

**VetSkill Accreditation Visit
30 April 2025 – 2 May 2025**

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

Accreditation Outcome for VetSkill

VetSkill submitted an application for accreditation of the following programme(s).

VetSkill VTEC Level 3 Diploma in Veterinary Nursing (Companion Animal)

VetSkill VTEC Diploma in Veterinary Nursing (Companion Animal) at SQF Level 7

VetSkill VTEC Level 3 Diploma in Veterinary Nursing (Equine)

VetSkill VTEC Diploma in Veterinary Nursing (Equine) at SCQF Level 7

Following the meeting of Veterinary Nurse Education Committee on 26 June 2025, VetSkill has been awarded full accreditation for five years status. This decision reflects the compliance of the programme against the RCVS Standards Framework for Veterinary Nurse Education and Training. VetSkill is next due for re-accreditation in academic year 2029/30, however, this may change subject to quality monitoring.

Classification of Accreditations

Provisional accreditation is granted for all AEIs with new qualifications that have made substantial progress towards meeting the accreditation standards. Once the first cohort of students completes the qualification, VNEC will be presented with all QM reports undertaken and consider the AEI for full accreditation. Students undertaking provisionally accredited qualifications may be required to pass the RCVS pre-registration examinations. Provisional accreditation will not normally be extended for more than two years, following the first cohort's completion. Provisionally accredited programmes are automatically deemed to be high-risk and will be audited accordingly.

Full accreditation for 5 years is given to qualifications that meet, or exceed, all the accreditation standards. Where a Provisionally Accredited programme has been awarded Full Accreditation, this will be for the remainder of the 5-year cycle. The RCVS will undertake a full programme review before the end of the agreed accreditation period.

Full accreditation for a shorter period is applied where deficiencies are identified in an existing programme; accreditation will be subject to the deficiencies being addressed within a set period. The RCVS will undertake a full programme review before the end of the agreed accreditation period.

Probationary accreditation is applied where a fully accredited programme is deficient in its resources or procedures and has failed to meet the RCVS Standards. Students may be required to pass the RCVS pre-registration examinations, as well as all qualification requirements, in order to be deemed competent in the RCVS Day One Competences and Skills. This will be at the discretion of VNEC and will be considered on a case-by-case basis.

Terminal accreditation is instigated where a programme is significantly non-compliant with the standards and has been unable to address the concerns within a timely manner. Students completing a programme which is assigned terminal accreditation may be required to pass the RCVS pre-

registration examinations, as well as all qualification requirements. VNEC will communicate additional conditions to the AEI as required, depending on the rationale for the decision being taken. The programme will move into an exit strategy and specific details and evidence will be requested by the Veterinary Nursing Department to maintain oversight whilst the final students complete the programme. The provision is quality monitored in accordance with a high-risk provider.

Voluntary Terminal Accreditation is applied where a programme has chosen to cease provision; students may be required to pass the RCVS pre-registration examinations dependent upon the rationale for the programme closure. Students are still required to complete all qualification requirements. The programme will move into an exit strategy and specific details and evidence will be requested by the Veterinary Nursing Department to maintain oversight whilst the final students complete the programme.

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List of Panel Members

Emma Anscombe-Skirrow RVN – Chair

Sally Bowden RVN – Educator Representative

Steph Goddard RVN – Employer Representative

Abigayle Gomez RVN – RCVS Senior Qualifications Officer

Joshua Sancho RVN – Student Representative

RCVS Observers

Jasmine Curtis RVN – RCVS Qualifications Assessor

Julie Dugmore RVN – RCVS Director of Veterinary Nursing

Key Staff Met

Leanne Ashford RVN – Qualifications Manager

Barbara Drysdale RVN – Non-Executive Director and External Quality Assurer

Sam Double RVN – CEO and Director

Emma Du Beke RVN – Practical Examinations Lead

Chelsea Fowler RVN – External Quality Assurer

Stephanie Griffin RVN – Quality Assurance Officer

Leslie Heaton-Smith – Executive Director and Company Secretary

Kiera Lawthers RVN – Quality Assurance Officer

Zoe Meads RVN – Quality Assurance Lead

Nadine Thomson – Operations Manager

Emily Smith RVN – External Quality Assurer

Robyn Spittle – Standards Lead, Responsible Officer and Data Protection Officer Designate

Greg Warman- Chair of the Board

Executive summary of the Panel's findings

- VetSkill was visited between 30 April and 2 May 2025. The following programmes were under accreditation review:
 - VetSkill VTEC Level 3 Diploma in Veterinary Nursing (Companion Animal)
 - VetSkill VTEC Diploma in Veterinary Nursing (Companion Animal) at SQF Level 7
 - VetSkill VTEC Level 3 Diploma in Veterinary Nursing (Equine)
 - VetSkill VTEC Diploma in Veterinary Nursing (Equine) at SCQF Level 7
- Affiliated delivery sites and training practices were visited between 24 February and 25 March 2025.
- The Panel 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.

VetSkill is to be **commended** for:

- The commitment to sustainable practices within the organisation and promoting sustainability within delivery sites.
- The integration of wellbeing across all standards, including in relation to the staff and learners at delivery sites, the VetSkill organisational ethos and the support for staff development and opportunities, which all contributes to positive working environments.
- Assessment strategies that are robust with evidence-based methods embedded throughout each stage of the programmes with universal assessment considered as relevant.
- The embracement of advanced technology, as seen in the use of Virtual Reality (VR), the approach to the use of GenAI, and automated systems, which enhances the provision.
- Areas for further review included ensuring that all delivery sites know how to access resources and support and understand how to engage with these fully via VetSkill systems. Consideration of how delivery sites are supported and monitored in ensuring clinical supervisors are observed in a risk-based manner in accordance with the sampling strategy, and that they meet the annual standardisation requirements is needed.

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

Programme details

Requirements	Details
Name of organisation awarding the licence to practise qualification	Vet Skill Ltd (VetSkill)
Main address and contact details for the above organisation	10 Ramsay Court, Hinchingsbrooke Business Park, Huntingdon, PE29 6FY Tel: 01480 278580
Name of Principal or Chief Executive Officer	Samantha (Sam) Double Sdouble@vetskill.com
Name of Programme Lead	Samantha (Sam) Double
Proposed programme(s) title:	VetSkill VTEC Level 3 Diploma in Veterinary Nursing (Companion Animal) VetSkill VTEC Diploma in Veterinary Nursing (Companion Animal) at SQF Level 7 VetSkill VTEC Level 3 Diploma in Veterinary Nursing (Equine) VetSkill VTEC Diploma in Veterinary Nursing (Equine) at SCQF Level 7
Address and contact details of proposed site/s for delivery of licence to practise qualification	31 VetSkill approved delivery sites – addresses and contact details available at: List of RCVS Accredited Further Education Qualifications in Veterinary Nursing - Professionals
Pattern of delivery	Face-to-face, blended learning
Intakes and student numbers	Approximate number of learners registered per year 650-800. Intakes vary per delivery site.

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, inclusion and civility at the forefront and a clear commitment to sustainability.

Standard met				
Accredited education institutions, together with delivery sites and training practices, must:				
Requirements		Met	Part Met	Not Met
1.1	<p>Demonstrate that the safety of people and animals is a primary consideration in all learning environments.</p> <p><i>Evidence reviewed:</i></p> <p><i>VS Health and safety policy</i></p> <p><i>VS Equity, Diversity and Inclusion Policy (hyperlink)</i></p> <p><i>VS Lone Workers Policy</i></p> <p><i>VS Bomb Threat Policy</i></p> <p><i>VS COVID-19 Vaccination Programme Policy</i></p> <p><i>VS First Aid Policy</i></p> <p><i>VS Prevent and Counter Terrorism Strategy</i></p> <p><i>VS Disability Confident Committed Certificate</i></p> <p><i>VS Induction checklist - blank</i></p> <p><i>VS Induction plan - blank</i></p> <p><i>Example of Centre P&P reports 2022 + 2024</i></p> <p><i>Example of Centre Health and Safety Policy</i></p> <p><i>Example of Centre Policy for onsite animals</i></p> <p><i>Feedback to Centre ref policy for onsite animals</i></p> <p><i>Centre Example of Therapy Dog Risk Assessment</i></p> <p><i>VS Practical Risk Assessment Forms (multiple)</i></p> <p><i>Examples of Centre QM audits</i></p> <p><i>Example of Centre TP Audit document</i></p> <p><i>Example of Centre TP Visit Report</i></p> <p><i>Example of Centre Approval report</i></p> <p><i>Centre Example of area specific staff induction record</i></p> <p><i>Example of Centre Staff Probation Process</i></p> <p><i>Centre Example of Employee and Volunteer Professional Code of Conduct</i></p> <p><i>Example of Centre P&P report 2023</i></p> <p><i>Example of Centre IT Policy</i></p> <p><i>Example of Centre Online Safety Procedures</i></p> <p><i>Centre Example of Staff guide to online safety</i></p> <p><i>Example of Centre QM visit report 2024</i></p> <p><i>Example of Centre Student Handbook</i></p>	✓		

