with Centres and Training Practices, must:		
Requirements	Met	Not Met
<p>Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i></p> <p><i>TP/aTP list including RCVS TP number</i></p> <p><i>TP/aTP approval and monitoring documentation for UK practices</i></p> <p><i>Centre approval forms</i></p> <p><i>Consumable and equipment lists</i></p> <p><i>Memorandum of Understanding (extra checked)</i></p> <p><i>RCVS TP approval form showing Abbey Vets Tredegar.</i></p> <p><i>1 Completed TP inspection forms</i></p> <p>The IQA team are to be commended for their ongoing development of TP provision in South Wales and the good relationships formed with their affiliated TPs. The on-campus facilities, as previously detailed, are also excellent and it is clear that students have sufficient access to appropriate clinical learning facilities as required for their training.</p> <p>A robust and detailed TP approval and monitoring form is in place and evidence has been provided that face-to-face visits have taken place up until March 2020 when, due to COVID, these were conducted remotely. Verbal confirmation at the time of the accreditation confirms that quality assurance of affiliated TPs and placement visits were via virtual conversations. Whilst learner feedback is positive, it is unclear how quality assurance procedures are tracked by the Centre. These procedures should take into account the risk assessment of the TP, CS and should demonstrate that learner specific needs can be identified. Additionally, it may be helpful to add an 'actions' section to the TP approval form, so these could be monitored in a meaningful way.</p>		✓
<p>Ensure students are enrolled with the RCVS prior to undertaking clinical placement (in order to comply with legislation).</p> <p><i>Evidence reviewed:</i></p> <p><i>Enrolment policies and procedures</i></p>		✓

<p>The evidence provided did not demonstrate the USW/CG procedure for enrolling students with RCVS, thus further evidence is required to demonstrate the procedures for enrolment and tracking of enrolled learners with the RCVS.</p>		
<p>Ensure students are actively learning and adequately supervised in all clinical learning environments.</p> <p><i>Evidence reviewed:</i> <i>TP/aTP rotas</i> <i>Programme timetables</i> <i>Clinical placement records</i> <i>Job descriptions for educators, assessors and support staff</i> <i>Student feedback</i> <i>Completed TP feedback forms</i></p> <p>The evidence provided demonstrated the documentation is sufficient to record and monitor the student's clinical placement progress and supervision, through the TP approval and monitoring form and the CS agreement. Students complete an initial placement tutorial with a CG tutor in which rota and staff supervision are determined and they also attend a seminar which provides guidance to students who are about to commence their first placement block. From March 2020 to March 2021 the placement tutorials have taken place via virtual conversations; the evidence to support this was not supplied.</p>		✓
<p>Ensure clinical learning environments are provided for every student, within a RCVS listed training practice or auxiliary training practice, for a minimum duration of hours as stipulated in the RCVS Veterinary Nurse Registration Rules.</p> <p><i>Evidence reviewed:</i> <i>Evidence reviewed:</i> <i>Clinical placement lists</i> <i>Memoranda of Understanding</i> <i>Registers</i> <i>Record of Training</i> <i>Programme specification</i> <i>Records of placement</i> <i>Central document of cohort hours</i></p> <p>CG is to be commended for the number of affiliated TPs it has, and the robust relationships which have been developed. The students' placement duration is now a full placement year, with sufficient time to support any learners who need to extend the placement block, to meet the RCVS requirement of 1800 hours in practice.</p> <p>Evidence regarding secondment arrangements confirmed that no student has been seconded to another TP in order to gain experience in the DOS. However, there are TPs where a suitable branch practice is utilised in the learners' training.</p>		✓

<p>Secondment in these instances should be detailed within the Memorandum of Agreement and a secondment agreement.</p>		
<p>All students must have sufficient time within the programme to achieve the Veterinary Nurse Registration Rules hours requirement.</p> <p><i>Evidence reviewed:</i> <i>Timetables</i> <i>Planned placement model</i> <i>Programme specification</i> <i>Individual learning plans</i> <i>UK clinical placement lists</i></p> <p>USW and CG provided clarification in relation to placement dates, however, based on the proposed enrolment dates, it is unclear how students can achieve the required 2990 hours of total training time. This action will be addressed within Standard 2.</p>	✓	
<p>Ensure all students are allocated a clinical supervisor responsible for confirming competency of RCVS Day One Skills for Veterinary Nurses. All clinical supervisors must be RVN or MRCVS (UK practising), be experienced and able to demonstrate an experienced level of clinical skills and ongoing professional development.</p> <p><i>Evidence reviewed:</i> <i>Clinical Coach Training Procedure</i> <i>TP/aTP approval forms</i> <i>Clinical Supervisor checks made by provider</i> <i>Completed TP feedback forms</i></p> <p>The Centre is commended for the CS agreement which is clear and detailed, explaining the CS role and requirements. However, it was unclear what checks are made to ensure CS' are appropriately qualified; this evidence must be provided. Additionally, the CS training PowerPoint was not provided in its deliverable format, so the panel could not appraise its effectiveness.</p>		✓
<p>Maintain accurate records of student clinical learning environment attendance and provide these to RCVS upon request.</p> <p><i>Evidence reviewed:</i> <i>Registers</i> <i>Records of training</i></p> <p>USW and CG utilise the RCVS Record of Training to calculate the students' hours in placement, however, it was unclear what documentation is kept as a live record of attendance. It was suggested during the event, that USW and CG could develop a tracking document to assess the full cohort at regular intervals to help strengthen its own procedure. This will enable the Centre to recognise any learners falling behind and provide any support necessary, ensuring there is a live reflection of attendance.</p>	✓	

