

## University of South Wales Accreditation Visit

Coleg Gwent 24-26 October 2023

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

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## List of Panel Members

Molly Down RVN - Student representative

Julie Dugmore RVN - RCVS Director of Veterinary Nursing (Observer)

Victoria Hedges RVN - RCVS VN Examinations Quality Lead

Carla Husband RVN - Chair

Kathy Kissick RVN - Employer representative (not in attendance at the visit)

Louise Sutherland RVN - Educator representative

Kirsty Williams - RCVS Education Quality Improvement Manager (Observer)

## Key Staff met

### University of South Wales

Hayley Burns - Deputy Dean

Paul Davies - Dean

Paul Jones - Link Officer and previous Head of Biological and Forensic Sciences

Rhian Kinsella - Head of Biological and Forensic Sciences

Rhian Kerton - Associate Dean, Student Outcomes

Eric Llewellyn - Head of Partnerships

Claire Morgan - Quality and Partnerships Manager

Darryl Morgan - Head of Learning, Teaching and Student Experience

Scott Seldon - Head of Support and Safeguarding

Rebecca Simmonds-Cavanagh - Link Officer

Jenny Smith - Head of Student Experience

### Coleg Gwent

Theona Aristidou RVN - Lecturer

Craig Bertie - HR Business Partner

Michelle Cooper – Higher Education Manager

Katie Davies RVN - Lecturer

Luke Ganz - Continuous Improvement & Quality Manager

Nicola Gamlin - Vice Principal Curriculum & Quality

Danielle Hamer - Head of HR & Organisational Development

Sian Hughes - Head of Learner Services

Sarah Jones - Finance Faculty EAS Business Partner

Angela Lewis - Head of Higher Education

Cassie Maggs RVN - Lecturer

Ian Millward - Faculty Director

Helen Morgan - Head of School

Jaime Mulligan - Faculty Improvement Partner Quality

Rachel Perry RVN - LIQA Lecturer

Lauren Porter RVN - Lecturer

Ian Rowe - Associate Director Health, Safety, Estates and Facilities

Rhian Smith RVN - Lecturer

Jacqui Stundon MRCVS - Training Practice Support Officer

Rhiannon Stundon RVN - Head of Centre and Programme Lead

## Summary of the Panel's findings

- University of South Wales, in conjunction with Coleg Gwent were visited between 24-26 October 2023. The following programme was under accreditation review:

FdSc in Veterinary Nursing

- The programme is delivered at the Coleg Gwent, Usk campus alongside a Level 2 Veterinary Care Assistant qualification, a Level 3 Veterinary nursing qualification and a Level 6 BSc top up course for veterinary nursing.
- Four affiliated training practices were visited between 20-21 September 2023 by RCVS Qualification Assessors who created a report and gave feedback to the panel before attending the accreditation event.
- The visitors received a warm welcome from the staff and are grateful to all those who were responsible for preparing the visit, arranging the schedule and providing supplementary information when requested. The enthusiasm, commitment and pride of staff in what they do made it an interesting and enjoyable visit.
- The panel met with six year 1 FdSc students and seven year 2 FdSc students. No final year students met with the panel.

The panel found the following:

University of South Wales (USW) in conjunction with Coleg Gwent (CG) is to be **commended** for:

- Excellent veterinary nursing team camaraderie with support for staff and programme development positively impacting the students directly.
- An innovative Clinical Supervisor (CS) online training course, that is robust, inclusive and fit for purpose.
- The development of a user friendly, positive artificial intelligence (AI) policy that embraces modern technology without negatively impacting on learning outcomes.
- Consideration of the socio-economic status of the students. The ability to offer a course that is designed to help those students who wouldn't normally have the opportunity for further or higher education.
- Extensive mental health first aid training delivered to all staff, making it clear that wellbeing is a priority amongst staff and students.

Areas for further review include:

- Monitoring, reviewing and actioning RCVS continuing professional development (CPD) compliance in all staff including CS in placements to ensure that mandatory reflection of CPD occurs.

- To actively involve the veterinary nursing team in lesson observations to ensure professional and clinical relevance with Code of Professional Conduct (CoPC), day one competences (DOC) and day one skills (DOS) are embedded across all FdSc veterinary nursing sessions.
- Ensure consistency and factual accuracy across all documents and platforms that are student facing.

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

## Programme details

| Requirements  | Details  |
|---|--|
| <b>Name of organisation awarding the licence to practise qualification</b>                              | University of South Wales  |
| <b>Main address and contact details for the above organisation</b>                                      | Treforest<br>Pontypridd<br>CF37 1DL  |
| <b>Name of Principal or Chief Executive Officer</b>   | Paul Davies  |
| <b>Name of Programme Lead</b>   | Rhiannon Stundon RVN   |
| <b>Proposed programme(s) title:</b>   | FdSc Veterinary Nursing  |
| <b>Address and contact details of proposed site/s for delivery of licence to practise qualification</b> | Coleg Gwent<br>Usk Campus<br>Usk<br>The Rhadyr<br>Monmouthshire<br>NP15 1XJ                    |
| <b>Pattern of delivery</b>  | Three-year full time foundation degree with placement year.<br><br>Part time option available. |
| <b>Intakes and student numbers</b>  | Two cohorts per year starting in September.<br>Total intake 32-36 per year.                    |

## Standard 1 – Learning culture

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

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

| Standard met   |   |     |          |         |
|--|---|-----|----------|---------|
| Accredited Education Institutions, together with Centres and Training Practices, must: |   |     |          |         |
|  | Requirements  | Met | Part Met | Not Met |
| 1.1  | <p>Demonstrate that the safety of people and animals is a primary consideration in all learning environments.</p> <p><i>Evidence reviewed:</i></p> <ul style="list-style-type: none"> <li>Coleg Gwent Health Safety and Wellbeing Policy</li> <li>Stress Management Policy</li> <li>USW Site Audits of CG</li> <li>Staff induction procedure CG</li> <li>Risk Assessment &amp; SOP's Animal Care Unit</li> <li>OSCE Risk Assessment and OSCE Station Methodologies</li> <li>OSCE Folder</li> <li>OSCE Examiner Training</li> <li>IQA Observations of CCs &amp; SVNs in practice</li> <li>CG Information Security Framework</li> <li>USW Safeguarding Policies and Procedures</li> <li>CG Safeguarding Policies and Procedures &amp; Training</li> <li>Policy of onsite animals</li> <li>TP Inspection Form Folder</li> <li>TP Risk Assessments</li> <li>Zoonoses COSHH</li> <li>CG HE Induction Process</li> <li>ISO45001 &amp; ISO14001 Accreditation Certificate</li> <li>TIAA Schools Audit</li> <li>Behaviour Policy</li> <li>HE Learner Induction Checklist</li> </ul> <p>The panel were made aware that students do not handle animals onsite. All health and safety policies are up to date and comprehensive to ensure the safety of both staff and students.</p> | ✓   |          |         |



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| 1.2 | <p>Prioritise the wellbeing of people.</p> <p><i>Evidence reviewed:</i></p> <p>Teaching and Learning Strategic Plan<br/>         Continued Professional Development Policy CG<br/>         Nominated staff member for wellbeing<br/>         CG EDI Calendar 2022 2023<br/>         Staff Benefits as an employee<br/>         HE Staff Handbook Overview<br/>         USW Site Audit of CG<br/>         Performance Excellence and Objectives<br/>         Our Vision and Values<br/>         Health Safety and Wellbeing Policy<br/>         Behaviour Policy<br/>         Pastoral support<br/>         FdSc VN Course Handbooks<br/>         Clinical Placement Handbook FdSc 2324 V2.3<br/>         SVN Agreement 2023_2024<br/>         Staff Timetables<br/>         Student support services<br/>         CG HE Tutorial Procedure<br/>         USW Fitness to Practise Policy<br/>         Coleg Gwent Fitness to Practise Guidelines 2023/24<br/>         Learner Support film clip<br/>         USW_CG Fitness to Practise Questionnaire 2324<br/>         Wellbeing Support for Staff<br/>         Wellbeing - Better Health Channel<br/>         CG Connect and Togetherall Mental Health Support<br/>         Stress Management Policy<br/>         Veterinary mental health first aid training</p> <p>Vast resources are available to staff and students with respect to both physical and mental health. The college has a wide range of support available including gym memberships and classes, contributing to physical health within the staffing team. The panel commends the extensive mental health training available to all staff with both evidence and discussion with the team concluded that wellbeing is clearly paramount within the college.</p> <p>Students can benefit from a wide range of various free and highly accessible resources around the campus including sanitary products and laptop loans.</p> | ✓ |  |  |
| 1.3 | <p>Ensure that facilities and physical resources, including those used for clinical learning, comply with all relevant legislation</p>   | ✓ |  |  |

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|     | <p>including UK animal care and welfare standards.</p> <p><i>Evidence reviewed:</i><br/> <i>TP list including RCVS TP number</i><br/> <i>Training practice (TP)/Auxiliary Training Practices (aTP) lists with risk assessments</i><br/> <i>RCVS Registration of Premises application form</i><br/> <i>USW RCVS Action Plan Jan 2022</i><br/> <i>Coleg Gwent Nursing Progress Log Scope for SVNs enrolled with the RCVS after to September 2022</i><br/> <i>TP Inspection Forms and TP Risk Assessments</i><br/> <i>Policy of onsite animals</i><br/> <i>USW Site Audits of CG</i><br/> <i>List of locations where qualifications are delivered</i><br/> <i>Schedule of quality monitoring activity</i><br/> <i>Consumables and equipment list</i><br/> <i>BI2S127 Module</i><br/> <i>Film - Coleg Gwent Veterinary Nursing Centre</i><br/> <i>Film Learning resources overview</i><br/> <i>Student Feedback / Learner Forums</i><br/> <i>University and Partner Link Officer Handbook &amp; Forms</i><br/> <i>USW Quality Manual</i><br/> <i>TIAA Schoos Audit</i><br/> <i>OSCE Risk Assessment and OSCE Station Methodologies</i><br/> <i>ISO45001 &amp; ISO14001 Accreditation Certificate</i></p> <p>CG has invested in the development of the vet nursing zone (VNZ), a simulated clinical skills facility equipped to provide a safe learning environment. All facilities used within the programme have been evidenced to comply with legislation.</p> |  |   |  |
| 1.4 | <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/> Updated TP Inspection Form TP list &amp;<br/> Clinical Placement Handbook FdSc 2324 V2.3<br/> TP Memoranda of Understanding (MoU)</p> <p>Coleg Gwent has produced a poster to inform clients that student veterinary nurses are involved in the care of animals. It is a requirement of the training practice (TP) MoU that practices display the poster at all times. However, TP approval and audit forms completed by IQA's do not detail that clients are provided with information about withdrawal of consent, therefore this addition is recommended by the panel.</p>  |  | ✓ |  |

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| 1.5 | <p>Promote client, public and animal safety and welfare and maintaining confidentiality.</p> <p><i>Evidence reviewed:</i></p> <p><i>Clinical Placement Handbook FdSc 2324 V2.3</i></p> <p><i>Film - Coleg Gwent Veterinary Nursing Centre Performance Excellence and Objectives</i></p> <p><i>IQA Observations of CCs &amp; SVNs in practice</i></p> <p><i>Examples of Feedback</i></p> <p><i>HE Continuous Monitoring Process</i></p> <p><i>NPL Tutor and SVN tutorial examples</i></p> <p><i>Quality assurance reports</i></p> <p><i>NPL IQA of SVNs CCs and TPs</i></p> <p><i>Clinical placement evaluations</i></p> <p><i>CG Information Security Framework</i></p> <p><i>Student observations</i></p> <p><i>TP Inspection Forms</i></p> <p><i>TP Risk Assessments</i></p> <p><i>TP Memoranda of Understanding</i></p> <p><i>Staff Meeting Minutes</i></p> <p><i>Disciplinary Policy</i></p> <p>This requirement was well evidenced within the documents submitted with client and public safety being promoted throughout USW and CG.</p> | ✓ |  |  |
| 1.6 | <p>Ensure students and educators understand how to raise concerns or complaints and are encouraged and supported to do so in line with local and national policies without fear of adverse consequences.</p> <p><i>Evidence reviewed:</i></p> <p><i>Grievance &amp; Dignity in the Work placement Policy</i></p> <p><i>CG Complaints Policy and Procedure</i></p> <p><i>Whistle Blowing Policy</i></p> <p><i>CG HE Induction Process &amp; Staff Induction Policy</i></p> <p><i>CG Safeguarding Policies and Procedures</i></p> <p><i>Social Media Policy</i></p> <p><i>CG Information Security Framework</i></p> <p><i>Learner reviews meetings</i></p> <p><i>Staff Meeting Minutes</i></p> <p><i>HE Ambassador Application form</i></p> <p><i>Clinical Coach Meeting 2023 Presentation overview and meeting minutes</i></p> <p><i>Practice Principal Meeting 2023 Presentation overview and meeting minutes</i></p> <p><i>FdSc VN Course Handbooks</i></p> <p><i>Clinical Placement Handbook FdSc 2324 V2.3</i></p>                          | ✓ |  |  |