	<p><i>Example of Centre TP Audit docs - blank</i></p> <p><i>RCVS Centre reports</i></p> <p><i>VetSkill Fire Action Notice</i></p> <p><i>EQA VetSkill induction schedule</i></p> <p><i>Populated induction checklist</i></p> <p><i>VetSkill Safeguarding Policy</i></p> <p><i>VetSkill Staff Handbook</i></p> <p><i>Staff 1CPD Record</i></p> <p><i>VetSkill Staff Training Day - EDI and Safeguarding update</i></p> <p><i>Advanced Safeguarding certificate seen for lead staff</i></p> <p><i>VetSkill Alcohol and Drugs Policy</i></p> <p><i>VetSkill Animal Welfare Policy</i></p> <p><i>VetSkill Immediate Response Procedure</i></p> <p><i>VetSkill Health and Safety Handbook</i></p> <p>A comprehensive range of current and relevant documentation was viewed by the panel, demonstrating clearly defined policies and procedures. Policy review processes are in place to ensure each policy is kept up to date. Tracking and monitoring systems, such as Red/Amber/Green RAG rating, are in place.</p> <p>Nonetheless, some delivery sites using staff pets for education are not asked to provide a specific policy to manage this process; it is recommended that VetSkill reviews this process, to ensure a more consistent approach.</p>			
1.2	<p>Prioritise the wellbeing of people.</p> <p><i>Evidence reviewed:</i></p> <p><i>VS Code of Conduct</i></p> <p><i>VS Pronouns and Inclusive Language Guidance</i></p> <p><i>VS Supporting employees experiencing menopause policy</i></p> <p><i>VS Supporting employees through pregnancy loss policy</i></p> <p><i>VetSkill Wellbeing Hub (hyperlink)</i></p> <p><i>Mental Health First Aider Training certificates seen for multiple staff</i></p> <p><i>VetSkill Employee Assistance Programme</i></p> <p><i>1CPD records seen for multiple staff</i></p> <p><i>VetSkill Equity, Diversity and Inclusion staff survey report</i></p> <p><i>Example of Centre QMV report 2024</i></p> <p><i>Example of Centre RCVS HoC 1CPD record</i></p> <p><i>VetSkill Staff Health and Wellbeing channel and post</i></p> <p><i>Example of Centre QMV report 2024</i></p> <p><i>Example of Centre Mental health and wellbeing policies –Staff & students</i></p> <p><i>Example of Centre P&P report 2023</i></p> <p><i>RCVS Centre Approval Reports</i></p> <p><i>Risk Assessment - DSE Assessment - Homeworkers example</i></p>	✓		

	<p><i>Risk Assessment - Pregnancy (VS Staff)</i> <i>VetSkill Training and Development Policy</i> <i>OSCE rest station wellbeing exercises 1, 2, 3 & 4.</i> <i>VetSkill supporting a bereaved client OSCE</i> <i>VetSkill supporting a colleague's mental and emotional health OSCE</i> <i>VetSkill Supporting your wellbeing infographic</i> <i>Staff BSc. Hons certificate seen</i> <i>OSCE prep pre-recorded session to include wellbeing advice</i> <i>Example of EQA signposting to wellbeing support</i> <i>Staff Master's Degree certificate seen</i> <i>VetSkill Health and Wellbeing policy</i> <i>email correspondence with centre</i> <i>Further wellbeing checks on centre</i> <i>Evidence of staff follow up with wellbeing concerns</i> <i>VetSkill Staff Training Day Agenda 2024</i> <i>VetSkill Culture Club Training</i> <i>VetSkill Staff Awards</i> <i>VetSkill Embracing Data & Technology Staff Presentation</i> <i>VetSkill Compassionate Leave Policy</i> <i>Celebrating learner success (hyperlink)</i> <i>VetSkill Anti-Bullying, Harassment and Sexual Harassment Policy</i> <i>VetSkill Wellness Action Plan</i> <i>Example of Centre Therapy Dog Risk Assessment</i></p> <p>There is evidence of excellent structures in place to support and facilitate the development of wellbeing initiatives and policies. Efforts to initiate a culture shift and promote civility amongst VetSkill staff, as well as in the delivery sites and in Training Practices (TPs), is evident. A range of resources is available to support staff and visitors, with wellbeing at the forefront of working initiatives.</p>			
1.3	<p>Ensure that facilities and physical resources, including those used for clinical learning, comply with all relevant legislation including UK animal care and welfare standards.</p> <p><i>Evidence reviewed:</i> <i>Example of Centre QM Audit 2024</i> <i>Centre Example of completed TP audit report</i> <i>Centre Example of blank TP audit report</i> <i>Example of Centre Approval Visit Report</i> <i>Example of Populated Centre Equipment and Resources Checklist</i> <i>Example of Centre Change of Premises Audit</i> <i>List of locations where VetSkill VN qualifications are delivered</i> <i>Schedule of VetSkill QM activity 2025 (working doc)</i> <i>VetSkill SOP Storage of medicines</i> <i>VetSkill SOP for POM-V Medicines</i> <i>Example of Centre QMV report</i></p>	✓		

	<p><i>Example of Centre evidence gathering document</i></p> <p><i>Centre TP Audit example</i></p> <p><i>VetSkill VMD Registration</i></p> <p><i>Example of Centre P&P report 2024</i></p> <p><i>Example of Centre Policy for onsite animals</i></p> <p><i>Feedback to Centre ref policy for onsite animals</i></p> <p><i>RCVS Centre Approval Report</i></p> <p><i>Example of Centre and TP Audit RCVS Action Plan Response</i></p> <p>Robust quality monitoring systems are in place, which incorporate resources at delivery sites. A central tracking system was viewed, demonstrating how VetSkill manages this on an ongoing basis. Samples provided demonstrate that this is up to date and functioning well. Resources subject to specific legislation have Standard Operating Procedures (SOPs) to ensure adherence to the requirements.</p>			
1.4	<p>Ensure clients understand the remit of the student veterinary nurse's involvement in the care of their animals and have the opportunity to withdraw consent.</p> <p><i>Evidence reviewed:</i></p> <p><i>VetSkill Withdrawal of Consent Poster</i></p> <p><i>Example of Centre QM Audit Nov 23</i></p> <p><i>Examples of Centre TP audit docs</i></p> <p><i>VetSkill Learner and TP Handbook</i></p> <p><i>VetSkill MS Form for CS and TPs to request VetSkill resources</i></p> <p><i>RCVS TP Audit Report</i></p> <p><i>VetSkill Learner and TP Handbook (Equine)</i></p> <p><i>Sample MoU</i></p> <p>VetSkill has designed and distributed its own template for TP client areas covering the details of this requirement. Whilst it was clear from the evidence provided that this is accessible to the delivery sites, one of the delivery sites was not aware of how to access the poster template. VetSkill could improve the signposting for useful resources for its delivery sites, although it is accepted that the delivery site was still ensuring that the correct information was available to clients in the TPs.</p>	✓		
1.5	<p>Maintain confidentiality in all aspects of the provision, ensuring client, public and animal safety and welfare is promoted.</p> <p><i>Evidence reviewed:</i></p> <p><i>VS Privacy Policy - General Data Protection Regulation (UK GDPR)</i></p> <p><i>VS Record Management Policy</i></p> <p><i>VS Internet, Email, MS Teams and Social Media Usage Policy</i></p> <p><i>Example of Centre P&P audit for centre approval</i></p> <p><i>Example of Centre Data Retention Policy</i></p> <p><i>Example of Centre Data Breach Reporting Policy and Procedure</i></p>	✓		

	<p><i>Example of Centre IT acceptable use Policy</i> <i>Learner work demonstrating GDPR compliance</i> <i>Example of IQA feedback on GDPR compliance</i> <i>Example of Centre IT & Online Safety and Social Media Policy</i> <i>Example of Centre QMR report</i> <i>Example of Centre evidence gathering document</i> <i>Example of Centre TP report form</i> <i>Example of Centre Change of Premises Audit</i></p> <p>Personal data was anonymised on all evidence submitted prior to the accreditation visit. During the tour of the premises, the panel was able to view working conditions and conversations, which assured the panel that VetSkill is fully aware of – and compliant with – confidentiality requirements as regards employees and its own workplace. Delivery site and TP audits submitted as evidence demonstrated compliance with this requirement. VetSkill General Data Protection Regulations (GDPR) information is linked from the <i>Centre Handbook</i> to ensure availability to all delivery sites.</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> <i>VS Complaints Policy (hyperlink)</i> <i>VS Whistle Blowing policy</i> <i>VS Malpractice and Maladministration Policy</i> <i>Example of Centre QM report 2024</i> <i>Example of Centre Complaints and Compliments Policy and Procedure</i> <i>Example of Centre Induction PowerPoint</i> <i>Example of Centre Complaints Policy and Procedure webpage (hyperlink)</i> <i>Example of Centre QM report</i> <i>VetSkill VN Student Voice minutes</i> <i>VetSkill Grievance Policy and Procedure</i> <i>Example of Centre Approval report</i> <i>VetSkill Safeguarding Policy</i> <i>VS Code of Conduct</i> <i>VS Pronouns and Inclusive Language Guidance</i> <i>VS Supporting employees experiencing menopause policy</i> <i>VS Supporting employees through pregnancy loss policy</i> <i>VetSkill Health and Wellbeing policy</i> <i>VetSkill Anti-Bullying, Harassment and Sexual Harassment Policy</i> <i>VetSkill Learner and TP Handbook</i> <i>VetSkill Learner and TP Handbook (Equine)</i> <i>VS Internet, Email, MS Teams and Social Media Usage Policy</i></p>	✓		