<p>There must be sufficient TP support available for all recruited students.</p> <p><i>Evidence reviewed:</i> <i>TP/a TP lists</i></p> <p><i>Memoranda of Understanding</i> <i>Secondment agreements and records</i> <i>Evidence of communication with primary affiliated centres</i> <i>Secondment agreement for a TP</i></p> <p>The evidence reflects sufficient TP availability for the provision.</p>	✓	
<p>Ensure that training practices either hold a primary affiliation with the Accredited Education Institution itself or its delivery site, or, where the training practice is to hold a secondary affiliation, that the training practice also holds a primary affiliation elsewhere and is an RCVS listed practice.</p> <p><i>Evidence reviewed:</i> <i>TP/a TP Memorandum of Understanding</i> <i>TP / a TP lists</i> <i>Student secondment records</i> <i>Secondment agreement for a TP</i></p> <p>The evidence supplied was sufficient and illustrated good communications and relationships with TPs and other veterinary nursing providers.</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> <i>Communication records</i> <i>Memoranda of Understanding</i> <i>Placement permission form</i></p> <p>The process for placing students into secondary affiliated training practices was unclear, due to incorrect evidence being submitted in error. USW is required to submit the evidence demonstrating this procedure.</p>		✓
<p>Be compliant with the RCVS standards framework for veterinary nursing education, including clinical requirements for all periods of learning undertaken outside the UK and comply with all relevant legislation and UK animal care and welfare standards (including the Veterinary Surgeons Act 1966).</p> <p>N/A</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></p>		✓

<p><i>Rotas</i> <i>Timetables</i> <i>Day One Skills recording tool audits</i> <i>Clinical placement records and action plans</i> <i>Individual learning plans</i> <i>Student handbooks</i> <i>Placement handbooks</i> <i>Clinical Supervisor training and standardisation</i> <i>29 additional completed individual learning plans and questionnaire on placement</i></p> <p>The programme team detailed the documentation and processes around individual learner needs. A tracker to monitor the students NPL progress was not supplied in the original evidence submission, thus it was difficult to ascertain how this requirement was met. A tracker would allow USW to monitor and safeguard the students who are struggling to meet targets so support can be provided.</p>		
<p>The veterinary team contribute to learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i> <i>Clinical placement records</i> <i>Staff Codes of Conduct</i> <i>Staff rotas / timetables</i> <i>Team meeting minutes</i> <i>TP/aTP approval and audit forms</i> <i>29 additional completed individual learning plans and questionnaire on placement</i></p> <p>The promotion and use of an expert witness to support and achieve DOS completion is not clear in the documentation observed. USW must create a policy to promote and provide guidance to CS and students which will encourage students to develop inter-professional relationships.</p> <p>It is unclear from the current Memorandum of Understanding that this is an expectation of TP and their personnel; this must be reflected in order to ensure all staff within TPs understand their responsibility towards students.</p>		✓
<p>Conclusion:</p> <p>There are areas for commendation within this Standard including the mutual support for local TPs, the Delivery Centre and the excellent feedback received during the student interviews. The Placement Handbook and CS agreements provide informative guidance to both the students and CS, however, at times it is difficult to determine the processes that are undertaken to ensure tracking of learner hours and progress, CS requirements and virtual TP quality assurance processes.</p> <p>The actions arising from this Standard are mainly requesting further evidence which was not available during the accreditation event. Overall, this Standard is not met.</p>		

Suggestions:

- a. The TP approval and monitoring form would benefit from an 'actions' table at the end of the report to monitor identified points.
- b. Develop a tracker to log student hours and absence whilst completing placement.

Actions:

- a. Provide evidence of annual audit procedures being implemented, taking into account the risk banding of the TP, CS and learner specific needs identified.
- b. Detail secondment arrangements in a secondment agreement and Memorandum of Understanding.
- c. Provide evidence of procedures for tracking of enrolled learners with the RCVS.
- d. Provide evidence of the virtual placement tutorials that have taken place during the past year.
- e. Develop a CS tracker to demonstrate all mandatory requirements are met.
- f. Provide CS training PowerPoint. Provide further evidence to demonstrate that there is a Memorandum of Understanding and robust communication between the Centre responsible for the secondary affiliated TP and Coleg Gwent.
- g. Provide evidence of an NPL tracker to assess progress throughout a student's clinical placement.
- h. Develop a policy regarding the utilisation of expertise within practice.
- i. Review and update MOU to reference the support for student training within the TPs.