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|     | <p><i>Clinical Coach Training Procedure</i><br/> <i>Partnerships Manual</i><br/> <i>Clinical placement evaluations</i><br/> <i>CG Health, Safety and Wellbeing policy</i><br/> <i>Pastoral Support USW</i></p> <p>Clear and up to date policies are made accessible via the virtual learning environment (VLE) to both staff and students. CG detailed a clear complaints policy with students elaborating during discussions that they feel comfortable speaking to members of staff regarding any concerns as well as formally submitting complaints via the VLE.</p>   |   |  |  |
| 1.7 | <p>Ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised.</p> <p><i>Evidence reviewed:</i><br/> <i>USW Fitness to Practise Policy</i><br/> <i>Coleg Gwent Fitness to Practise Guidelines 2023-2024</i><br/> <i>USW_CG Fitness to Practise Questionnaire 2324</i><br/> <i>Annual Report Complaints 2022-2023 CG</i><br/> <i>Grievance &amp; Dignity in the Work placement Policy</i><br/> <i>CG Complaints Policy and Procedure</i><br/> <i>Behaviour Policy</i><br/> <i>Learner feedback and effective solutions</i><br/> <i>Fitness to practise minutes of meetings Redacted</i><br/> <i>Mental health and emotional support</i><br/> <i>Whistle Blowing Policy</i><br/> <i>Safeguarding Policies and Procedures</i></p> <p>Documentation provided discloses complaints reports and states how they are investigated and dealt with. CG reported that they had not had to access RCVS support with regards to any complaints.</p> | ✓ |  |  |
| 1.8 | <p>Ensure mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated.</p> <p><i>Evidence reviewed:</i><br/> <i>Fitness to practise minutes of meetings Redacted</i><br/> <i>Annual Report Complaints 2022-2023 CG</i><br/> <i>USW Site Audits of CG</i><br/> <i>CG Complaints Policy and Procedure</i><br/> <i>Clinical placement evaluations</i><br/> <i>Investigation of accidents and security incidents</i><br/> <i>Disciplinary Policy</i></p>   | ✓ |  |  |

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|      | <p><i>Behaviour Policy</i></p> <p>The panel was satisfied that policies and protocols are in place should staff or students need to use them.</p>   |   |  |  |
| 1.9  | <p>Ensure students are supported and supervised in being open and honest in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i></p> <p><i>USW_CG Fitness to Practise Questionnaire 2324</i></p> <p><i>3.7i Coleg Gwent Training Practice Tutorial &amp; 3.6d Student Feedback from Tutorial &amp; 3.9b Learner review meetings &amp; 3.9c Staffing meeting minutes</i></p> <p><i>Module specification FdSc Veterinary Nursing</i></p> <p><i>Scheme of Learning examples</i></p> <p><i>Day One Skills recording tool</i></p> <p><i>USW Student Code of Conduct</i></p> <p><i>Coleg Gwent Fitness to Practise Guidelines 2023-2024</i></p> <p><i>USW Fitness to Practise Policy</i></p> <p><i>USW Support to Study Regulations and Procedure</i></p> <p><i>USW Academic Appeals Regulations and Procedure</i></p> <p><i>USW Academic Misconduct Regulations and Procedure</i></p> <p><i>Reflective Practice for SVNs</i></p> <p><i>NPL as Reflective Log</i></p> <p><i>Student Clinical Placement Feedback</i></p> <p><i>HE Learner Experience Week</i></p> <p><i>Coleg Gwent Nursing Progress Log Scope for SVNs enrolled with the RCVS after to September 2022</i></p> <p><i>Coleg Gwent Nursing Progress Log Scope for SVNs enrolled with the RCVS prior to September 2022</i></p> <p><i>FdSc VN Course Handbooks</i></p> <p><i>Clinical Placement Handbook FdSc 2324 V2.3</i></p> <p>The CoPC is referenced on the VLE for each module. The CoPC is reiterated throughout teaching material and practical sessions to prepare students for clinical placement.</p> | ✓ |  |  |
| 1.10 | <p>Ensure the learning culture is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation.</p> <p><i>Evidence reviewed:</i></p> <p><i>Lesson observations records</i></p> <p><i>Recruitment and Selection Policy</i></p> <p><i>Staff CPD Records</i></p> <p><i>Schedule of quality monitoring activity</i></p>   | ✓ |  |  |

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|      | <p><i>CG Self-Evaluation Document</i><br/> <i>Student feedback</i><br/> <i>USW External Examiners Reports</i><br/> <i>CG Equality policy</i><br/> <i>USW Regulations for Taught Courses</i><br/> <i>Conflict of interest policy</i><br/> <i>Higher Education Learner Experience Week Review 2022-23</i><br/> <i>Usk version</i><br/> <i>USW Safeguarding Policies and Procedures</i><br/> <i>CG Safeguarding Policies and Procedures &amp; Training</i><br/> <i>Behaviour Policy</i><br/> <i>CG Complaints Policy and Procedure</i></p> <p>There is clear evidence, both from documentation and verbal discussion, that diversity and inclusivity is at the forefront of the college. Due to the small cohort sizes, staff and students were both positive regarding the strong relationships formed throughout the college.</p>   |   |  |  |
| 1.11 | <p>Advance equality of opportunity through effective use of information and data.</p> <p><i>Evidence reviewed:</i><br/> <i>CG Self-Evaluation Document</i><br/> <i>USW External Examiner Reports</i><br/> <i>Key themes taken from EE Reports 2021_22</i><br/> <i>Student feedback</i><br/> <i>USW_CG Fitness to Practise Questionnaire 2324</i><br/> <i>Student Clinical Placement Feedback</i><br/> <i>NSS Results 2022</i><br/> <i>NSS 2022 Results FdSc VN Response</i><br/> <i>HEFCW Annual Reporting - Annual Academic Assurance Statement</i><br/> <i>Minutes of USW VN Provision Revalidation Report &amp; Associated Actions</i><br/> <i>USW Site Audits of CG</i><br/> <i>CG Quality Management &amp; Enhancement Process and Procedures- Quality Assurance</i></p> <p>Verbal discussions with the CG team outlined stakeholder feedback is sought from students and staff, however documented evidence to support this was lacking. It is clear that stakeholder feedback is considered when improving elements of the programme.</p> | ✓ |  |  |

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| 1.12 | <p>Work to promote inter-professional education and inter-professional practice and support opportunities for research collaboration.</p> <p><i>Evidence reviewed:</i><br/> <i>CG Self-Evaluation Document</i><br/> <i>USW External Examiner Reports</i><br/> <i>Key themes taken from EE Reports 2021_22</i><br/> <i>Student feedback</i><br/> <i>USW_CG Fitness to Practise Questionnaire 2324</i><br/> <i>Student Clinical Placement Feedback</i><br/> <i>NSS Results 2022</i><br/> <i>NSS 2022 Results FdSc VN Response</i><br/> <i>HEFCW Annual Reporting - Annual Academic Assurance Statement</i><br/> <i>Minutes of USW VN Provision Revalidation Report &amp; Associated Actions</i><br/> <i>USW Site Audits of CG</i><br/> <i>CG Quality Management &amp; Enhancement Process and Procedures- Quality Assurance</i></p> <p>Desire for collaboration across USW and CG has been discussed with the panel. After discussion with the delivery team, there is already some inter-professional collaboration across courses using Action Research. Further use of this and future links between courses will be created to develop collaborative learning through One Health.</p> | ✓ |  |  |
| 1.13 | <p>Promote evidenced-based improvement in education and veterinary nursing practice.</p> <p><i>Evidence reviewed:</i><br/> <i>Research integrity _ University of South Wales</i><br/> <i>Module Specification FdSc Veterinary Nursing 2023</i><br/> <i>Examples of assignment briefs</i><br/> <i>Continued Professional Development Policy CG</i><br/> <i>Continued Professional Development Policy RCVS</i><br/> <i>Continued Professional Development Policy CG</i><br/> <i>TP Secondment MOU</i><br/> <i>Guest Speaker Policy &amp; Guest Speaker request form</i><br/> <i>Guest Lectures and Visits 2023_2024</i><br/> <i>Use of Veterinary Journals and Journal clubs</i><br/> <i>USW Site Audits of CG</i><br/> <i>USW External Examiners Reports</i><br/> <i>Research and Ethics Proposal for Coleg Gwent Practitioner Enquiry</i><br/> <i>Clinical Placement Quality Assurance Reports</i></p>  | ✓ |  |  |

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|   | <p>The college encouraged the staffing team to partake in a wide range of evidence based CPD with a large proportion of the delivery staff still working in practice providing up to date and invaluable experience contributing to student learning.</p> |  |  |  |
| <p><b>Conclusion:</b></p> <p>This Standard is met</p> <p>Overall, robust health and safety policies are in place and up to date. Wellbeing and diversity are clearly promoted throughout the college, with vast support available to both staff and students.</p> <p>Inter-professional collaboration and evidence-based practice are both evident throughout with opportunities to enhance these areas further through the links with USW.</p> |   |  |  |  |
| <p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>a. Further links could be explored to advantage collaborative learning through One Health</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>a. To add withdrawal of consent checks onto TP audit and approval forms</li> </ul>   |   |  |  |  |



## Standard 2 – Governance and quality

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

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

| Standard met   |  |     |          |         |
|--|--|-----|----------|---------|
| Accredited Education Institutions, together with Centres and Training Practices, must: |  |     |          |         |
|  | Requirements   | Met | Part Met | Not Met |
| 2.1  | <p>Comply with all relevant legal, regulatory, professional and educational requirements.</p> <p><i>Evidence reviewed:</i></p> <p><i>HEFCW Annual Reporting - Annual Academic Assurance Statement</i></p> <p><i>OFS/NSS Reporting</i></p> <p><i>Coleg Gwent QAA Report</i></p> <p><i>USW - RCVS quality monitoring report and action plans</i></p> <p><i>USW External Examiners Reports</i></p> <p><i>Minutes of USW VN Provision Revalidation Report &amp; Associated Actions</i></p> <p><i>Minutes of the Faculty</i></p> <p><i>Minutes from the Faculty Quality Assurance Committee (FQAC) demonstrated that changes made to BI2S124 Placement for Veterinary Nurses 1 and BI2U003 Placement for Veterinary Nurses 2 modules have been agreed. In addition, the standard setting method for the examinations was agreed.</i></p> <p><i>CG were inspected by ESTYN (Minutes of USW VN Provision Revalidation Report &amp; Associated Actions) and received 'Good' overall in all inspection areas showing good standards of wellbeing, teaching, care, support and leadership.</i></p> | ✓   |          |         |
| 2.2  | <p>Provide all information and evidence required by regulators in a timely manner i.e. within published timescales.</p> <p><i>Evidence reviewed:</i></p>   | ✓   |          |         |

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|     | <p><i>USW/RVCS - Completed Quality Monitoring Action Plans from regulatory bodies</i></p> <p><i>2019 QAA Report - Gateway Review: Wales Report</i></p> <p><i>HEFCW Annex B Monitoring Form</i></p> <p><i>23-24 Coleg Gwent Contribution to Public Good Statement (HEFCW)</i></p> <p>This requirement was well met, with all evidence provided in accordance with published timescales.</p>   |   |  |  |
| 2.3 | <p>Ensure programmes are designed to meet RCVS Day One Competences and Skills for Veterinary Nurses, QAA Veterinary Nursing Benchmarks and outcomes relevant to the programme.</p> <p><i>Evidence reviewed:</i></p> <p><i>RCVS DOC DOS Mapping</i></p> <p><i>Curriculum mapping to meet QAA Subject Benchmarks in Veterinary Nursing</i></p> <p><i>Course Specification FdSc Veterinary Nursing</i></p> <p>This requirement has been evidenced by the programme team. The academic team is fully aware of the importance of the programme design meeting the DOC and DOS, professional behaviours and the QAA Veterinary Nursing Benchmarks and outcomes. The programme has been fully mapped to all requirements.</p> | ✓ |  |  |
| 2.4 | <p>Comply with the RCVS Code of Professional Conduct for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i></p> <p><i>RCVS DOC DOS Mapping</i></p> <p><i>Curriculum mapping to meet QAA Subject Benchmarks in Veterinary Nursing</i></p> <p><i>Course Specification FdSc Veterinary Nursing</i></p> <p><i>VLE system observed during presentation, CoPC included in individual sessions.</i></p> <p><i>Lesson Observation documentation.</i></p> <p>The RCVS CoPC is highlighted and signposted throughout the student and staff facing documentation.</p> <p>It is clear this is embedded into the students VLE and then further embedded into each lesson and corresponding teaching materials.</p>                 | ✓ |  |  |