	Learners interviewed during the TP visits confirmed that they were aware of the relevant policies and procedures. 'Student Voice' events offer an accessible platform for learners to speak directly to VetSkill and see how their concerns and comments are managed. The <i>Centre Handbook</i> provides a link to the relevant complaints procedure for delivery sites.			
1.7	<p>Ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised.</p> <p><i>Evidence reviewed:</i></p> <p><i>Example of learner complaint and VetSkill signposting to complaints policy</i></p> <p><i>Example of response to learner complaint</i></p> <p><i>Example of VetSkill response to centre following a complaint</i></p> <p><i>Example of centre response to VetSkill following complaint</i></p> <p><i>Example of complaint conclusion</i></p> <p><i>Example of Centre Fitness to Practise Policy</i></p> <p><i>VetSkill Fitness to Practise Policy</i></p> <p><i>VetSkill Learner Complaint Process map</i></p> <p><i>VetSkill Safeguarding Policy</i></p> <p><i>VS Supporting employees experiencing menopause policy</i></p> <p><i>VS Supporting employees through pregnancy loss policy</i></p> <p><i>VS Complaints Policy (hyperlink)</i></p> <p><i>VS Malpractice and Maladministration Policy</i></p> <p>Robust evidence was submitted demonstrating the concerns process being followed and responded to in a professional manner.</p>	✓		
1.8	<p>Ensure incidents are fully investigated and learning reflections and actions are recorded and disseminated.</p> <p><i>Evidence reviewed:</i></p> <p><i>VS Disciplinary procedures</i></p> <p><i>Initial report of suspected malpractice incident</i></p> <p><i>Follow up of suspected malpractice incident</i></p> <p><i>Suspension of exam correspondence</i></p> <p><i>Informing regulators evidence</i></p> <p><i>Malpractice investigation outcome</i></p> <p><i>Examples of letters sent to learners</i></p> <p><i>Example of learner reflective account following incident</i></p> <p><i>Further example of learner reflective account</i></p> <p><i>Learner professional behaviour assessment following incident</i></p> <p><i>Employer letter of good standing</i></p> <p><i>Peer professional behaviour assessment following incident</i></p> <p><i>Evidence of centre staff attending academic malpractice training</i></p> <p><i>Evidence of VetSkill performing due diligence checks</i></p> <p><i>VetSkill informing RCVS of investigation conclusion</i></p>	✓		

	<p><i>VetSkill communication regarding academic honesty training</i> <i>VetSkill Academic Honesty Training for centres</i> <i>VetSkill Incident and Near Miss process map</i> <i>Excerpts from VetSkill Compliance Log</i> <i>VS Complaints Policy (hyperlink)</i></p> <p>All relevant policies were provided as part of the accreditation application. Excellent evidence was provided detailing how an incident was identified and managed, including reflection by the learners involved. The panel were assured that the VetSkill policies and processes are comprehensive and effective.</p>			
1.9	<p>Promote student engagement with the RCVS Codes of Professional Conduct to develop open and honest practitioners.</p> <p><i>Evidence reviewed:</i> <i>VetSkill Clinical Supervisor Handbook</i> <i>VetSkill Centre Handbook</i> <i>Example of Centre Fitness to Practise Policy</i> <i>Example of Centre ASR report</i> <i>Example of Centre Scheme of Work VN01</i> <i>Learner synoptic assignment referencing RCVS CoPC</i> <i>Example of Clinical Supervisor promoting engagement with CoPC</i> <i>Clinical Supervisor feedback referencing CoPC</i> <i>Learner summative sampling report</i> <i>Example of Centre Evidence gathering form during audit</i> <i>Example of Centre Training Practice Handbook</i> <i>VetSkill Student Voice Presentation</i> <i>Example of Centre QMA report 2024</i> <i>VetSkill VN Student Voice minutes</i> <i>VetSkill Learner and TP Handbook</i> <i>VetSkill Learner and TP Handbook (Equine)</i> <i>VetSkill Fitness to Practise Policy</i> <i>Example of Centre Learner Handbook</i> <i>Example of Centre checklist for induction activities</i> <i>Example of Centre induction register</i> <i>Example of Learner Interview 2024</i> <i>Example of Centre Learner Handbook</i> <i>Example of Centre Learner Induction</i> <i>VetSkill SVN Centre Induction Checklist</i> <i>VetSkill SVN Learner Induction Checklist</i> <i>Example of Centre Apr '24 Yr 1 VN01 SoW</i> <i>Example of Centre Year 1 Sample SoW VTEC VN01</i> <i>Example of Centre SOW Year 1</i> <i>VetSkill Cross Centre Audit 2024</i></p>	✓		

	<p>Extensive evidence was provided to demonstrate learner engagement, including 'Student Voice' events. Themes related to the RCVS Codes of Professional Conduct are evident throughout the syllabus and learner reflection on such themes is encouraged in relevant assessments.</p>			
1.10	<p>Develop a learning culture that is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation.</p> <p><i>Evidence reviewed:</i> <i>VS Reasonable Adjustment Policy</i> <i>Example of Centre staff CPD demonstrating training in EDI</i> <i>Example of Centre Equality, Diversity and Inclusion Policy</i> <i>Example of Centre P&P Audit report 2024</i> <i>Example of Centre TALO Policy</i> <i>Example of Centre Col Record</i> <i>Example of Centre QMA report 2024</i> <i>Example of Centre Inclusive Learning Policy and Procedure</i> <i>Example of Centre FREDIE Policy</i> <i>Example of centre learning culture in action (hyperlink)</i> <i>VS Equity, Diversity and Inclusion Policy (hyperlink)</i> <i>VetSkill Staff Training Day - EDI and Safeguarding update</i> <i>VS Code of Conduct</i> <i>VS Pronouns and Inclusive Language Guidance</i> <i>Staff 1CPD records (multiple)</i> <i>VetSkill Equity, Diversity and Inclusion staff survey report</i> <i>VetSkill Staff Training Day Agenda 2024</i> <i>VetSkill Culture Club Training</i> <i>VetSkill Anti-Bullying, Harassment and Sexual Harassment Policy</i> <i>Example of Centre Change of Premises Audit</i> <i>VS Complaints Policy (hyperlink)</i></p> <p>Fairness and inclusivity were evidenced throughout the application, not exclusively in the evidence submitted directly for this element of the Standards. Staff are regularly educated and updated on current theories and research findings related to working in a diverse team and there is a culture of welcoming ideas and suggestions. The assessments include consideration of universal design and there is clear evidence that reasonable adjustment processes are working well and used when appropriate, with imagination and practicality in practice taken into consideration.</p>	✓		
1.11	<p>Utilise information and data to promote and enhance equality of opportunities and widening participation.</p> <p><i>Evidence reviewed:</i> <i>VetSkill Equity, Diversity and Inclusion staff channel</i> <i>Example of Centre Student feedback</i></p>	✓		

	<p><i>Example of Centre QMV report 2023</i> <i>Examples of Centre SAR and QIP 2023-24</i> <i>VetSkill EDI Committee meeting minutes</i> <i>Review of question bank to ensure accessible for neurodivergent learners Example a, b & c.</i> <i>Evidence of 1-11a in action</i> <i>Example of Centre Actioning Student Feedback</i> <i>VetSkill attendance at school careers fair</i> <i>VetSkill post on Widening Participation (Hyperlink)</i> <i>RCVS Centre report</i> <i>VetSkill Staff Training Day - EDI and Safeguarding update</i> <i>VetSkill Equality, Diversity and Inclusion staff survey report</i> <i>VetSkill Staff Training Day Agenda 2024</i> <i>Example of Centre P&P Audit report 2024</i> <i>Example of centre learning culture in action (hyperlink)</i> <i>Centre Example - College of Sanctuary (hyperlink)</i> <i>Centre Example - twilight enrolment initiative (hyperlink)</i></p> <p>Excellent evidence was provided to illustrate the broad and meaningful efforts for continuously improving participation and equality of opportunity. Examples included the review of the question bank by a neurodiverse individual, review of the website to better represent a wider range of the general population, and regular updating of all staff.</p>			
1.12	<p>Work to promote inter-professional education and inter-professional practice and support opportunities for research. <i>Evidence reviewed:</i> <i>Evidence of learner research and collaboration</i> <i>VetSkill delivery of Centre CS Standardisation</i> <i>Example of Centre SoW</i> <i>Example of Centre Approval</i> <i>VetSkill attendance at BVNA</i> <i>Example of Centre work with the immersive learning factory (hyperlink)</i> <i>Example of Centre attendance at VN conference</i> <i>VetSkill attendance at Centre opening</i> <i>Further evidence of learner research (VetSkill assessment criterion VN05 2.9)</i> <i>Example of Centre group tutorial schedule</i> <i>RCVS DOS Audit Report</i> <i>Example of Centre learner research project and award-winning initiative (hyperlink)</i> <i>Example of Centre CS interview record</i> <i>Example of Centre Events page (hyperlink)</i> <i>Example of Centre SVN opportunities post (hyperlink)</i> <i>VetSkill support of research conference (hyperlink)</i> <i>Example of Centre Ophthalmology clinic</i></p>	✓		