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| 2.5 | <p>Comply with the RCVS Veterinary Nursing Registration Rules.</p> <p><i>Evidence reviewed:</i></p> <p><i>Clinical Placement List - (Adequate placement provision/employment)</i></p> <p><i>Course Specification FdSc Veterinary Nursing</i></p> <p><i>Module Specification FdSc Veterinary Nursing 2023</i></p> <p><i>USW/Coleg Gwent - Placement Hours Management and Monitoring Overview</i></p> <p><i>Record of Placement Attendance</i></p> <p><i>Clinical Placement Handbook FdSc 2324 V2.3</i></p> <p><i>Programme Specification</i></p> <p>The programme has been designed to allow students to meet the RCVS Registration Rules. However, the requirement to complete 2,990 hours of education is only documented, informing students of this requirement, in the <i>Clinical Placement Handbook</i>. It is suggested this could be placed in all relevant student facing documentation.</p>  | ✓ |  |  |
| 2.6 | <p>Adopt a partnership approach, with shared responsibility, evidenced by a Memorandum of Understanding between the Accredited Education Institution and the delivery site and between the delivery site and the Training Practice. This must be regularly reviewed and clearly stipulate the roles, responsibilities, and regulatory requirements.</p> <p><i>Evidence reviewed:</i></p> <p><i>USW &amp; CG Memorandum of Cooperation - 2025</i></p> <p><i>USW Partnerships Quality Manual</i></p> <p><i>CG Quality Management &amp; Enhancement Process and procedures - Quality assurance</i></p> <p><i>Clinical Placement Handbook FdSc 2324 V2.3</i></p> <p><i>TP Inspection Forms</i></p> <p><i>TP Memoranda of Understanding</i></p> <p><i>HE Assessment Board Minutes FdSc VN</i></p> <p>This requirement has been well evidenced by the programme team. The MoU between the delivery site and TP is clear and comprehensive and meets the regulatory requirements. There are also MoUs in place for non-affiliated TPs. Training practices are audited annually and more frequently if required, and associated paperwork is completed and kept on file.</p> | ✓ |  |  |

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| 2.7 | <p>Ensure that recruitment, selection and retention of students is open, fair and transparent and includes measures to understand and address underrepresentation.</p> <p><i>Evidence reviewed:</i><br/> <i>USW Admissions Policy</i><br/> <i>Recruited Learner Class lists (documentation redacted)</i><br/> <i>CG and USW Recruitment Support &amp; Enrolment Process with example redacted</i><br/> <i>CG Higher Education Guide to Applicants</i><br/> <i>HE Student Finance Booklet</i><br/> <i>CG Equality Policy</i><br/> <i>USW Strategic Equality Plan</i></p> <p>Recruitment and selection of students was demonstrated as open and fair, further evidence in relation to the USW strategic plan was included in the presentation delivered by the CG and USW teams.</p> <p>Considered local demographics and students targeted are typically from underprivileged backgrounds, this has allowed USW to consider requirements and therefore tailor their lower tuition fees to further support those learners.</p> | ✓ |  |  |
| 2.8 | <p>Have entry criteria for the programme that includes evidence that the student has capability in numeracy, literacy and science, written and spoken English and mathematics to meet the programme outcomes.</p> <p><i>Evidence reviewed:</i><br/> <i>CG HE Prospectus</i><br/> <i>CG FdSc Veterinary Nursing Course Information Leaflet</i><br/> <i>CG Guide to HE Courses</i><br/> <i>Verbal discussion</i></p> <p>This requirement has been well evidenced by the programme team. Entry criteria in terms of UCAS points have been carefully considered and include the need to demonstrate science, spoken English and mathematics that are sufficient to meet the programme outcomes, work experience expectations are also clear.</p>   | ✓ |  |  |
| 2.9 | <p>Provide students with the information and support to enable them to demonstrate fitness to practise including the disclosure of any criminal convictions that may affect registration with the RCVS as qualified veterinary nurses (VNs).</p> <p><i>Evidence reviewed:</i><br/> <i>USW Fitness to Practise Policy</i></p>   | ✓ |  |  |

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|      | <p><i>Coleg Gwent Fitness to Practise Guidelines 2023-2024<br/>CG and USW Enrolment Process with example redacted<br/>Programme Timetables</i></p> <p>This requirement has been well evidenced by the programme team. A clear Fitness to Practise (FtP) Policy and procedure was supplied.</p> <p>From the documents reviewed it is clear that students are required to disclose criminal convictions and are informed about the need to disclose such information during the enrolment and induction process. FtP is also monitored by both the academic and programme teams.</p>   |   |  |  |
| 2.10 | <p>Demonstrate a robust process for recognition of prior learning (RPL).</p> <p><i>Evidence reviewed:</i><br/><i>Web-site link - RPL Opportunity</i><br/><i>USW RPL_APL Policy Limits</i><br/><i>USW RPL_APL form</i><br/><i>USW Admissions Policy section 3.8</i></p> <p>The evidence provided shows a clear process for recognition of prior learning, which appeared to be fit for purpose.</p>   | ✓ |  |  |
| 2.11 | <p>Provide students with the information and support they require in all learning environments to enable them to understand and comply with the relevant governance processes and policies.</p> <p><i>Evidence reviewed:</i><br/><i>FdSc VN Course Handbooks</i><br/><i>Clinical Placement Handbook FdSc 2324 V2.3</i><br/><i>SVN Agreement 2023_2024</i><br/><i>Completing Placement &amp; Registration Seminar</i><br/><i>Record of Training Tutorial 2022</i><br/><i>Coleg Gwent Nursing Progress Log Scope for SVNs enrolled with the RCVS after to September 2022</i><br/><i>Student Interviews</i><br/><i>VLE presentation during visit</i></p> <p>This requirement has been well evidenced by the programme team. Both the USW and CG teams demonstrated the information available to students for both the academic and clinical placement environments to enable them to understand the relevant governance processes and policies.</p> | ✓ |  |  |

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| 2.12 | <p>Have robust, effective, fair, impartial and lawful fitness to practise procedures to swiftly address concerns, and where appropriate notify the RCVS, as Regulator, about the conduct of students that might compromise public and animal safety and protection.</p> <p><i>Evidence reviewed:</i><br/> <i>USW Fitness to Practise Policy</i><br/> <i>USW Support to Study Regulations and Procedure</i><br/> <i>USW Academic Appeals Regulations and Procedure</i><br/> <i>USW Academic Misconduct Regulations and Procedure</i><br/> <i>USW Student Code of Conduct</i><br/> <i>Coleg Gwent Fitness to Practice Guidelines 2023-2024</i></p> <p>This requirement has been well evidenced by the programme team. A clear FtP Policy has been developed. This details how the RCVS are informed of any FtP concerns.</p>  | ✓ |   |  |
| 2.13 | <p>Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award.</p> <p><i>Evidence reviewed:</i><br/> <i>Progression and Award Assessment Board Minutes</i><br/> <i>CG Higher Education Assessment Board Minutes</i><br/> <i>Exit awards for FdSc Veterinary Nursing and Decision making Process</i><br/> <i>Course Specification FdSc Veterinary Nursing 2023</i><br/> <i>FdSc VN Course Handbooks</i><br/> <i>Verbal discussion of exit award details</i></p> <p>This requirement has been well evidenced by the programme team. The panel were happy from the evidence reviewed and the verbal discussions held that there are clear academic regulations in place to ensure students have met the required programme outcomes. There is an appropriate exit award available for this programme.</p> | ✓ |   |  |
| 2.14 | <p>Regularly review all learning environments and provide assurance that they are safe, effective and fit for purpose.</p> <p><i>Evidence reviewed:</i><br/> <i>Student Clinical Placement Feedback</i><br/> <i>TP Inspection Forms</i><br/> <i>TP Risk Assessments</i><br/> <i>Coleg Gwent Health Safety and Wellbeing Policy</i><br/> <i>Clinical placement Quality Assurance Reports</i><br/> <i>USW Site Audits of CG</i><br/> <i>USW External Examiners Reports</i></p>  |   | ✓ |  |

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|      | <p><i>SOP Animal Care Unit</i><br/><i>CG Information Security Framework</i><br/><i>Zoonoses COSHH</i></p> <p>The evidence reviewed demonstrates that there is a range of health and safety policies in place to protect students. Risk assessments were viewed by the panel in the VNZ, available to students via the VLE, the panel were happy that CG teaching staff checked completion before commencement of the practical tasks.</p> <p>Evidence supplied to the panel demonstrates that TPs are also reviewed regularly and thoroughly through the completion of appropriate documentation.</p> <p>There was limited evidence that demonstrated to the panel USW's involvement in checking the safety of the learning environments.</p>   |     |  |  |
| 2.15 | <p>Appoint appropriately qualified and experienced people for programme development and delivery.</p> <p><i>Evidence reviewed:</i><br/><i>Staff CPD and CVs</i><br/><i>Staff Qualifications, Roles and Responsibility</i><br/><i>External Examiner appointments Redacted</i><br/><i>Recruitment Policy</i><br/><i>External Examiner Adviser recruitment policy</i><br/><i>Current External Examiner CV and CPD</i><br/><i>Verbal discussion</i></p> <p>It was evident staff are appropriately qualified and experienced for the programme development and delivery. Good practice was demonstrated through several part time CG teaching staff members still being engaged in practice therefore remaining current in their subject areas but still being integrated within the team.</p> <p>External Examiners (EE) are recruited as per the USW policy. EE reviewing the VN programme must be RVN or MRCVS.</p> | ✓   |  |  |
| 2.16 | <p>Where an Accredited Education Institution is not yet fully accredited, or at the discretion of Veterinary Nurse Education Committee, facilitate the attendance of the RCVS at the trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place for</p>   | N/A |  |  |

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|  | <p>the relevant cohort of students.</p> <p>This programme has been previously accredited.</p>   |   |  |   |
| 2.17   | <p>Where an Accredited Education Institution plans to make any changes to its provision, including assessment, the RCVS must approve all changes prior to implementation.</p> <p><i>Evidence reviewed:</i><br/> <i>Course Review FdSc Veterinary Nursing 2023</i><br/> <i>USW Action Plans - RCVS</i><br/> <i>Progress Review Letter - Coleg Gwent</i></p> <p>USW confirmed that it checks if the RCVS has approved programme changes prior to agreeing them at FQAC. However, there was slight confusion regarding what changes should be reported to RCVS. Review of the USW/CG policy is necessary regarding the disclosure of any programme changes to the RCVS.</p>  |   |  | ✓ |
| 2.18   | <p>Provide evidence that adequate market demand and finances are in place and are sufficient to sustain and develop the programme and have been approved by the Higher Education Institution or Awarding Organisation.</p> <p><i>Evidence reviewed:</i><br/> <i>Governance Officers Annual Report 2021-22 FINAL</i><br/> <i>CG Annual Reports and Accounts</i><br/> <i>Land Based Self-Assessment Report</i><br/> <i>Market Research</i><br/> <i>Verbal discussion from USW team</i></p> <p>This requirement has been well evidenced by both USW and CG teams. Financial information was clear and comprehensive, and it was clear USW and CG are committed to investing in the veterinary nursing programme, this is also evident through the continued investment into the VNZ.</p> | ✓ |  |   |
| <p><b>Conclusion:</b></p> <p>This Standard is met.</p> <p>Evidence of clear and effective governance systems is in place for both USW and CG. Compliance with relevant legal, regulatory, professional, and educational requirements was observed through the evidence submitted and detailed discussions. Evidence reviewed demonstrates that there are policies and procedures in place to ensure the safety and quality of the learning environments including those students with diverse needs. The panel was particularly impressed with the</p> |   |   |  |   |



consideration of local demographics demonstrating how widening participation will be encouraged across all programmes.

**Suggestions:**

- a. Consider what is published on the website regarding English qualification grades to ensure that equivalent qualifications are considered.

**Actions:**

- a. Provide a policy showing how RCVS will be informed of all proposed programme changes.
- b. Provide evidence to demonstrate USW review the safety of the learning environments on campus at Coleg Gwent.

## 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  |   |     |          |         |
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| Accredited Education Institutions, together with Centres and Training Practices, must ensure that all students: |   |     |          |         |
|   | Requirements  | Met | Part Met | Not Met |
| 3.1   | <p>Are well prepared for learning in theory and practice having received relevant inductions.</p> <p><i>Evidence reviewed:</i><br/>           FdSc VN Course Handbooks<br/>           HE Induction Checklist VN Sample<br/>           HE Orientation Induction Process<br/>           HE Induction Checklist<br/>           HE Timetable of Events<br/>           Clinical Placement Handbook FdSc 2324 V2.3<br/>           How to use the NPL for SVNs<br/>           Tutor Protocol 2324 V3<br/>           Year Planners</p> <p>Both students and staff have highlighted an in-depth induction process is performed at the beginning of the course and is reiterated at the beginning of subsequent years, which has received positive feedback from students of all years. The panel commend the induction checklist to ensure all processes have been covered.</p> <p>The <i>Year Planner</i> within the written evidence contained typos, however the CG team confirmed that the updated version was available to students for the current year. Corrections were updated on the day of the event.</p> | ✓   |          |         |
| 3.2   | <p>Have access to the resources they need to achieve the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks, and programme outcomes required for their professional role.</p> <p><i>Evidence reviewed:</i></p>  | ✓   |          |         |

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|     | <p><i>Consumables and Equipment List</i><br/><i>Library resources</i><br/><i>Information Learning Technology resources</i><br/><i>Staff Timetables</i><br/><i>Staff Time Allocations</i><br/><i>TP Inspection Form</i><br/><i>TP Memoranda of Understanding</i><br/><i>TP Risk Assessments</i><br/><i>Film - Coleg Gwent Veterinary Nursing Centre</i></p> <p>Large supplies of laptops are available for loan including during college holidays. These are available short term – for lessons – or for long term use for up to an academic year. Library journal and book lists are extensive with an annual review taking place to remove outdated texts, with students also benefiting from access to USW resources. Usage of resources has increased due to conscious embedding of skills throughout the programme in terms of accessing online texts.</p> <p>Resources within the newly renovated VNZ are relevant and up to date to enhance student learning towards the programme outcomes.</p>  |  |   |  |
| 3.3 | <p>Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, practice placements and other information relevant to the programme.</p> <p><i>Evidence reviewed:</i><br/><i>FdSc VN Course Handbooks</i><br/><i>Clinical Placement Handbook FdSc 2324 V2.3</i><br/><i>"Staff Timetables</i><br/><i>Student Feedback Learner Forum Redacted</i><br/><i>Scheme of Learning</i><br/><i>Year planner</i><br/><i>Course Specification FdSc Veterinary Nursing 2023</i><br/><i>Module specification FdSc Veterinary Nursing 2023</i><br/><i>Completing Placement &amp; Registration Seminar</i><br/><i>DOC/DOS mapping</i><br/><i>VLE Tour</i></p> <p>All student facing documentation is easily accessible via the CG VLE including individual module specifications. Some student facing documents contain inaccurate information in relation to the role and function of the RCVS. In addition, there is some difference between the information contained within the <i>Module Specification, Course Specification, DOC/DOS mapping and VLE.</i></p> |  | ✓ |  |

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| 3.4 | <p>To work with and learn from a range of people in practice placements, preparing them to provide care to a range of animals with diverse needs.</p> <p><i>Evidence reviewed:</i><br/> <i>TP Student Rotas</i><br/> <i>FdSc TP Audit SEP 2023</i><br/> <i>TP Inspection Form</i><br/> <i>CG NPL Witness Protocol</i><br/> <i>CG Witness Statement 2023</i></p> <p>The panel queried the use of witness statements throughout the placement year. CG explained that they were introduced to students and CS's during induction however were not described as a necessity whilst in practice. The panel suggest consideration be given to the use of witness statements to encourage inter-professional collaboration.</p>  | ✓ |  |  |
| 3.5 | <p>Are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation-based learning appropriate for their programme as necessary for safe and effective practice.</p> <p><i>Evidence reviewed:</i><br/> <i>FdSc VN Course Handbooks</i><br/> <i>Clinical Placement Handbook FdSc 2324 V2.3</i><br/> <i>Year Planners</i><br/> <i>Module specification FdSc Veterinary Nursing 2023</i><br/> <i>Clinical Coach Agreement (Folder)</i><br/> <i>Schemes of Learning examples</i><br/> <i>Consumables and Equipment List</i><br/> <i>Film - Coleg Gwent Veterinary Nursing Centre</i><br/> <i>Film Learning resources overview</i></p> <p>The VNZ enables a range of assessment types to be utilised including the use of mannequins and technology to enhance learning. The VLE use is heavily encouraged to accompany in-person teaching. The CG team are looking to expand their simulation-based learning with the addition of equipment and models.</p> <p>Students stated that the learning undertaken prepared them for clinical practice.</p> | ✓ |  |  |

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| 3.6 | <p>Are supervised and supported in clinical placement learning in accordance with RCVS Standards Framework for Veterinary Nurse Education and Training.</p> <p><i>Evidence reviewed:</i><br/> <i>FdSc TP Audit SEP 2023</i><br/> <i>NPL Tutor and SVN tutorial examples</i><br/> <i>TP Student Rotas</i><br/> <i>IQA Observations of CCs &amp; SVNs in practice</i><br/> <i>Clinical Placement Handbook FdSc 2324 V2.3</i><br/> <i>TP Memoranda of Understanding</i><br/> <i>Clinical Coach Agreements</i><br/> <i>Student TP feedback</i><br/> <i>NPL Tutor Protocol 2324 V3</i><br/> <i>NPL IQA Protocol 2324 V2.0</i><br/> <i>Training Practice feedback quotations</i><br/> <i>Training Practice tutorial records</i></p> <p>Recommended Nursing Progress Log (NPL) percentages are outlined clearly in CS and student facing documentation. Action plans are in place for those students not meeting these targets.</p> <p>NPL tutors are readily accessible to support the students through their clinical placements through one-to-one tutorials and TP visits. Although the students met had not been out on placement, they were positive that they would know where to look for support should they need it.</p> | ✓ |  |  |
| 3.7 | <p>Are supervised according to their individual learning needs, proficiency and confidence.</p> <p><i>Evidence reviewed:</i><br/> <i>Tutor Protocol 2324 V3</i><br/> <i>Normal way of working</i><br/> <i>IQA Observations of CCs &amp; SVNs in practice</i><br/> <i>TP Memoranda of Understanding</i><br/> <i>USW Regulations for Taught Courses</i><br/> <i>Student support services</i><br/> <i>Terms of Student Contract Coleg Gwent</i><br/> <i>Disability Policy USW</i><br/> <i>DSA Assessment Process ALN Assessment request form</i><br/> <i>Coleg Gwent Training Practice Tutorial</i></p> <p>In depth disabled students' allowance (DSA) policies and assessments are in place with funding available for students to make use of.</p> <p>The panel were impressed with the college's attitude to diversity and inclusivity due to their high demographic of D1-4</p>  | ✓ |  |  |

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|     | <p>socio-economic criteria students. Due to this, support for personal circumstances and needs was easily accessible, and small cohorts allow for staff to take more individual time for students.</p>   |   |  |  |
| 3.8 | <p>Are allocated and can make use of supported learning time including blended learning and recording completion of RCVS Day One Skills for Veterinary Nursing when in practice.</p> <p><i>Evidence reviewed:</i><br/> <i>Year Planners</i><br/> <i>Academic Blueprint for all Undergraduate courses at USW</i><br/> <i>NPL IQA Protocol 2324 V2.0</i><br/> <i>TP Student Rotas</i><br/> <i>Day One Skills recording tool</i><br/> <i>TP Memoranda of Understanding</i><br/> <i>Clinical Placement Handbook FdSc 2324 V2.3</i><br/> <i>Blended Learning Activities and Audit</i><br/> <i>Clinical Coach Agreements</i></p> <p>Students and CS's are made aware the CG requirement of 15 hours of clinical experience with their CS each week. Stakeholder feedback has been positive towards this figure reporting that less time can become problematic. Tutorials are to be completed once a month by the CS, which consists of an online form which is then sent to Head of Centre at CG. This form includes the SVN's monthly hours. Aswell as this, attendance at the college is captured by module registers which are then uploaded onto the college software system for red, amber, green (RAG) ratings to be performed. Absences can then be addressed as well as analysing overall attendance.</p> <p>The panel queried the <i>BI2S125 Professional conduct and ethics for veterinary nurse</i> module which is taught online whilst the students are on placement. CG confirmed that this module should not be completed during placement hours but alongside clinical placement.</p> | ✓ |  |  |
| 3.9 | <p>Are assigned and have access to a nominated academic tutor/lead for each part of the education programme.</p> <p><i>Evidence reviewed:</i><br/> <i>CG HE Tutorial Procedure</i><br/> <i>NPL Tutor and SVN tutorial examples</i><br/> <i>Course Specification FdSc Veterinary Nursing 2023</i><br/> <i>FdSc VN Course Handbooks</i><br/> <i>Staff Timetables</i><br/> <i>Staff Time Allocations</i></p>  | ✓ |  |  |

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|      | <p><i>Learner reviews meetings</i><br/><i>Staff Meeting Minutes</i><br/><i>Tutor Protocol 2324 V3</i></p> <p>Students are assigned one tutor throughout their time at CG. There are two tutors available per cohort allowing for additional time for students should they need it. Tutorials are taken place once per half term, with more sessions being available if students need them. Current students said these sessions are helpful in raising concerns, both wellbeing and academic.</p>   |   |  |  |
| 3.10 | <p>Have the necessary support and information to manage any interruptions to the study of programmes for any reason.</p> <p><i>Evidence reviewed:</i><br/><i>FdSc VN Course Handbooks</i><br/><i>Extenuating Circumstances Regulations and Procedure</i><br/><i>USW Regulations for Taught Courses</i><br/><i>USW Fitness to Practise Policy</i><br/><i>Coleg Gwent Fitness to Practise Guidelines 2023-2024</i><br/><i>Learner Support overview film clip</i><br/><i>Clinical Placement Action Plan</i><br/><i>Clinical Placement Handbook FdSc 2324 V2.3</i></p> <p>Policies are up to date and available on the VLE for both staff and students to access including extensive support for interruptions to learning, as well as returning. The delivery team explained the individuality of each case and how both CG and USW offer support to those students.</p> | ✓ |  |  |
| 3.11 | <p>Have their diverse needs respected and considered across all learning environments.</p> <p><i>Evidence reviewed:</i><br/><i>Equality Policy</i><br/><i>USW Regulations for Taught Courses</i><br/><i>CG HE Admissions Policy</i><br/><i>CG Student Charter</i><br/><i>USW Fitness to Practise Policy</i><br/><i>Coleg Gwent Fitness to Practise Guidelines 2023-2024</i><br/><i>Film Learning resources overview</i><br/><i>Tutor Protocol 2324 V3</i><br/><i>Tutor and SVN Tutorial Examples</i><br/><i>USW Support to Study Regulations and Procedure</i><br/><i>USW Terms and Conditions of Course Enrolment</i><br/><i>USW Strategic Equality Plan 20-24</i><br/><i>CG HE Student Contract Terms and Conditions</i></p>  | ✓ |  |  |

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|      | <p><i>Equality Impact Assessment from Revalidation HE Ambassador application form</i></p> <p>The panel commend the diverse recruitment being upheld within the immediate demographic. CG use multiple avenues for recruitment including school visits and social marketing.</p> <p>When finding placements for students, the placement team carefully match students to TP's considering personal and learning circumstances.</p>   |   |  |  |
| 3.12 | <p>Are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i><br/> <i>Equality Policy</i><br/> <i>USW Regulations for Taught Courses</i><br/> <i>Extenuating Circumstances Regulations and Procedure</i><br/> <i>NPL Tutor and SVN Tutorial Examples</i><br/> <i>Safeguarding Policy CG Students</i><br/> <i>Safeguarding Policy USW</i></p> <p>The panel queried the <i>safeguarding policy for students</i> as this was due for review in July 2023, however the updated version was supplied during the visit and shown to be in date and due for review in July 2024.</p> | ✓ |  |  |
| 3.13 | <p>Are protected from discrimination, harassment and other behaviour that undermines their performance or confidence.</p> <p><i>Evidence reviewed:</i><br/> <i>Equality Policy</i><br/> <i>Anti- Bullying and Harassment policy</i><br/> <i>CG Complaints Policy and Procedure</i><br/> <i>Safeguarding Policy</i><br/> <i>NPL Tutor and SVN Tutorial Examples</i><br/> <i>Coleg Gwent Training Practice Tutorial</i><br/> <i>TP Memoranda of Understanding</i><br/> <i>Safeguarding Policy USW</i></p> <p>The evidence provided was sufficient for this requirement to be met.</p>   | ✓ |  |  |
| 3.14 | <p>Are provided with information and support which encourages them to take responsibility for their own mental and physical health and wellbeing.</p> <p><i>Evidence reviewed:</i><br/> <i>FdSc VN Course Handbooks</i><br/> <i>Clinical Placement Handbook FdSc 2324 V2.3</i></p>  | ✓ |  |  |