	<p><i>Example of Centre BVNA Attendance</i> <i>Example of centre VN CPD Day</i> <i>Example of VetSkill Centre Networking session</i> <i>Staff 1CPD record</i> <i>VetSkill Centre Handbook</i> <i>Example of Centre Scheme of Work VN01</i> <i>Example of Centre TP renewal</i> <i>Centre Example of learner 2 progress review</i></p> <p>VetSkill has demonstrated a clear commitment to interprofessional education and works to promote this to staff and delivery sites via meetings, policies, and use of Continuing Professional Development (CPD).</p>			
1.13	<p>Promote evidenced-based improvement in education and veterinary nursing practice.</p> <p><i>Evidence reviewed:</i> <i>Example of VetSkill learner reviewing and discussing evidence-based nursing</i> <i>Example of correspondence with centre promoting evidence-based practice</i> <i>Example of Centre FE Curriculum Delivery Teaching Learning and Quality Improvement Strategy</i> <i>Example of encouragement to use an evidence base</i> <i>VN01 Assignment pack</i> <i>Example of Centre CPD Policy and Procedure</i> <i>Examples of Centre Staff CPD records</i> <i>Example of Centre TP renewal document</i> <i>VetSkill evidence base for multiple OSCE Tasks seen.</i> <i>VetSkill Training and Development Policy</i> <i>VetSkill Centre Handbook</i> <i>Example of Centre Scheme of Work VN01</i> <i>Evidence of learner research and collaboration</i> <i>Further evidence of learner research (VetSkill assessment criterion VN05 2.9)</i> <i>Example of Centre group tutorial schedule</i> <i>Example of Centre learner research project and award-winning initiative (hyperlink)</i></p> <p>VetSkill has an ethos of using a range of relevant evidence and sources for Objective Structured Clinical Examination (OSCE) task design where appropriate. Some excellent evidence has been submitted and was also presented at the accreditation visit, demonstrating VetSkill's commitment in several areas, including current and intended research in relevant areas of civility and learner wellbeing. Additionally,</p>	✓		

	assessments require learners to embed evidence-based veterinary nursing.			
1.14	<p>Demonstrate a reasonable commitment to environmental sustainability, including consideration of the impact of delivering the programme on the environment.</p> <p><i>Evidence reviewed:</i></p> <p><i>Populated equipment and resources list</i></p> <p><i>Populated Quality Monitoring Audit report</i></p> <p><i>Populated Approval Visit Report</i></p> <p><i>VetSkill Sustainability Strategy</i></p> <p><i>Example of Centre Sustainability Strategy (hyperlink)</i></p> <p><i>VetSkill environmental sustainability infographic</i></p> <p><i>VetSkill use of Terracycle</i></p> <p><i>VetSkill source of Ecohold Biodegradable Nitrile Examination Gloves (hyperlink)</i></p> <p><i>VetSkill switch to sustainable drip bags (hyperlink)</i></p> <p><i>Evidence of environmental sustainability consideration for VetSkill OSCE task VSDI11</i></p> <p><i>VetSkill Sustainability in OSCEs infographic</i></p> <p><i>Example of Centre Live Online learning (hyperlink)</i></p> <p><i>Example of Centre Sustainability Policy and News (hyperlink)</i></p> <p><i>Example of Centre Sustainability Award (hyperlink)</i></p> <p><i>Example of Centre Green Curriculum Project (hyperlink)</i></p> <p><i>Environmental Sustainability at VetSkill Blog (hyperlink)</i></p> <p><i>Example of Centre learning culture in action (hyperlink)</i></p> <p><i>Example of Centre learner research project and award-winning initiative (hyperlink)</i></p> <p><i>Example of Centre Learner Induction .ppt</i></p> <p><i>Example of Centre Year 1 Sample SoW VTEC VN01</i></p> <p>Excellent evidence was submitted to demonstrate VetSkill's own efforts to select sustainable options wherever appropriate and feasible. Extensive recycling facilities are available, which helps to demonstrate how VetSkill is making the OSCE more sustainable. Sustainability and commitment to good environmental practices is covered during the audits of delivery sites and a resource is also contained within the <i>Centre Handbook</i>.</p>	✓		
<p>Conclusion:</p> <p>The resources and infrastructure required for the qualifications is accessible and well utilised. The holistic approach to wellbeing and a clear commitment from staff, teams within delivery sites, and learners to share and support good practice is evident throughout.</p> <p>There is a high level of expertise and experience in the VetSkill team and their grasp on the current issues and challenges within the profession have driven their priorities. It was encouraging to see</p>				

proactive approaches to some of these challenges, including recognition of the need for informed knowledge acquisition.

This standard has been met.

Commendations:

VetSkill shows excellent commitment to maintaining and improving the wellbeing of staff, delivery site teams, and learners and strives to continuously improve in this area.

Proactive consideration, planning, and support of opportunities for research in the field of veterinary nursing education is regularly applied

Suggestions:

1.1 Ensure all delivery sites have an active policy for the use of staff animals for educational purposes.

1.4 Ensure all relevant staff at delivery sites are aware of how to access the consent withdrawal template.

Actions: None

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 equality, taking account of the diverse needs of, and working in partnerships with, students and all other stakeholders.

Standard met			
Accredited education institutions, together with delivery sites and training practices, must:			
Requirements	Met	Part Met	Not Met
2.1 Comply with all relevant legal, regulatory, professional, and educational requirements. <i>Evidence reviewed:</i> <i>Ofqual OSCE Audit</i> <i>SQAA Conditional Approval Letter</i> <i>CCEA Accreditation of VTEC VN qualification</i> <i>RCVS Action Plan Response DOS Audit and Approval Audits</i> <i>RCVS Action Plan Response Centre Audits</i> <i>RCVS Action Plan Response TP and Centre Audits</i> <i>RCVS Day One Skills Audit Report</i> <i>RCVS Centre Approval Reports</i> <i>RCVS TP Audit Report</i> <i>RCVS Centre Audit Reports</i> <i>RCVS SARs across years 2020 - 2024</i> <i>Combined EE report Jan 24 & Jan 25</i> <i>CA EE report Jan 23</i> <i>Equine EE report Jan 23</i> <i>Pre-accreditation support meeting agenda</i> <i>Assessment and Exams Support Meeting evidence</i> <i>RCVS Assignment QM report</i> <i>VetSkill Centre Recognition Criteria</i> <i>RCVS OSCE Quality Monitoring reports (CA & EQ)</i> <i>VetSkill Centre Recognition Criteria - Appendix 1</i> <i>VetSkill Corporate Governance Manual</i> <i>VetSkill Baseline Centre Recognition Criteria</i> <i>VetSkill regulatory audit action tracking database</i> <i>Ofqual Statement of Compliance 2024</i> <i>Ofqual Statement of Compliance 2024 - financial performance</i> <i>VetSkill Centre Handbook</i> <i>RCVS DOS, DOC & PB mapping document</i> The evidence demonstrates compliance with all relevant legal, regulatory, professional, and educational requirements. There are clear	✓		

	mechanisms for ensuring students have met the required RCVS registration components including meeting the 2990 educational hours before applying for RCVS registration.			
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> <p><i>Timescales for addressing of actions</i></p> <p><i>Current RCVS Action plan</i></p> <p><i>Submission of VetSkill SAR</i></p> <p><i>RCVS Action Plan Response DOS Audit and Approval Audits</i></p> <p><i>RCVS Action Plan Responses Centre Audits</i></p> <p><i>RCVS Action Plan Response TP and Centre Audits</i></p> <p>All the evidence was provided in a timely manner, within the required timescales, including any additional evidence that was requested.</p>	✓		
2.3	<p>Comply with the RCVS Code of Professional Conduct for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i></p> <p><i>VetSkill SVN learner charter</i></p> <p><i>Example of learner awareness of CoPC when evaluating PBs</i></p> <p><i>Example of IQA feedback surrounding CoPC</i></p> <p><i>Example of EQA feedback surrounding CoPC</i></p> <p><i>VetSkill Clinical Supervisor Handbook</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>Example of Centre ASR report</i></p> <p><i>Example of Centre Scheme of Work VN01</i></p> <p><i>Learner summative sampling report</i></p> <p><i>Example of Centre Training Practice Handbook</i></p> <p><i>Example of Centre MoU TP-aTP</i></p> <p><i>VetSkill Centre Handbook (Equine)</i></p> <p><i>VN05 Formative IQA Report</i></p> <p>The evidence submitted demonstrates compliance with the RCVS Code of Professional Conduct (CoPC) for Veterinary Nurses with learners aware of and referencing the CoPC within reflective accounts in assignments. The CoPC is detailed throughout VetSkill's Learner Charter and handbooks.</p>	✓		
2.4	<p>Comply with the RCVS Veterinary Nurse Registration Rules.</p> <p><i>Evidence reviewed:</i></p> <p><i>VetSkill OSCE entry form</i></p> <p><i>EPAO PROCESS - ADMIN - VN - Admin Check List</i></p> <p><i>VetSkill Break in Learning Notification</i></p> <p><i>VetSkill Centre Handbook</i></p>	✓		

	<p><i>Example of Centre Training Practice Handbook</i> <i>VetSkill Centre Handbook (Equine)</i></p> <p>The RCVS Veterinary Nurse Registration Rules are outlined in the handbooks and policy documents. VetSkill audits all student training records before they can attempt Objective Structured Clinical Examinations (OSCEs) to ensure compliance.</p>			
2.5	<p>Adopt a partnership approach, with shared responsibility, evidenced by a memorandum of understanding (MOU) between the accredited education institution and the delivery site and between the delivery site and the training practice. This must be regularly reviewed and clearly stipulate the roles, responsibilities, and regulatory requirements.</p> <p><i>Evidence reviewed:</i> <i>VetSkill Centre Agreement</i> <i>Example of completed centre agreement</i> <i>Evidence of VetSkill audit of MoU</i> <i>VetSkill Cross Centre Audit Report 2023</i> <i>MoU for use of NPL</i> <i>VetSkill Clinical Supervisor Handbook</i> <i>VetSkill Centre Handbook</i> <i>Example of Centre MoU</i> <i>Example of Centre Secondary Centre MoU</i> <i>Sample MoU</i> <i>Example of Centre MoU TP-aTP</i> <i>VetSkill Centre Handbook (Equine)</i> <i>VetSkill IQA Standardisation 2023 & 2024</i></p> <p>The Memoranda of Understanding- (MoU) between VetSkill and its delivery sites are clear and reviewed and signed annually. Additionally, VetSkill has evidenced that the MOU for delivery sites and TPs follows this robust process.</p>	✓		
2.6	<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> <i>VetSkill Veterinary Nursing Entry Requirements Guide</i> <i>VetSkill entry requirements query log</i> <i>Example of Centre Admissions and Recruitment Policy</i> <i>Example of Centre P&P Audit 2023</i> <i>Example of Centre admissions policy</i> <i>Standards Team Board Report excerpt December 2024</i> <i>Example of Centre Learner Audit Trail</i> <i>Example of Centre Access and Participation Plan</i> <i>Centre Example - College of Sanctuary (hyperlink)</i></p>	✓		

	<p><i>Centre Example - twilight enrolment initiative (hyperlink)</i></p> <p><i>Example of Centre learner interview</i></p> <p><i>Examples of VetSkill correspondence in relation to recruitment</i></p> <p><i>VetSkill Learner Recruitment Policy Guidance</i></p> <p><i>Example of Centre Inclusive Learning Policy and Procedure</i></p> <p><i>Example of Centre FREDIE Policy</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>VS RPL Policy</i></p> <p><i>Example of Centre RPL Policy</i></p> <p><i>VetSkill Centre Handbook (Equine)</i></p> <p><i>Example of centre Learner Interview Template</i></p> <p>Entry requirements are clear with good awareness of supporting the recruitment of underrepresented learners in an inclusive and transparent way. The VetSkill 'EDI webpage' is to be commended for ensuring representation of a wide range of ethnically diverse learners.</p>			
2.7	<p>Have entry criteria for the programme that includes evidence that the student has a capability in numeracy, literacy, and science, written and spoken English and mathematics to meet the programme outcomes.</p> <p><i>Evidence reviewed:</i></p> <p><i>IfATE entry requirements for Veterinary Nursing (hyperlink)</i></p> <p><i>VetSkill entry requirements (hyperlink)</i></p> <p><i>Example of centre website (hyperlink)</i></p> <p><i>Example of Centre QM visit report 2024</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>EPAO PROCESS - ADMIN - VN - Admin Check List</i></p> <p><i>VetSkill Veterinary Nursing Entry Requirements Guide</i></p> <p><i>VetSkill entry requirements query log</i></p> <p><i>Example of Centre Learner Audit Trail</i></p> <p><i>Examples of VetSkill correspondence in relation to recruitment</i></p> <p><i>VetSkill Centre Handbook (Equine)</i></p> <p>Entry criteria for the programmes are clear, with appropriate requirements to monitor capability in place.</p>	✓		
2.8	<p>Demonstrate a robust process for the recognition of prior learning (RPL).</p> <p><i>Evidence reviewed:</i></p> <p><i>VS RPL Policy</i></p> <p><i>VS Quick Guide to Exemptions</i></p> <p><i>VS Credit Transfer Request Form</i></p> <p><i>VS Credit Transfer Whole Qualification (Except OSCEs) Request Form</i></p> <p><i>VS RPL Log</i></p> <p><i>VS Example Mapping Matrix</i></p> <p><i>VS open access to RPL policy (hyperlink)</i></p>	✓		

	<p><i>Example of Centre RPL Policy</i> <i>Example of Centre P&P Audit 2024</i> <i>Centre Annual Dashboard excerpt</i> <i>Example of RPL mapping document</i> <i>Confirmation of unit exemption with centre</i> <i>Evidence of learner prior achievement</i> <i>VetSkill process map for C&G transfer learners</i> <i>Example of completed credit transfer form</i> <i>Example of learner prior achievement</i> <i>RPL outcome shared with centre</i> <i>EQA sampling of bridging assessments</i> <i>Evidence of identified action closure</i> <i>Evidence of learner RPL and final achievement of VetSkill qualification</i></p> <p>There are clear policies in place and evidence to support recognition of prior learning for individuals.</p>			
2.9	<p>Provide accurate and accessible information to students enabling them to understand and comply with relevant governance processes and policies.</p> <p><i>Evidence reviewed:</i> <i>Example of Centre QM visit report 2024</i> <i>Example of Centre Change of Premises Audit</i> <i>VetSkill Learner and TP Handbook</i> <i>VetSkill Learner and TP Handbook (Equine)</i> <i>VS Complaints Policy (hyperlink)</i> <i>Example of Centre Induction PowerPoint</i> <i>Example of learner complaint and VetSkill signposting to complaints policy</i> <i>VetSkill Fitness to Practise Policy</i> <i>VetSkill Centre Handbook</i> <i>VS Reasonable Adjustment Policy</i> <i>Example of Centre staff CPD demonstrating training in EDI</i> <i>Example of Centre Equality, Diversity and Inclusion Policy</i> <i>Example of Centre P&P Audit report 2024</i> <i>RCVS DOS Audit Report</i> <i>VetSkill SVN learner charter</i> <i>OSCE Candidate Guide</i> <i>Pre-OSCE Candidate Support Induction</i> <i>OSCE Candidate Briefing Induction</i> <i>Example of Centre Learner Handbook</i> <i>Example of Centre 2024 induction timetable</i> <i>Example of Centre SVN expectation setting</i> <i>Example of Centre DOS Recording Platform Induction</i> <i>Example of Learner Interview 2024</i> <i>Example of Centre Open Day Events (Weblink)</i></p>	✓		

	<p><i>Example of Centre Class Forum 2024</i> <i>Example of Centre Learner & Practice Handbook</i> <i>Example of Centre Learner Handbook</i> <i>VetSkill DOS Recording Platform FAQ</i> <i>Examples of Centre Fitness to Study Policies</i> <i>Examples of Centre P&P Report 2022 & 2023</i> <i>VetSkill Centre Handbook (Equine)</i> <i>Example of centre and TP Audit RCVS Action Plan Response</i></p> <p>All policies and handbooks are available to learners with clear information on relevant governance processes. The External Quality Assurance (EQA) teams check learner access and understanding of relevant policies during routine auditing processes. Clear guidance is provided by VetSkill to its delivery sites regarding informing VetSkill of learners who may wish to take a break from learning; this is tracked and audited at delivery site visits. Delivery sites are expected to support learners in returning to work within TPs; however, further support and guidance could be given to delivery sites for VetSkill learners on a break in learning in line with VetSkill's duty of care ethos demonstrated in other areas.</p>			
2.10	<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. The procedure must include disclosure of criminal convictions that may affect registration with the RCVS.</p> <p><i>Evidence reviewed:</i> <i>Evidence of VetSkill providing advice on a FtP concern</i> <i>Evidence of VetSkill informing the RCVS of a FtP concern</i> <i>Follow up to FtP investigations</i> <i>VetSkill Fitness to Practise Policy Guidance</i> <i>VS Whistle Blowing policy</i> <i>VS Malpractice and Maladministration Policy</i> <i>Example of Centre QM report 2024</i> <i>Example of Centre Induction PowerPoint</i> <i>Examples of Centre Fitness to Practise Policies</i> <i>VetSkill Fitness to Practise Policy</i> <i>VS Disciplinary policy</i> <i>VetSkill Clinical Supervisor Handbook</i> <i>VetSkill Centre Handbook</i> <i>RCVS DOS Audit Report</i> <i>Example of Centre Admissions and Recruitment Policy</i> <i>Example of Centre P&P Audit 2023</i> <i>Examples of Centre Fitness to Study Policies</i> <i>Examples of Centre P&P Reports 2022 & 2023</i></p>	✓		