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|      | <p><i>Tutor Protocol 2324 V3</i><br/> <i>SVN Agreement 2023_2024</i><br/> <i>Staff Timetables</i><br/> <i>Student support services</i><br/> <i>NPL Tutor and SVN Tutorial Examples</i><br/> <i>Training Practice tutorial records</i><br/> <i>Coleg Gwent Training Practice Tutorial</i><br/> <i>CG HE Tutorial Procedure</i><br/> <i>CG Connect and Togetherall Mental Health Support Procedures CG</i><br/> <i>USW Fitness to Practise Policy</i><br/> <i>Coleg Gwent Fitness to Practise Guidelines 2023-2024</i><br/> <i>Learner Support film clip</i><br/> <i>HE Ambassador application form</i><br/> <i>"Fancy a cuppa" sessions</i><br/> <i>Higher Education Student Newsletter Spring 2023</i><br/> <i>USW_CG Fitness to Practise Questionnaire 2324</i></p> <p>Students are provided with multiple avenues to access support for physical and mental health including use of the 'headspace' app and wellbeing sessions. Both staff and students were positive throughout discussions regarding the resources available and the large uptake. Students also have access to USW resources should they need them.</p> |   |  |  |
| 3.15 | <p>Are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice.</p> <p><i>Evidence reviewed:</i><br/> <i>CG HE TD159:D168utorial Procedure</i><br/> <i>NPL Tutor and SVN Tutorial Examples</i><br/> <i>Coleg Gwent Training Practice Tutorial</i><br/> <i>Course specification FdSc Veterinary Nursing 2023</i><br/> <i>Course Review FdSc Veterinary Nursing 2023</i><br/> <i>Coleg Gwent Nursing Progress Log Scope for SVNs enrolled with the RCVS after to September 2022</i><br/> <i>Coleg Gwent Nursing Progress Log Scope for SVNs enrolled with the RCVS prior to September 2022</i><br/> <i>Assessment Examples including DOS support</i><br/> <i>Pastoral Support CG</i><br/> <i>Pastoral Support USW</i><br/> <i>HE Ambassador application form</i><br/> <i>Clinical Coach Meeting 2023 Presentation overview and meeting minutes</i><br/> <i>Practice Principal Meeting 2023 Presentation overview and meeting minutes</i></p>  | ✓ |  |  |

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|      | <p><i>NPL as Reflective Log</i><br/> <i>Reflective Practice for SVNs</i><br/> <i>How to use the NPL for SVNs</i><br/> <i>Examples of completed Professional Behaviour Evaluations</i><br/> <i>SVN Guide on the Professional Behaviour Evaluation</i><br/> <i>Clinical Coach Training &amp; Standardisation</i></p> <p>Reflective professional practice is integrated into the curriculum during the whole programme. During discussions, students repeatedly mentioned their opportunity to reflect during both practical and theory learning. Reflection is also mandatory for the NPL with information included in inductions and student facing documentation.</p>   |   |  |  |
| 3.16 | <p>Have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills.</p> <p><i>Evidence reviewed:</i><br/> <i>Peer assessment</i><br/> <i>Clinical Placement Handbook FdSc 2324 V2.2</i><br/> <i>Learner Involvement Policy</i><br/> <i>NPL as Reflective Log</i><br/> <i>Reflective Practice for SVNs</i><br/> <i>Guest Speaker Policy &amp; Guest Speaker request form</i><br/> <i>Examples of completed Professional Behaviour Evaluations</i><br/> <i>Assessment Examples including DOS support</i><br/> <i>NPL Witness Statements</i><br/> <i>CG NPL Witness Protocol</i></p> <p>Future guest speaker lists were provided as evidence for the panel which incorporated a wide range of professionals. One Health collaboration within USW is a desire for the CG team. The panel suggest taking advantage of the links with USW for human medical collaboration.</p> | ✓ |  |  |
| 3.17 | <p>Receive constructive feedback throughout the programme to promote and encourage reflective learning.</p> <p><i>Evidence reviewed:</i><br/> <i>USW 2030 Assessment for Learning Principles Framework</i><br/> <i>IQA Observations of CCs &amp; SVNs in practice</i><br/> <i>Examples of Feedback</i><br/> <i>Evidence of Reflective Practice within Modules</i><br/> <i>Course Review FdSc Veterinary Nursing 2023</i><br/> <i>Module Specification FdSc Veterinary Nursing 2023</i><br/> <i>Coleg Gwent Nursing Progress Log Scope for SVNs enrolled with the RCVS after to September 2022</i></p>   | ✓ |  |  |

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|      | <p><i>Coleg Gwent Nursing Progress Log Scope for SVNs enrolled with the RCVS prior to September 2022</i></p> <p><i>FdSc VN Course Handbooks</i></p> <p><i>Assessment Examples including DOS support</i></p> <p><i>Formative assessment examples</i></p> <p><i>Coleg Gwent Training Practice Tutorial</i></p> <p><i>Learner reviews</i></p> <p><i>Examples of completed Professional Behaviour Evaluations</i></p> <p><i>NPL IQA Protocol 2324 V2.0</i></p> <p>The panel queried the short two-week time span between the 'mock' OSCE's and the official practical exam for the students to receive feedback. However, CG confirmed that they had adapted this timeline to meet student preference for different cohorts.</p> <p>Students were positive about the feedback they receive and reported that the small cohort sizes allow for in-depth, timely feedback to take place.</p> <p>Additionally, the video portfolio within 'BI2S127 Clinical skills for veterinary nurses' module allows students to receive feedback on both their practical skills and reflection techniques.</p>  |   |  |  |
| 3.18 | <p>Have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>HE Learner Forum Overview</i></p> <p><i>Learner Involvement Policy</i></p> <p><i>NSS Results 2022</i></p> <p><i>NSS 2022 Results FdSc VN Response</i></p> <p><i>Student Feedback on Assessments 2022_2023</i></p> <p><i>VN Questionnaire results March 2023</i></p> <p><i>Student Representatives</i></p> <p><i>Course review FdSc Veterinary Nursing 2023</i></p> <p><i>HE Learner Experience Week</i></p> <p><i>Coleg Gwent Training Practice Tutorial</i></p> <p><i>NPL Tutor and SVN Tutorial Examples</i></p> <p><i>Tutor and SVN Tutorial Examples</i></p> <p>Both the students and staff highlighted multiple ways in which students can give feedback on their programme both anonymously through forums and through tutorials. NSS results are high in all areas for this programme, with the 'together we've' initiative ensuring students are made aware of changes that CG has made in line with suggestions given.</p> | ✓ |  |  |

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| 3.19   | <p>Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.</p> <p><i>Evidence reviewed:</i><br/> Clinical Placement Quality Assurance Reports NPL<br/> Classification Model FdSc Veterinary Nursing<br/> Examples of completed Professional Behaviour Evaluations<br/> SVN Guide on the Professional Behaviour Evaluation<br/> Clinical Coach Training &amp; Standardisation<br/> Peer assessment</p> <p>The panel were encouraged with the evidence provided by CG in terms of empowering their students. As a wholly RVN delivery team, students are empowered throughout the programme including within their practice placement where the majority of CS's are RVN who are passionate about mentoring the next generation of RVN's.</p> | ✓ |  |  |
| <p><b>Conclusion:</b></p> <p>This Standard is met.</p> <p>Overall, the panel were impressed with the colleges' attitude towards diversity and inclusivity within the programme, with emphasis being directed at serving the local community. Virtual and physical resources both contribute to the students' learning experience, with reflective professional practice being integrated throughout the programme. Student facing documents need to be reviewed to ensure that the information is accurate and consistent across all platforms.</p>                      |   |   |  |  |
| <p><b>Suggestions:</b></p> <p>a. Witness sheets to be utilised within TP's to improve inter-professional collaboration</p> <p><b>Actions:</b></p> <p>a. Review student facing documents to correct any misrepresentation of the RCVS role or function and submit with tracked changes.</p> <p>b. Check that the <i>Module Specification, Course Specification, DOC/DOS mapping and VLE</i> all contain the same information with respect to LOs, assessments, DOC/DOS and content summary. Resubmit documents or screenshots showing tracked changes where possible.</p> |   |   |  |  |



## Standard 4 – Educators and assessors

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

| Standard met   |  |     |          |         |
|--|--|-----|----------|---------|
| Accredited Education Institutions, together with Centres and Training Practices, must ensure that all educators and assessors: |  |     |          |         |
|  | Requirements   | Met | Part Met | Not Met |
| 4.1  | <p>Are appropriately qualified and experienced and always act as professional role models.</p> <p><i>Evidence reviewed:</i><br/> <i>Staff CPD and CVs</i><br/> <i>Clinical Coach CPD</i><br/> <i>Student Feedback Learner Forum Redacted</i><br/> <i>Lesson Observations</i><br/> <i>Code of Conduct EWC</i><br/> <i>Coleg Gwent Professional Code of Conduct for Staff</i><br/> <i>RCVS Registration of Staff</i><br/> <i>Higher Education Learner Experience Week Review 2022-23</i><br/> <i>Usk version</i><br/> <i>Peer Observations</i><br/> <i>CC Agreements</i></p> <p>This requirement has been well evidenced by the programme team.</p> <p>The staff have a positive attitude towards their roles and are well supported in developing their skills and developing the course. There is excellent VN team camaraderie, pride and positivity in their programme, students, staff, and programme development.</p> <p>Qualifications held by the delivery team are appropriate and all team members have or are working towards their teacher training qualification.</p> <p>CPD records submitted as evidence to the panel demonstrated that some staff are not reflecting on their RCVS CPD which is a mandatory requirement. This must be updated to meet RCVS CPD requirements.</p> |     | ✓        |         |
| 4.2  | <p>Receive relevant induction, ongoing support, education and training which includes training in equality and diversity.</p> <p><i>Evidence reviewed:</i><br/> <i>Staff CPD and CVs</i></p>   | ✓   |          |         |

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|     | <p><i>RCVS Registration of Staff</i><br/> <i>Teaching and Learning Strategic Plan</i><br/> <i>Performance Excellence Reviews</i><br/> <i>Staff induction procedure CG</i><br/> <i>USW Site Audits of CG</i><br/> <i>NPL IQA Spreadsheet</i><br/> <i>Clinical Coach Training Procedure</i><br/> <i>Clinical Coach Training &amp; Standardisation</i><br/> <i>Clinical Coach CPD</i><br/> <i>Wellbeing Support for Staff</i><br/> <i>Wellbeing - Better Health Channel</i><br/> <i>OSCE Examiner Training</i></p> <p>This requirement has been well evidenced by the programme team.</p> <p>There is a high level of support both for new and established staff members. The staff induction process is thorough with new staff shadowing and observing experienced staff during their induction month. Innovative teaching is supported through the staff intranet with top teaching tips. Staff development is encouraged, and staff feel well supported.</p> <p>There is a strong investment from management at USW/CG into staff development and CPD requirements for the whole team.</p> |   |  |  |
| 4.3 | <p>Have their diverse needs respected and considered and are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i><br/> <i>Staff induction procedure</i><br/> <i>Coleg Gwent Equality Policy</i><br/> <i>Recruitment and Selection Policy</i><br/> <i>Wellbeing Support for Staff</i><br/> <i>Wellbeing - Better Health Channel</i><br/> <i>CG HE Admissions Policy</i><br/> <i>Health, Safety and Wellbeing Policy</i></p> <p>This requirement has been well evidenced by the programme team.</p> <p>All staff, including part time staff and CS, have access to the same support and opportunities that the full-time staff have.</p> <p>Flexible working is available for all staff and is actively encouraged. Staff feel comfortable approaching their line managers to discuss their individual needs.</p>   | ✓ |  |  |