	<p><i>Example of Centre Fitness to Study & Fitness to Practise P&P</i> <i>Examples of Centre Complaints & Appeals Policies</i> <i>Fitness to Practise concern raised (examples)</i> <i>email trail regarding Fitness to Practise concern</i> <i>Fitness to Practise Investigation report</i> <i>VetSkill informing RCVS of FtP investigation</i> <i>VetSkill informing RCVS of FtP concern</i> <i>QA Team raising concern of learner re-registering</i> <i>VetSkill Enquiries and Appeals Policy</i> <i>Example of centre and TP Audit RCVS Action Plan Response</i></p> <p>Clear evidence was provided to demonstrate that VetSkill has effective and fair fitness to practise processes in place to address concerns and will appropriately inform the RCVS. Guidance for learners is clear and readily available in the handbooks.</p>			
2.11	<p>Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award.</p> <p><i>Evidence reviewed:</i> <i>VTEC VN Tracker excerpt</i> <i>Learner summative sampling report</i> <i>RCVS DOS Audit Report</i> <i>EPAO PROCESS - ADMIN - VN - Admin Check List</i> <i>VetSkill EQA Manual</i></p> <p>VetSkill has a clear auditing process and tracker to ensure learners are meeting the required RCVS registration components before being eligible for the academic and professional award.</p>	✓		
2.12	<p>Undertake regular reviews of all learning environments and provide assurance that they are safe, effective, and fit for purpose.</p> <p><i>Evidence reviewed:</i> <i>Example of Centre Health & Safety Policy and Procedure</i> <i>Example of Centre Health, Safety & Security SAR</i> <i>Example of Centre Health, Safety & Security SAR Action Plan</i> <i>Example of Centre Approval Report</i> <i>Example of Centre Fire Risk Assessment</i> <i>Example of Centre Classroom Risk Assessment</i> <i>Example of Centre QiP</i> <i>VS Health and safety policy</i> <i>Examples of Centre P&P report 2022, 2023 & 2024</i> <i>Example of Centre Health and Safety Policy</i> <i>Example of Centre Policy for onsite animals</i> <i>Feedback to centre ref policy for onsite animals</i> <i>Centre Example of Therapy Dog Risk Assessment</i> <i>VS Practical Risk Assessment Forms (multiple)</i></p>	✓		

<p><i>Examples of Centre QM audits 2024</i></p> <p><i>Example of Centre TP audit docs</i></p> <p><i>Example of Centre TP Visit report</i></p> <p><i>Example of Centre Approval report</i></p> <p><i>Example of Centre IT Policy</i></p> <p><i>Example of Centre Online Safety Procedures</i></p> <p><i>Centre Example of Staff guide to online safety</i></p> <p><i>Example of Centre QM visit report 2024</i></p> <p><i>Example of Centre TP audit docs - blank</i></p> <p><i>VetSkill Safeguarding Policy</i></p> <p><i>RCVS Centre reports</i></p> <p><i>Example 1CPD Record</i></p> <p><i>RCVS Centre Approval Reports</i></p> <p><i>Example of Centre QM Audit 2024</i></p> <p><i>Centre Example of Completed TP Monitoring</i></p> <p><i>Centre Example of blank TP audit report</i></p> <p><i>Example of Centre Approval Visit Report</i></p> <p><i>Example of Populated Centre Equipment and Resources Checklist</i></p> <p><i>Example of Centre Change of Premises Audit</i></p> <p><i>Example of Centre TP audit doc</i></p> <p><i>RCVS TP Audit Report</i></p> <p><i>Example of Centre QMR report</i></p> <p><i>Example of Centre evidence gathering document</i></p> <p><i>Example of Centre TP report form</i></p> <p><i>Populated Approval Visit Report</i></p> <p><i>RCVS Centre Audit Report</i></p> <p><i>Combined EE report Jan 24</i></p> <p><i>CA EE report Jan 23</i></p> <p><i>Equine EE report Jan 23</i></p> <p><i>Combined EE report Jan 25</i></p> <p><i>VetSkill Centre Agreement</i></p> <p><i>RCVS Centre Approval Report</i></p> <p><i>Example of Centre Approval Visit Planner</i></p> <p><i>Example of Centre Approval Visit</i></p> <p><i>Example of Centre Equipment List</i></p> <p><i>Example of Centre QMV Report 2024</i></p> <p><i>Example of Centre TP Renewal</i></p> <p><i>Example of Centre TP Risk Assessment</i></p> <p><i>Example of Centre MoU</i></p> <p><i>Example of Secondary Centre MoU</i></p> <p><i>Example of Centre Learner Interview 2024</i></p> <p><i>Sample MoU Askham Bryan</i></p> <p><i>Example of Centre MoU TP-aTP</i></p> <p><i>Example of Centre Learner Interview</i></p> <p><i>Example of Centre QMV Report 2024</i></p> <p><i>Examples of Centre Learner Surveys</i></p>			
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	<p><i>Example of Centre QMR 2024</i> <i>Example of Centre Self Evaluation and Improvement Plan 22-23</i> <i>VetSkill EQA Manual</i> <i>Example of Centre QMA report 2024</i> <i>VetSkill Cross Centre Audit 2024</i> <i>Example of Centre IQA Procedures Handbook</i></p> <p>VetSkill audits delivery sites and TPs to ensure learning environments are appropriate and equipment for delivery of training is available. Risk assessments and health and safety documents are accessible and in date with procedures in place for regular review.</p>			
2.13	<p>Have safe and effective recruitment processes in place to ensure appropriate personnel are recruited to support programme delivery.</p> <p><i>Evidence reviewed:</i></p> <p><i>Job Specifications – multiple examples</i> <i>Example of Centre Safer Recruitment Policy</i> <i>Example of Centre Recognition Report</i> <i>Job Description – multiple examples</i> <i>Example of Centre Staff Recruitment Policy</i> <i>Example of Centre Staff Induction Pack</i> <i>Example of Centre New Staff Induction Day Agenda</i> <i>Example of Centre P&P Audit Report 2021</i> <i>Example of Centre Staff Induction Policy</i> <i>Example of Centre Safer Recruitment and Vetting Policy</i> <i>Example of Centre Recruitment and Selection Policy and Procedure</i> <i>Examples of Centre P&P Audit Reports 2021</i> <i>VetSkill Staff DBS Checks Policy and Procedure</i> <i>VetSkill screening grid for recruitment</i> <i>Examples of VetSkill interview records</i> <i>VS Induction checklist - blank</i> <i>VS Induction plan - blank</i> <i>Example of Centre Approval report</i> <i>Centre Example of area specific staff induction record</i> <i>Example of Centre Staff Probation Process</i> <i>EQA VetSkill induction schedule</i> <i>Populated induction checklist</i> <i>VetSkill Safeguarding Policy</i> <i>VetSkill Staff Handbook</i> <i>VetSkill CPD Policy</i> <i>Example of Centre CPD Policy and Procedure</i> <i>RCVS Centre Approval Reports</i> <i>Example of Centre QiP</i> <i>VetSkill Centre Agreement</i> <i>RCVS Centre Approval Report</i> <i>VetSkill Recruitment and Selection Policy</i></p>	✓		

	<p><i>Example of Centre Recruitment Policy</i></p> <p>Audit mechanisms are in place to monitor recruitment processes and policies which helps to ensure the person specifications for personnel delivering the programmes are appropriate. A range of evidence provided demonstrated this across different roles.</p>			
2.14	<p>Where an accredited education institution is not yet fully accredited, or at the discretion of the Veterinary Nurse Education Committee, facilitate the attendance of the RCVS at a trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place for the relevant cohort of students.</p> <p><i>Evidence reviewed:</i> <i>N/A – VetSkill currently holds full accreditation.</i></p>			
2.15	<p>Where an accredited education institution plans to make any changes to its provision, including assessments, the RCVS must approve all changes prior to implementation.</p> <p><i>Evidence reviewed:</i> <i>Correspondence with RCVS regarding proposed changes</i> <i>VetSkill Qualification Development and Review Manual</i> <i>VNEC Decision letter</i> <i>RCVS Programme Change Report</i> <i>RCVS confirmation of programme change approval</i> <i>Correspondence with RCVS for clarification</i> <i>Correspondence with RCVS regarding proposed changes to entry criteria</i></p> <p>The evidence provided demonstrated correspondence with the RCVS on proposed changes prior to implementation.</p>	✓		
2.16	<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 AEI.</p> <p><i>Evidence reviewed:</i> <i>VetSkill staff briefing 2024</i> <i>VetSkill VN Registration List</i> <i>Examples of Centre Recognition Applications</i> <i>Centre Examples of Marketing (multiple)</i> <i>RCVS Action Plan Response</i> <i>VetSkill Business Plan</i> <i>Example of Centre Veterinary Nursing Apprenticeship</i> <i>Graphical representation of VN registration numbers</i> <i>VetSkill Business Continuity Plan</i> <i>Ofqual Statement of Compliance 2024</i> <i>Ofqual Statement of Compliance 2024 - financial performance</i></p>	✓		

	<p><i>VetSkill Companies House Accounts</i> <i>VetSkill Q3 Management accounts</i> <i>RCVS Centre Approval Reports</i> <i>RCVS Self-assessment reports (2020 – 2023)</i> <i>VetSkill Centre Recognition Criteria</i> <i>VetSkill Centre Agreement</i> <i>RCVS Centre Approval Report</i></p> <p>The evidence has assured the panel that the programmes offered are financially stable. VetSkill is aware of current industry challenges but is expanding its reach across the United Kingdom. VetSkill is regularly seeking feedback from delivery sites, TPs, and learners to develop the programmes.</p>			
2.17	<p>Where a delivery site chooses to transfer AEI, there must be effective communication between the AElS regarding the risk status of the delivery site, to include any sanctions that may be in place, or any specific areas of concern.</p> <p><i>Evidence reviewed:</i></p> <p>This requirement was ratified by VN Council after the application submission by VetSkill. Compliance with this new requirement is mandated from September 2025.</p>	N/A		
<p>Conclusion:</p> <p>There are effective governance systems in place that ensure compliance with legal, regulatory, professional, and educational requirements with clear lines of responsibility and accountability for meeting those requirements. The learning environments are safe and optimise equality, considering the diverse needs of, and working in partnership with, learners and all other stakeholders.</p> <p>This standard has been met.</p>				
<p>Suggestions:</p> <p>2.9 – Consider how to provide support for learners or guidance to delivery sites for supporting learners on a break in learning, in line with the duty of care ethos demonstrated in other areas.</p> <p>Actions:</p> <p>None.</p>				

Standard 3 – Student empowerment

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

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

Standard met				
Accredited education institutions, together with delivery sites and training practices, must ensure that all students:				
Requirements		Met	Part Met	Not Met
3.1	<p>Are well prepared for learning in theory and practice having received relevant inductions.</p> <p><i>Evidence reviewed:</i></p> <p><i>OSCE Candidate Guide</i></p> <p><i>Pre-OSCE Candidate Support Induction</i></p> <p><i>OSCE Candidate Briefing Induction</i></p> <p><i>Example of Centre Learner Handbook</i></p> <p><i>Example of Centre CS Handbook</i></p> <p><i>Example of Centre TP Handbook</i></p> <p><i>Example of Centre checklist for induction activities</i></p> <p><i>Example of Centre 2024 induction timetable</i></p> <p><i>Example of Centre induction to programme intent</i></p> <p><i>Example of Centre induction register</i></p> <p><i>Example of Centre's Learner initial assessment</i></p> <p><i>Example of Centre SVN expectation setting</i></p> <p><i>RCVS Centre Approval report</i></p> <p><i>Example of Centre's Learner Admissions Policy</i></p> <p><i>Example of Centre Prospectus VN</i></p> <p><i>Example of Centre Website (Weblink)</i></p> <p><i>Example of Centre DOS Recording Platform Induction</i></p> <p><i>Example of Learner Interview 2024</i></p> <p><i>Example of Centre Virtual Open Event. With multiple examples provided (Weblink)</i></p> <p><i>Example of Centre Pre-Course Guidance (Weblink)</i></p> <p><i>Example of Centre Class Forum 2024</i></p> <p><i>Example of Centre CS Standardisation Booklet</i></p> <p><i>Example of Centre CS Initial Training</i></p> <p><i>Example of Centre CS DOS Recording Platform Training</i></p> <p><i>Example of Centre Learner & Practice Handbook</i></p> <p><i>Example of Centre Learner Handbook</i></p> <p><i>Example of Centre Assignment Writing Induction</i></p>	✓		

	<p> <i>Example of Centre Learner Induction .ppt</i> <i>Example of Centre DOS Recording Platform Induction</i> <i>Example of Centre Student Induction Agenda</i> <i>Example of Centre Assignment Writing Guide</i> <i>VetSkill SVN Centre Induction Checklist</i> <i>VetSkill SVN Learner Induction Checklist</i> <i>Example of centre safeguarding induction</i> <i>Example of Centre QM audit 2024</i> <i>Example of Centre QM visit report 2024</i> <i>Example of Centre QMA report 2024</i> <i>RCVS Centre report with multiple examples provided</i> <i>RCVS Centre Approval Report</i> <i>VetSkill Learner and TP handbook</i> <i>Example of Centre QMR report</i> <i>VetSkill Clinical Supervisor Handbook</i> <i>VetSkill Centre Handbook</i> <i>RCVS DOS Audit Report</i> <i>RCVS Action Plan Response</i> <i>VetSkill EQA Manual</i> <i>VetSkill Cross Centre Audit 2024</i> <i>VetSkill Centre Handbook (Equine)</i> </p> <p> VetSkill has provided excellent evidence demonstrating preparation for learners in both theoretical and practical training throughout their learner journey. Suitable induction procedures ensure a thorough understanding of the course, and learners are signposted to relevant documentation to help solidify their understanding. </p>			
3.2	<p> Have access to the resources they need to achieve the RCVS Day One Competences, Skills and Professional Behaviours for Veterinary Nurses, and programme outcomes required for their professional role. </p> <p> <i>Evidence reviewed:</i> <i>Example of Centre QMV Report 2024</i> <i>EQA15a 2024</i> <i>Example of Centre Equipment Audit</i> <i>Example of Centre Approval Visit Planner</i> <i>Example of Centre Approval Visit</i> <i>Example of Centre Equipment List</i> <i>Example of Centre QMV Report 2024 with multiple examples provided</i> <i>Example of Centre TP Renewal</i> <i>Example of Centre TP Risk Assessment</i> <i>Example of Learner Interview KJ</i> <i>Example of Learner Interview AC</i> <i>Example of Centre Equipment Self Audit</i> <i>Example of Centre ASR 2024</i> <i>Centre OSCE Stations</i> </p>	✓		

<p><i>Example of Centre Clinical Skills Lab (Weblink)</i></p> <p><i>Example of Centre Learner Experience (Weblink) with multiple examples provided</i></p> <p><i>Example of Centre Live Online Delivery (Weblink)</i></p> <p><i>Example of Centre Online Learning Platform (Weblink)</i></p> <p><i>Example of Centre QMV Report 2024</i></p> <p><i>Follow up action review following QM activity</i></p> <p><i>Example of Centre Policy for onsite animals</i></p> <p><i>Feedback to centre ref policy for onsite animals</i></p> <p><i>Example of Centre Approval report</i></p> <p><i>Example of Centre QMV report 2024</i></p> <p><i>RCVS Centre Approval Report</i></p> <p><i>Example of Centre QM Audit 2024</i></p> <p><i>Centre Example of Completed TP Monitoring</i></p> <p><i>Centre Example of blank TP audit report</i></p> <p><i>Example of Centre Approval Visit Report</i></p> <p><i>Example of Populated Centre Equipment and Resources Checklist</i></p> <p><i>Example of Centre Change of Premises Audit</i></p> <p><i>List of locations where VetSkill VN qualifications are delivered</i></p> <p><i>Example of Centre TP audit doc</i></p> <p><i>VetSkill Learner and TP handbook</i></p> <p><i>VetSkill MS Form for CS and TPs to request VetSkill resources</i></p> <p><i>RCVS TP Audit Report</i></p> <p><i>Example of Centre QMR report</i></p> <p><i>Example of Centre evidence gathering document</i></p> <p><i>Example of Centre TP report form</i></p> <p><i>Example of Centre QM report 2024</i></p> <p><i>VetSkill Clinical Supervisor Handbook</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>Example of Centre QMV report 2023</i></p> <p><i>RCVS DOS Audit Report</i></p> <p><i>Populated Quality Monitoring Audit Report</i></p> <p><i>Populated Approval Visit Report</i></p> <p><i>Example of Centre Learner Handbook</i></p> <p><i>Example of Centre TP Handbook</i></p> <p><i>RCVS Centre Approval report</i></p> <p><i>Example of Learner Interview 2024</i></p> <p><i>Example of Centre Pre-Course Guidance (Weblink)</i></p> <p><i>Example of Centre Class Forum 2024</i></p> <p><i>Example of Centre CS Standardisation Booklet</i></p> <p><i>Example of Centre Learner Handbook</i></p> <p><i>Example of Centre DOS Recording Platform Induction</i></p> <p><i>Example of Centre Apr '24 Yr 1 VN03 SoW</i></p> <p><i>VetSkill Cross Centre Audit 2024</i></p> <p><i>VetSkill EQA Manual</i></p> <p><i>VetSkill Centre Handbook (Equine)</i></p>			
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	<p><i>Example of Centre SOW for both year 1&2 with multiple examples provided</i></p> <p>Learners gain access to the resources they need to complete their RCVS Day One Competences (DOC) and Day One Skills (DOS) as well as get the necessary support to develop their Professional Behaviours (PB). Delivery sites are advised and audited on required equipment to facilitate teaching of practical and clinical skills, to ensure learners are fully prepared.</p>			
3.3	<p>Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, clinical practice, and other information relevant to the programme in an accessible way for students' diverse needs.</p> <p><i>Evidence reviewed:</i></p> <p><i>Example of Centre of Student Handbook</i></p> <p><i>Example of Centre of TP Handbook</i></p> <p><i>Example of Centre CS/TP Canvas Site (Weblink)</i></p> <p><i>Example of Centre Induction Agenda</i></p> <p><i>Example of Centre Newsletter</i></p> <p><i>Example of Centre QMV Report 2024</i></p> <p><i>Example of Centre Matrix Re-accreditation (Weblink)</i></p> <p><i>Example of Centre Matrix Accreditation Case Study (Weblink)</i></p> <p><i>VetSkill Customer Service Statement (Weblink)</i></p> <p><i>Example of Centre Apr '24 Yr 1 VN01 SoW with multiple examples provided</i></p> <p><i>Example of Centre Yr 1 Learner Timetable</i></p> <p><i>Example of Centre Timetable</i></p> <p><i>Example of VetSkill communication</i></p> <p><i>Example of centre Qualification Introduction .ppt</i></p> <p><i>RCVS Centre report</i></p> <p><i>RCVS Centre Approval Report</i></p> <p><i>Example of Centre QM Audit 2024</i></p> <p><i>VetSkill Learner and TP handbook</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>RCVS Centre Audit Report</i></p> <p><i>VetSkill SVN learner charter</i></p> <p><i>Example of Centre Learner Handbook</i></p> <p><i>Example of Centre CS Handbook</i></p> <p><i>Example of Centre TP Handbook</i></p> <p><i>RCVS Centre Approval report</i></p> <p><i>Example of Centre DOS Recording Platform Induction</i></p> <p><i>Example of Learner Interview 2024</i></p> <p><i>Example of Centre Class Forum 2024</i></p> <p><i>Example of Centre CS Standardisation Booklet</i></p> <p><i>Example of Centre Learner & Practice Handbook</i></p>	✓		