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| 4.4 | <p>Have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities.</p> <p><i>Evidence reviewed:</i><br/> <i>Staff Timetables</i><br/> <i>TP Inspection Forms</i><br/> <i>Record of Placement Attendance</i><br/> <i>Job descriptions for educators, assessors and support staff</i><br/> <i>Clinical placement evaluations</i><br/> <i>Feedback on the Coleg Gwent MOCK OSCE</i><br/> <i>Coleg Gwent Flexible Working Policy and Procedure</i><br/> <i>Staffing Time Allocations</i><br/> <i>Schedule of quality monitoring activity</i><br/> <i>TP Memoranda of Understanding</i><br/> <i>"NPL Tutor and SVN tutorial forms"</i></p> <p>This requirement has been well evidenced by the programme team.</p> <p>The workload of staff is well managed with appropriate time allocation for both full time and part time team members.</p> <p>Good policies are in place, such as flexible working hours, which have been accessed by several members of the team.</p> <p>Staff are encouraged to carry out their own research, with one of the team working towards completion of a Masters degree.</p> <p>All staff are given the opportunity to complete the HE Fellowship.</p> <p>The CS online training course is to be commended for its innovative, robust, inclusive approach.</p> | ✓ |  |  |
| 4.5 | <p>Respond effectively to the learning needs of individuals.</p> <p><i>Evidence reviewed:</i><br/> <i>HE Learner Forum Overview</i><br/> <i>Learner Involvement Policy</i><br/> <i>Tutor Protocol 2324 V3</i><br/> <i>FdSc TP Audit SEP 2023</i><br/> <i>Coleg Gwent Training Practice Tutorial</i><br/> <i>Tutor and SVN Tutorial Examples</i><br/> <i>Feedback on the Coleg Gwent MOCK OSCE</i><br/> <i>Normal way of working</i><br/> <i>Lesson Observations</i><br/> <i>Student support services</i><br/> <i>USW Regulations for Taught Courses</i></p> <p>This requirement has been well evidenced by the programme team.</p>   | ✓ |  |  |



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|     | <p>Student support is well considered throughout the programme. Additional learning needs are supported in the classroom and the clinical placement. by a range of facilities and processes, considering students' individual and unique requirements.</p>   |   |  |  |
| 4.6 | <p>Are supportive and objective in their approach to student supervision, assessment and progression and appropriately share and use evidence to make decisions on student assessment and progression.</p> <p><i>Evidence reviewed:</i><br/> <i>USW Academic Appeals Regulations and Procedure</i><br/> <i>Year Planner</i><br/> <i>Angoff Training</i><br/> <i>Academic Blueprint for all Undergraduate courses at USW</i><br/> <i>Example of Angoff'd OSCE Station</i><br/> <i>IQA Observations of CCs &amp; SVNs in practice</i><br/> <i>Day One Skills recording tool</i><br/> <i>Coleg Gwent Nursing Progress Log Scope for SVNs enrolled with the RCVS after to September 2022</i><br/> <i>Coleg Gwent Nursing Progress Log Scope for SVNs enrolled with the RCVS prior to September 2022</i><br/> <i>Staff Meeting Minutes</i><br/> <i>NPL IQA Protocol 2324 V2.0</i><br/> <i>FdSc Veterinary Nursing Assessment Tracker 2022_2023</i><br/> <i>NPL Tutor Protocol 2324 V3</i><br/> <i>NPL Tutor and SVN Tutorial Examples</i><br/> <i>Tutor Protocol 2324 V3</i><br/> <i>Tutor and SVN Tutorial Examples</i></p> <p>This requirement has been well evidenced by the programme team.</p> <p>Students are well supported both on campus and in placement. University regulations are transparent and allow for robust decisions in relation to progression. Professional behaviours are embedded into the VLE which is student facing and the teaching team conform to all aspects of the RCVS registration requirements.</p> <p>USW is to be commended for the development of a user friendly, positive AI policy that embraces modern technology without negatively impacting on learning outcomes.</p> | ✓ |  |  |
| 4.7 | <p>Liaise, collaborate and action constructive feedback generated by colleagues, students and stakeholders to enhance their teaching assessment and to share effective practice.</p> <p><i>Evidence reviewed:</i></p>  | ✓ |  |  |

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|     | <p><i>Recruitment and Selection Policy</i><br/> <i>Clinical Coach Training &amp; Standardisation</i><br/> <i>Clinical Coach Meeting 2023 Presentation overview and meeting minutes</i><br/> <i>"Standardisation Meeting Minutes</i><br/> <i>USW External Examiners Reports</i><br/> <i>Tutor Protocol 2324 V3</i><br/> <i>Practice Principal Meeting 2023 Presentation overview and meeting minutes</i><br/> <i>Lesson Observations</i><br/> <i>HE Learner Forum Overview</i><br/> <i>Learner Involvement Policy</i><br/> <i>"NPL Tutor and SVN Tutorial Examples</i><br/> <i>Tutor and SVN Tutorial Examples"</i><br/> <i>Clinical placement evaluations</i><br/> <i>USW Action Plans RCVS</i><br/> <i>OSCE Folder</i><br/> <i>Training Practice Feedback Quotations</i></p> <p>This requirement has been well evidenced by the programme team.</p> <p>Upon discussion with the team, the panel determined a good range of stakeholder feedback has been obtained and acted on in the programme development. Written evidence was lacking to support this.</p> <p>The USW Strategic plan is shared and available to all CG staff in addition to being built into inset staff development days. Experienced CS are encouraged to identify additional training and support needs in their CS feedback and are invited to CPD events relevant to these needs.</p> <p>Students, placement providers and stakeholders are given the opportunity to give constructive feedback on all areas of the programme, this is acted upon, and timely feedback given. Students are actively involved in nominating staff for the annual staff award ceremony.</p> <p>A range of lesson observations are undertaken, robustly reported and actioned for all staff, however, a more collaborative approach, with an enhanced VN tutor inclusion into lesson observations will ensure that clinical competence, CoPC, DOC and DOS are embedded into all sessions.</p> |   |  |  |
| 4.8 | <p>Are expected to respond effectively to concerns and complaints about public protection, animal welfare and student performance in learning environments and are supported in doing so.</p> <p><i>Evidence reviewed:</i></p>   | ✓ |  |  |

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|   | <p><i>FdSc VN Course Handbooks</i><br/><i>CG Complaints Policy and Procedure</i><br/><i>USW Fitness to Practise Policy</i><br/><i>Coleg Gwent Fitness to Practise Guidelines 2023-2024</i><br/><i>USW_CG Fitness to Practise Questionnaire 2324</i><br/><i>Fitness to Practise Meeting Example Redacted</i><br/><i>FdSc TP Audit SEP 2023</i><br/><i>Clinical Placement Quality Assurance Reports</i></p> <p>This requirement has been well evidenced by the programme team.</p> <p>The policies in place are robust and ensure that concerns and complaints are dealt with in a fair and timely manner. The processes for reporting a fitness to practise concern and student performance are clear.</p> <p>SharePoint is used as a central information point for all staff including new CS to access minutes of meetings. CS are invited in to observe student performance whilst practising for their OSCEs. Feedback has been actioned from CS and EE reports.</p> |   |  |  |
| 4.9   | <p>Ensure the programme lead is a Registered Veterinary Nurse (RVN) who has substantial experience of veterinary nurse education and training at a suitable level for the qualification(s) being delivered and holds a recognised teaching qualification.</p> <p><i>Evidence reviewed:</i><br/><i>CV and CPD Records Programme Lead</i></p> <p>The Programme Lead has a vast amount of experience and knowledge of VN training and education. There is a clear succession plan in place for this role and all staff work closely as a team. Staff are actively involved in mentoring and delegating, as required, to ensure that they have a solid understanding of each other's roles.</p>   | ✓ |  |  |
| <p><b>Conclusion:</b><br/>This Standard is met.</p> <p>There is a high level of support for new, established and part time staff including the CS who can access central information points, USW/CG documentation and the online CS training course. The team is appropriately qualified and experienced to deliver the programme; new staff are well supported through mentorship and a robust induction process. The workload for staff is achievable and timetables are well planned; staff felt comfortable with their current responsibilities and appreciate the flexible working opportunities that are available to them. There are clear staff policies in place that are evidenced as effective and relevant.</p> |   |   |  |  |

Overall, the level of support provided to the team was excellent, this is further supported by the positive attitude the staff have towards mentoring and delegating duties within the team. The support provided to students is well considered and implemented with additional support based on a student's individual and unique needs. This is apparent across the entire programme to ensure that students receive a strong support system whilst attending USW / CG and on clinical placement.

The Programme Lead has a vast amount of knowledge and experience, and all staff members undertake essential roles within the programme, which further highlights the presence of a natural succession plan.

**Suggestions:**

- a. To actively involve the veterinary nursing team in lesson observations to ensure professional and clinical relevance with CoPC, DOC, DOS, is embedded across all FdSc veterinary nursing sessions.

**Actions:**

- a. Provide evidence of CPD reflection for all staff to meet RCVS CPD requirements for this year.

## Standard 5 – Curricula and assessment

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

| Standard met  |  |     |          |         |
|---|--|-----|----------|---------|
| Accredited Education Institutions, together with Centres and Training Practices, must ensure: |  |     |          |         |
|   | Requirements   | Met | Part Met | Not Met |
| 5.1   | <p>Curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks for Veterinary Nurses and programme outcomes.</p> <p><i>Evidence reviewed:</i><br/>           Course specification FdSc Veterinary Nursing 2023<br/>           Module Specification FdSc Veterinary Nursing 2023<br/>           RCVS DOS DOC Mapping<br/>           Curriculum mapping to meet QAA Subject Benchmarks in Veterinary Nursing<br/>           VLE tour</p> <p>A DOC/DOS mapping spreadsheet was provided which clearly maps the programme to the DOC/DOS. It was noted that the same DOC/DOS are taught and assessed within several modules which is justified where the subjects are similar or revisited as students progress through the programme.</p> <p>The programme is also mapped to the current QAA HE benchmarks</p> | ✓   |          |         |
| 5.2   | <p>Programmes are designed, developed, delivered, evaluated and improved based upon stakeholder feedback.</p> <p><i>Evidence reviewed:</i><br/>           Course Review FdSc Veterinary Nursing 2023<br/>           USW Site Audits of CG<br/>           CG Quality Management &amp; Enhancement Process and Procedures- Quality Assurance<br/>           USW External Examiner Reports<br/>           USW RCVS SAR 2021-22<br/>           Progression and Award Assessment Board Minutes</p>  | ✓   |          |         |

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|     | <p><i>USW Partnership Quality Assurance meeting minutes Redacted</i></p> <p><i>Staff Meeting Minutes</i></p> <p><i>Clinical Coach Meeting 2023 Presentation overview and meeting minutes</i></p> <p><i>Practice Principal Meeting 2023 Presentation overview and meeting minutes</i></p> <p><i>Student Feedback / Learner Forums</i></p> <p><i>Student Feedback on Assessments 2022_2023</i></p> <p><i>Feedback on the Coleg Gwent MOCK OSCE</i></p> <p><i>Discussion with the programme delivery team</i></p> <p>The programme team confirmed that they had made amendments to modules based on feedback following a previous RCVS accreditation event. In addition, the panel was informed that feedback is obtained from other stakeholders (students and employers) but felt that documented evidence to support this was lacking. The programme is made up of 360 credits, 120 at level 4 and 240 at level 5. This structure allows students to receive full funding for all three years of the programme.</p> |   |  |  |
| 5.3 | <p>Curricula remain relevant in respect of contemporary veterinary nursing practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>Course Specification FdSc Veterinary Nursing 2023</i></p> <p><i>USW External Examiner Reports</i></p> <p><i>Module Specification FdSc Veterinary Nursing 2023</i></p> <p>The programme is designed to teach and assess contemporary veterinary nursing practice. CG continues to invest in modern equipment and mannikins to aid the teaching of current nursing practice.</p>  | ✓ |  |  |
| 5.4 | <p>Curricula and assessments weigh theory and practice learning appropriately to the programme.</p> <p><i>Evidence reviewed:</i></p> <p><i>Course Review FdSc Veterinary Nursing 2023</i></p> <p><i>Course Specification FdSc Veterinary Nursing 2023</i></p> <p><i>Module Specification FdSc Veterinary Nursing 2023</i></p> <p><i>Academic Blueprint for all Undergraduate courses at USW</i></p> <p><i>Programme Timetables</i></p> <p>Modules and their learning outcomes (LOs) are appropriate and have been through the institution's own validation process / module change process. The <i>USW Assessment</i></p>   | ✓ |  |  |

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|     | <p><i>Tariff 2023</i> has been applied within the modules in relation to the number, type and weighting of assessments.</p> <p>There is appropriate use of command verbs within the LOs to distinguish between the different academic levels of the programme.</p> <p>Through discussion the programme team confirmed that they had researched the use of the command verb 'analyse' when assessing LOs via a Multiple-Choice Question (MCQ) and Short Answer Question (SAQ) examination. They had considered literature on the subject and are satisfied that the question styles do allow the students to 'analyse'.</p>  |   |  |  |
| 5.5 | <p>Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity.</p> <p><i>Evidence reviewed:</i><br/> <i>RCVS DOS DOC Mapping</i><br/> <i>Year Planner</i><br/> <i>Scheme of Learning Examples BI1S75, BI1S107, BI1S74, BI1S73 2223</i><br/> <i>USW Assessment Tariff 2023</i><br/> <i>Course Specification FdSc Veterinary Nursing 2023</i><br/> <i>USW 2030 Assessment for Learning Principles and Framework</i><br/> <i>FdSc VN Course Handbooks</i><br/> <i>Module Specification FdSc Veterinary Nursing 2023</i><br/> <i>Discussion with the programme delivery team</i></p> <p>The programme team described how students are prepared for different assessment types. This included informal activities and formative assessment opportunities. This was not always evident from the documents submitted for the panel to review.</p> | ✓ |  |  |
| 5.6 | <p>Curricula and assessments are structured and sequenced to enable students to manage their theory and practice learning experience effectively, with progression determined at appropriate points.</p> <p><i>Evidence reviewed:</i><br/> <i>Programme Timetables</i><br/> <i>Clinical Placement Handbook FdSc 2324 V2.3</i><br/> <i>Course Specification FdSc Veterinary Nursing 2023</i><br/> <i>RCVS DOS DOC Mapping</i><br/> <i>FdSc Veterinary Nursing Assessment Tracker 2022_2023</i></p>   | ✓ |  |  |

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|     | <p><i>FdSc VN Course Handbooks</i><br/><i>Assessment plans</i><br/><i>Clinical placement evaluations</i><br/><i>Progression and Award Assessment Board Minutes</i><br/><i>Modules</i></p> <p>Modules are assessed as per the assessment strategy. The panel felt that the workload for students and lecturers was manageable.</p> <p>A variety of assessment types are integrated into the programme. The feedback provided for assessments delivered at level 4 will aid completion of assessments delivered at level 5.</p> <p>There is a policy for progression between years and into clinical practice.</p>  |   |  |  |
| 5.7 | <p>A range of appropriate assessments are delivered, within the educational setting, to accurately measure the knowledge, skills and understanding outlined in the programme. At least one summative assessment must be in the form of an Objective Structured Clinical Examination (OSCE) or similarly robust, objective and evidenced-based form of practical examination to test the safe and effective acquisition of a broad range of skills and competences outlined in the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i><br/><i>Student Feedback on Assessments 2022_2023</i><br/><i>Feedback on the Coleg Gwent MOCK OSCE</i><br/><i>Standardisation Meeting Minutes</i><br/><i>Progression and Award Assessment Board Minutes</i><br/><i>USW Regulations for Taught Courses</i><br/><i>CG Examination Policy</i><br/><i>Examples of assessment material for each different assessment methodology</i><br/><i>USW Academic Blueprint 2023</i><br/><i>Assessment strategies</i><br/><i>Statement of proposed interpretations and uses of the examination/assessment</i><br/><i>Course Review FdSc Veterinary Nursing 2023</i><br/><i>OSCE Folder</i><br/><i>Feedback on the Coleg Gwent MOCK OSCE</i><br/><i>FdSc VN Course Handbooks</i></p> <p>The module descriptors detail the format that the assessment will take. There are a variety of assessments including oral presentations, practical, case studies, written reports and</p> | ✓ |  |  |



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|     | <p>care plans. Written examinations generally consisted of SAQs, and MCQs.</p> <p>There is a 10 station OSCE which is delivered in the final year. The example OSCE material provided was well considered. The programme team confirmed that there were plans in place to develop further OSCE stations.</p>   |   |  |  |
| 5.8 | <p>Students are assessed practically across clinical placement settings and learning environments as required by their programme.</p> <p><i>Evidence reviewed:</i><br/> <i>Day One Skills recording tool</i><br/> <i>IQA Observations of CCs &amp; SVNs in practice</i><br/> <i>Course Review FdSc Veterinary Nursing 2023</i><br/> <i>Feedback on the Coleg Gwent MOCK OSCE</i><br/> <i>OSCE Folder</i><br/> <i>Clinical placement evaluations</i><br/> <i>NPL IQA Protocol 2324 V2.0</i><br/> <i>NPL Tutor and SVN Tutorial Examples</i><br/> <i>NPL IQA Protocol 2324 V2.0</i></p> <p>This requirement has been well evidenced by the programme team. Students are assessed practically through a range of practical assessments both in clinical placement and in the teaching environment, including the simulated VNZ.</p> | ✓ |  |  |
| 5.9 | <p>Processes are in place to establish a high degree of validity and robustness to support the decisions made based on the results of the assessment.</p> <p><i>Evidence reviewed:</i><br/> <i>Examination Example</i><br/> <i>Course Review FdSc Veterinary Nursing 2023</i><br/> <i>Moderation policies and examples</i><br/> <i>USW Academic Blueprint 2023</i><br/> <i>OSCE Folder</i><br/> <i>OSCE Examiner Training</i><br/> <i>Angoff Training</i><br/> <i>OSCE Weightings</i><br/> <i>Example of Angoff'd OSCE Station</i><br/> <i>Mechanisms to detect plagiarism</i><br/> <i>USW Academic Appeals Regulations and Procedure</i><br/> <i>CG Examination Policy</i></p>  | ✓ |  |  |

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|      | There are a number of well-established processes in place within the USW and CG regulations to determine the validity of assessments.   |   |  |  |
| 5.10 | <p>Moderation processes are in place and demonstrate that assessment is fair, reliable and valid.</p> <p><i>Evidence reviewed:</i></p> <p><i>Moderation policies and examples</i></p> <p><i>Progression and Award Assessment Board Minutes</i></p> <p><i>USW External Examiner Reports</i></p> <p><i>USW Action Plans RCVS</i></p> <p><i>NPL IQA Protocol 2324 V2.0</i></p> <p><i>Coleg Gwent Nursing Progress Log Scope for SVN's enrolled with the RCVS after September 2022</i></p> <p><i>Coleg Gwent Nursing Progress Log Scope for SVN's enrolled with the RCVS prior to September 2022</i></p> <p>Overarching moderation processes for written assessments and the OSCE are in place. For MCQ/SAQ examinations CG has a policy in place to remove and review all questions which are deemed too easy or too difficult. Other questions are reviewed where necessary. If questions are removed the examinations are rescored. USW confirmed to the the panel that it has accepted this method of moderation.</p> <p>The IQA strategy for the NPL is clear and has been applied as per the sampling plan.</p> | ✓ |  |  |
| 5.11 | <p>Mechanisms are in place to minimise bias in all assessments.</p> <p><i>Evidence reviewed:</i></p> <p><i>CG Examination Policy</i></p> <p><i>OSCE Examiner Training</i></p> <p><i>Course Review FdSc Veterinary Nursing 2023</i></p> <p><i>CG Examination Policy</i></p> <p><i>Course Review FdSc Veterinary Nursing 2023</i></p> <p><i>Moderation policies and examples</i></p> <p><i>OSCE Folder</i></p> <p><i>Examination Example</i></p> <p>The USW <i>Assessment and Feedback Policy</i> requires anonymous marking for assessments and examinations where possible. Where this is not possible double marking is utilised.</p> <p>During the OSCE, ten examiners are employed; many of whom are part of the delivery team but people external to the organisation also attend. Examiners are required to declare a conflict of interest prior to the examination.</p>   | ✓ |  |  |

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| 5.12 | <p>Adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice.</p> <p><i>Evidence reviewed:</i><br/> <i>USW Regulations for Taught Courses</i><br/> <i>Normal way of working</i><br/> <i>Extenuating Circumstances Regulations and Procedure</i><br/> <i>Normal way of working examples of reasonable adjustments</i><br/> <i>USW Fitness to Practise Policy</i><br/> <i>Coleg Gwent Fitness to Practise Guidelines 2023-2024</i></p> <p>This requirement has been well evidenced by the programme team. The institution has clear processes and procedures in place to provide adjustments.</p> | ✓ |  |  |
| 5.13 | <p>Clinical placement assessment is facilitated and evidenced by observations and other appropriate methods.</p> <p><i>Evidence reviewed:</i><br/> <i>TP Visit Schedule</i><br/> <i>NPL IQA Spreadsheet</i><br/> <i>Day One Skills recording tool</i><br/> <i>Year planner</i><br/> <i>Clinical Placement Quality Assurance Reports</i><br/> <i>IQA Observations of CCs &amp; SVNs in practice</i><br/> <i>Clinical placement evaluations</i><br/> <i>NPL IQA Protocol 2324 V2.0</i></p> <p>This requirement has been well evidenced by the programme team. Evidence supports that the students are observed in clinical placement.</p>                                   | ✓ |  |  |
| 5.14 | <p>Students' self-reflections contribute to, and are evidenced in, assessments.</p> <p><i>Evidence reviewed:</i><br/> <i>Module specification FdSc Veterinary Nursing 2023</i><br/> <i>NPL as Reflective Log</i><br/> <i>Classification Model for FdSc Veterinary Nursing</i><br/> <i>Clinical Coach Training &amp; Standardisation folder</i><br/> <i>Reflective Practice for SVNs</i><br/> <i>Feedback on the Coleg Gwent MOCK OSCE</i><br/> <i>NPL Tutor Protocol 2324 V3</i><br/> <i>NPL Tutor and SVN Tutorial Examples</i><br/> <i>Tutor Protocol 2223 V2</i><br/> <i>Tutor and SVN Tutorial Examples</i></p>   | ✓ |  |  |

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|      | Reflection is embedded into the assessment process, and it is clear that USW/CG aims to develop reflective learners. Of particular note the panel were impressed with the reflective assessment within the BI2S127 Clinical Skills for Veterinary Nurses module which requires students to reflect on their clinical skills.  |   |  |  |
| 5.15 | <p>There is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i><br/> <i>Course specification FdSc Veterinary Nursing 2023</i><br/> <i>Progression and Award Assessment Board Minutes</i><br/> <i>FdSc VN Course Handbooks</i></p> <p>The academic regulations and course materials are clear that no compensation is permitted between modules that are mapped to the RCVS DOC/DOS.</p>                        | ✓ |  |  |
| 5.16 | <p>Ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen examination as an element of the assessment strategy.</p> <p><i>Evidence reviewed:</i><br/> <i>Module specification FdSc Veterinary Nursing 2023</i><br/> <i>Course specification FdSc Veterinary Nursing 2023</i><br/> <i>Assessment plans</i></p> <p>This requirement has been well evidenced by the programme team. All modules mapped to the RCVS DOC contain an unseen examination element.</p> | ✓ |  |  |

**Conclusion:**

This Standard is met.

The programme presented for accreditation has been revised following the RCVS accreditation event in 2021. Through discussion with USW and CG it was clear that the programme team are knowledgeable about curriculum design, programme delivery and assessment but this was not always evidenced within the documentation submitted.

The range and quantity of assessment methods has been well considered, with the inclusion of unseen/closed booked assessments where necessary. The OSCE is well established but there are measures in place to increase the pool of OSCE stations.

University wide policies in relation to assessments and moderation appear to be sound and evidence was seen to show how these are being applied.

**Suggestions:**

- a. Ensure that where programme amendments are being considered, feedback from a range of stakeholders including students and practice personnel are sought and documented.
- b. Keep records to show the literature reviewed to inform the different assessment types assessing the learning outcomes.
- c. Ensure that formative assessment opportunities are documented.

**Actions:**

None

## Standard 6 – Effective clinical learning

All students are provided with safe, effective and inclusive clinical learning experiences. Each clinical learning environment has the governance and resources needed to deliver education and training. Students actively participate in their own education, learning from a range of people across a variety of settings.

| Standard met   |   |     |          |         |
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| Accredited Education Institutions, together with Centres and Training Practices, must: |   |     |          |         |
|  | Requirements  | Met | Part Met | Not Met |
| 6.1  | <p>Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i><br/>           TP list including RCVS TP number<br/>           UK Clinical Placement Lists<br/>           TP Inspection Forms<br/>           TP Risk Assessments<br/>           TP Approval Declaration<br/>           Consumable and equipment lists<br/>           TP Memoranda of Understanding<br/>           Secondment MOU<br/>           NPL Tutor and SVN Tutorial Examples<br/>           Film - Coleg Gwent Veterinary Nursing Centre<br/>           Clinical placement evaluations<br/>           IQA Observations of CCs &amp; SVNs in practice<br/>           Feedback on the Coleg Gwent MOCK OSCE<br/>           Students observed in the VNZ</p> <p>This requirement has been well evidenced by the programme team.</p> <p>The VNZ is well equipped with models and equipment. This will help students to develop their practical skills prior to entering clinical placement in Year 3. Students were observed in the VNZ not following accepted PPE protocols for clinical environments. Whilst it is accepted this is a simulated environment, encouragement of PPE donning and the 'bare below the elbows' rule should be followed by students and staff.</p> <p>TPs are monitored, supported and annually audited to ensure they are adequately equipped.</p> | ✓   |          |         |
| 6.2  | <p>Ensure students are enrolled with the RCVS prior to undertaking clinical placement (in order to comply with legislation).</p> <p><i>Evidence reviewed:</i><br/>           Enrolment policies and procedures</p>  | ✓   |          |         |

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|     | <p><i>Application web page - Foundation Degree Veterinary Nursing course - Coleg Gwent</i><br/><i>USW_CG Fitness to Practise Questionnaire 2324</i></p> <p>This requirement has been well evidenced by the programme team.<br/>There is a clear process in place to ensure students have enrolled with the RCVS prior to the start of their placement in year 3 of the programme.</p>   |   |  |  |
| 6.3 | <p>Ensure students are actively learning and adequately supervised in all clinical learning environments.<br/><i>Evidence reviewed:</i><br/><i>Clinical Placement Handbook FdSc 2324 V2.3</i><br/><i>TP Inspection Forms</i><br/><i>Clinical Coach Training Procedure</i><br/><i>Year Planners</i><br/><i>NPL IQA of SVNs CCs and TPs</i><br/><i>NPL Tutor and SVN Tutorial Examples</i><br/><i>Tutor and SVN Tutorial Examples</i><br/><i>Clinical Placement quality assurance reports</i><br/><i>Clinical placement evaluations</i><br/><i>Clinical Placement Handbook FdSc 2324 V2.3</i><br/><i>Feedback on the Coleg Gwent MOCK OSCE</i><br/><i>Coleg Gwent Training Practice Tutorial</i></p> <p>This requirement has been well evidenced by the programme team.<br/>TPs are regularly assessed and monitored with the annual monitoring of health and safety.<br/>There is clear evidence of annual TP inspection forms, IQA sampling and ensuring the student is regularly logging on the NPL.<br/>There is evidence of reviewing practice rotas to ensure appropriate student supervision and to confirm the allocation of training time in practice. There are clear support mechanisms in place for the CS and for students who require additional support.</p> | ✓ |  |  |
| 6.4 | <p>Ensure clinical learning environments are provided for every student, within a RCVS listed training practice or auxiliary training practice, for a minimum duration of hours as stipulated in the RCVS Veterinary Nurse Registration Rules.<br/><i>Evidence reviewed:</i><br/><i>TP list including RCVS TP number</i><br/><i>TP Memoranda of Understanding</i></p>   | ✓ |  |  |

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|     | <p><i>Record of Placement Attendance</i><br/><i>Training Practice Rotas</i><br/><i>RCVS Registrations JUNE 2023</i><br/><i>Course specification FdSc Veterinary Nursing 2023</i><br/><i>Year Planners</i><br/><i>Clinical Placement Handbook FdSc 2324 V2.3</i><br/><i>FdSc TP Audit AUG 2023</i><br/><i>Record of Training Tutorial</i></p> <p>There is evidence of a sufficient number of affiliated TPs available for the number of students on the programme and for future recruitment. Placement attendance is regularly audited and student integration into practice rotas is clearly evidenced.</p>   |   |   |  |
| 6.5 | <p>All students must have sufficient time within the programme to achieve the Veterinary Nurse Registration Rules hours requirement.</p> <p><i>Evidence reviewed:</i><br/><i>Programme Timetables</i><br/><i>Module Specification FdSc Veterinary Nursing 2023</i><br/><i>Course specification FdSc Veterinary Nursing 2023</i><br/><i>Tutor Protocol 2324 V3</i><br/><i>UK clinical placement lists</i><br/><i>Clinical Placement Handbook FdSc 2324 V2.3</i></p> <p>This requirement has been well evidenced by the programme team.</p> <p>There were no concerns that students would be unable to meet the minimum duration of hours required by the RCVS and all the evidence outlined that sufficient time is available within the programme.</p> <p>Where students are unable to complete their NPL in the placement year due to absences, there are contingency plans in place to extend this.</p> <p>Students can apply to USW for extenuating circumstances, if they have not achieved their hours in placement and are supported by the VN team to ensure completion and graduation within a suitable timeframe.</p> | ✓ |   |  |
| 6.6 | <p>Ensure all students are allocated a clinical supervisor responsible for confirming competency of RCVS Day One Skills for Veterinary Nurses. All clinical supervisors must be RVN or MRCVS (UK practising), be experienced and able to demonstrate an experienced level of clinical skills and ongoing professional development.</p> <p><i>Evidence reviewed:</i></p>  |   | ✓ |  |



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|     | <p><i>Clinical Coach Training Procedure</i><br/> <i>Clinical Placement Quality Assurance Reports</i><br/> <i>Clinical Coach CPD</i><br/> <i>TP Inspection Forms</i><br/> <i>TP Inspection Forms</i><br/> <i>IQA Observations of CCs &amp; SVNs in practice</i></p> <p>USW / CG have successfully developed a clinical placement process that clearly supports both the CS and students on placement. An innovative CS online training course has been developed by the team that is robust, inclusive and fit for purpose.</p> <p>All TP inspection forms identify that CS CPD requirements have been met, however there are a few CS CPD records demonstrating little or no reflection on their CPD. The TP audit/approval forms need amending to ensure RCVS CPD requirements are met to include reflection. Where compliance is lacking this must be actioned and reviewed.</p> |   |  |  |
| 6.7 | <p>Maintain accurate records of student clinical learning environment attendance and provide these to RCVS upon request.</p> <p><i>Evidence reviewed:</i><br/> <i>Record of Placement Attendance</i><br/> <i>RCVS Registrations JUNE 2023</i><br/> <i>RCVS Registration Procedure</i><br/> <i>NPL Tutor and SVN Tutorial Examples</i></p> <p>There was clear evidence of the process for maintaining accurate records of student attendance both on placement and at the institution. A whole VN team approach to recording and monitoring attendance is evidenced in the tutorial records for each student on placement.</p>  | ✓ |  |  |
| 6.8 | <p>There must be sufficient TP support available for all recruited students.</p> <p><i>Evidence reviewed:</i><br/> <i>UK clinical placement lists</i><br/> <i>TP Memoranda of Understanding</i><br/> <i>TP Secondment MOU</i><br/> <i>Evidence of communication with primary affiliated centres</i><br/> <i>NPL IQA of SVNs CCs and TPs</i></p> <p>TP support was confirmed to be sufficient. There is an adequate number of affiliated TPs for the student numbers on the programme. The IQA team is sufficiently staffed to provide the required support to practices and students.</p>  | ✓ |  |  |

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| 6.9  | <p>Ensure that training practices either hold a primary affiliation with the Accredited Education Institution itself or its delivery site, or, where the training practice is to hold a secondary affiliation, that the training practice also holds a primary affiliation elsewhere and is an RCVS listed practice.</p> <p><i>Evidence reviewed:</i><br/> <i>TP Approval Declaration</i><br/> <i>TP list including RCVS TP number</i><br/> <i>TP Memoranda of Understanding</i><br/> <i>Secondment MOU</i><br/> <i>Evidence of communication with primary affiliated centres</i></p> <p>This requirement has been well evidenced by the programme team.</p> <p>There is a substantial list of TPs holding primary affiliation with USW/CG and several secondary affiliated TPs evidenced as available. USW/CG has comprehensive and robust MoU agreements in place for both primary and secondary affiliated practices.</p> | ✓ |  |  |
| 6.10 | <p>Ensure that where a secondary affiliated training practice is used there is a Memorandum of Understanding and robust communication between the Centre responsible for the secondary affiliated training practice and the Accredited Education Institution.</p> <p><i>Evidence reviewed:</i><br/> <i>Evidence of communication with primary affiliated centres</i><br/> <i>MOUs completed with non-affiliated TPs</i></p> <p>This requirement has been well evidenced by the programme team.</p> <p>A clear process is apparent for gaining permission to place students in secondary affiliated TPs.</p> <p>There is a good communication process in place with permission being gained prior to placement of a student in a secondary affiliated TP.</p>   | ✓ |  |  |
| 6.11 | <p>Be compliant with the RCVS standards framework for veterinary nursing education, including clinical requirements for all periods of learning undertaken outside the UK and comply with all relevant legislation and UK animal care and welfare standards (including the Veterinary Surgeons Act 1966).</p> <p><i>Evidence reviewed:</i><br/> <i>International placement policies</i><br/> <i>Approval and monitoring records</i></p>  | ✓ |  |  |

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|      | <p><i>International training practice lists</i></p> <p>No periods of learning undertaken outside the UK</p>   |   |  |  |
| 6.12 | <p>Ensure clinical learning experiences are tailored to the student's stage of learning, competences and programme outcomes.</p> <p><i>Evidence reviewed:</i><br/> <i>Clinical Placement Handbook FdSc 2324 V2.3</i><br/> <i>Year Planners</i><br/> <i>Quality Assurance Reports (examples)</i><br/> <i>Clinical Placement Action Plan</i><br/> <i>Feedback on the Coleg Gwent MOCK OSCE</i><br/> <i>Clinical Coach Training &amp; Standardisation</i></p> <p>This requirement has been well evidenced by the programme team</p> <p>There is evidence of the management of student placements ensuring that CS have adequate time to support their students in practice.</p> <p>NPL targets and progression rate are clear to the student and CS within the <i>clinical placement handbook</i> and are regularly audited and actioned. The CS set transparent goals for the student's progression and where students require additional support there are mechanisms in place to assist the CS.</p> | ✓ |  |  |
| 6.13 | <p>The veterinary team contribute to learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i><br/> <i>Clinical placement records</i><br/> <i>Staff Codes of Conduct</i><br/> <i>Staff rotas / timetables</i><br/> <i>Witness statements</i><br/> <i>Team meeting minutes</i><br/> <i>TP/aTP approval and audit forms</i><br/> <i>Memoranda of Understanding</i><br/> <i>TP/aTP risk assessments</i></p> <p>This requirement has been evidenced by the programme team.</p> <p>CoPC is well embedded within all handbooks, learning environments and agreements. On further discussion with the team, it was apparent that additional guest speakers are invited to complement the programme.</p>   | ✓ |  |  |

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|  | The FdSc student experience could be further enhanced by encouraging the use of witness statements to evidence a more detailed veterinary team contribution to learning in placement |  |  |  |
| <p><b>Conclusion:</b></p> <p>This Standard is met.</p> <p>Students are well prepared for clinical placement both practically and theoretically. Processes are in place to ensure students are enrolled prior to placement and training hours are monitored throughout to ensure RCVS requirements are met. There is a high level of student support provided during clinical placement through both the placement team and the course tutors. Students feel reassured that whilst they are in placement, they still have access to all the support USW/CG can provide. In addition to this, there are good support mechanisms in place to ensure CS receive appropriate training and support. The programme allows students to gain the required training hours, appropriate contingency plans are in place and the IQA policies are robust in supporting this.</p> <p>Standardisation events are held throughout the year and are accessible online to help facilitate ease of attendance. TPs are appropriately audited to ensure they are meeting all requirements.</p> <p>USW / CG have successfully developed a clinical placement process that clearly supports both the clinical supervisor and students on placement. An innovative CS online training course has been developed by the team that is robust, inclusive and fit for purpose. Students feel well supported by the USW / CG veterinary nursing team whilst out of clinical placement.</p> |  |  |  |  |
| <p><b>Suggestions:</b></p> <p>a. Consider implementing signage/protocol in the VNZ to remind students and staff that accepted PPE protocols in clinically simulated environments should be followed and to encourage PPE donning and 'bare below the elbows' rule.</p> <p><b>Actions:</b></p> <p>a. Amend TP audit/approval forms to ensure RCVS CPD requirements are met to include reflection. Where compliance is lacking this must be actioned and reviewed.</p>   |  |  |  |  |