	<p> <i>Example of Centre Learner Handbook</i> <i>Example of Centre Assignment Writing Induction</i> <i>Example of Centre Learner Induction</i> <i>Example of Centre DOS Recording Platform Induction</i> <i>Example of Centre Assignment Writing Guide</i> <i>Example of Centre QMV Report 2024</i> <i>Examples of Learner Interviews</i> <i>Example of Centre Online Learning Platform (Weblink)</i> <i>VetSkill Cross Centre Audit 2024</i> <i>VetSkill Centre Handbook (Equine)</i> <i>Example of Centre SOW Year 1A&2A</i> <i>Example of Centre Y1&Y2 SOW</i> </p> <p>Learners are well supported to achieve their learning outcomes. This includes clear induction materials, giving learners the necessary information on the curriculum, practice expectations, and the support available to encourage success. Blended learning is adopted when appropriate, ensuring a wide range of training support is accessible, such as via use of virtual reality (VR), Zoom sessions away from the campus setting, and Generative Artificial Intelligence (GenAI) as a teaching tool, with clear stipulations on how to use it.</p>			
3.4	<p> Work with and learn from a range of people in clinical practice, preparing them to provide care to a range of animals with diverse nursing requirements. </p> <p><i>Evidence reviewed:</i></p> <p> <i>Guidelines for the Use of Various Assessment Methods</i> <i>Example of Centre QMR 2023</i> <i>Example of Centre CS Interview 2024</i> <i>Example of Centre MoU</i> <i>Example of Centre Secondment</i> <i>Example of Centre Secondment Agreement</i> <i>Example of Centre Secondary Centre MoU</i> <i>Example of Centre Secondment Agreement</i> <i>Example of Centre TP Visit Report 1&2</i> <i>Learner Portfolio with Witness Testimony 1&2</i> <i>Example of Centre QMR 2024</i> <i>Example of Centre QMV Report 2024</i> <i>VetSkill DOS Recording Platform FAQ</i> <i>Example of Centre CS Standardisation</i> <i>Example of Learner Witness Testimony 3&4</i> <i>Example of Centre Approval report</i> <i>RCVS Centre report</i> <i>RCVS Centre Approval Report</i> <i>Example of Centre Completed TP audit report</i> <i>VetSkill Learner and TP handbook</i> </p>	✓		

	<p> <i>RCVS TP Audit Report</i> <i>VetSkill Learner and TP handbook (Equine)</i> <i>VetSkill Clinical Supervisor Handbook</i> <i>VetSkill Centre Handbook</i> <i>VetSkill delivery at centre CS Standardisation</i> <i>RCVS DOS Audit Report</i> <i>RCVS Centre Audit Report</i> <i>Example of Centre CS Handbook</i> <i>RCVS Centre Approval report</i> <i>Example of Centre DOS Recording Platform Induction</i> <i>Example of Learner Interview 2024</i> <i>Example of Centre Class Forum 2024</i> <i>Example of Centre CS Standardisation Booklet</i> <i>Example of Centre CS DOS Recording Platform Training</i> <i>Example of Centre Learner & Practice Handbook</i> <i>Example of Centre DOS Recording Platform Induction</i> <i>Example of Centre QMV Report 2024</i> <i>Example of Centre TP Risk Assessment</i> <i>Example of Centre ASR 2024</i> <i>Example of Centre Student Handbook</i> <i>Example of Centre TP Handbook</i> <i>Sample MoU</i> <i>Example of Centre TP Visit Document</i> <i>Example of Centre TP Monitoring</i> <i>Example of Centre Dashboard</i> <i>VetSkill Cross Centre Audit 2024</i> <i>VetSkill Centre Handbook (Equine)</i> </p> <p> Learners can work with and learn from a wide selection of people and practical situations to help further their learning. Guest lecturers are encouraged but limited to six per year to ensure primary delivery staff remain up to date themselves, without exclusively relying on external expertise. The diversity in veterinary nursing is highlighted in the <i>Learner and TP Handbooks</i> and is encouraged with a diverse workforce of Clinical Supervisors (CSs) in TPs allowing direct supervision and teaching from different staff members including Registered Veterinary Nurses (RVNs) and MRCVS (UK practising). </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 the programme as necessary for safe and effective practice. </p> <p> <i>Evidence reviewed:</i> <i>VetSkill Plagiarism Cheating and Collusion Policy</i> <i>Example of Centre P&P Report 2024</i> <i>Example of Centre Malpractice Maladministration Policy</i> </p>	✓		

<p><i>Example of Centre P&P Audit 2024</i></p> <p><i>Example of Centre Student Academic Misconduct Malpractice Policy</i></p> <p><i>Example of Centre Use of Artificial Intelligence Policy</i></p> <p><i>Example of Centre guidance for students around academic integrity and misconduct</i></p> <p><i>Example of Centre staff guidance on malpractice or maladministration</i></p> <p><i>VetSkill Collaboration with VR Company</i></p> <p><i>Professional Behaviour Evaluation Communication</i></p> <p><i>VetSkill Professional Behaviour Evaluation Template</i></p> <p><i>VetSkill VN05 Formative Assessment Support Meeting</i></p> <p><i>VetSkill VN05 Formative Assessment Guide for Centres</i></p> <p><i>VetSkill VTEC MCQ Assessment Guidance</i></p> <p><i>VetSkill VN01 Sample MCQ</i></p> <p><i>Example of Centre Virtual Reality (Weblink)</i></p> <p><i>Example of Centre Virtual Reality OSCEs (Weblink)</i></p> <p><i>Immersive Learning Factory VR Products (Weblink)</i></p> <p><i>Example of Centre Year 1 Sample SoW with multiple examples provided</i></p> <p><i>Example of Centre CS Updates</i></p> <p><i>Example of Centre Virtual Delivery Timetable</i></p> <p><i>Example of Centre VN05 Formative Learner</i></p> <p><i>RCVS Centre Approval Report with multiple examples provided</i></p> <p><i>Example of Centre London Change of Premises Audit</i></p> <p><i>VetSkill Learner and TP handbook</i></p> <p><i>VetSkill Learner and TP handbook (Equine)</i></p> <p><i>VetSkill communication regarding academic honesty training</i></p> <p><i>VetSkill Academic Honesty Training for centres</i></p> <p><i>VetSkill Clinical Supervisor Handbook</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>Learner summative sampling report</i></p> <p><i>VetSkill delivery at centre CS Standardisation</i></p> <p><i>VN01 Assignment pack</i></p> <p><i>Environmental Sustainability at VetSkill Blog (hyperlink)</i></p> <p><i>Example of Centre Learner Handbook</i></p> <p><i>Example of Centre CS Handbook</i></p> <p><i>Example of Centre TP Handbook</i></p> <p><i>RCVS Centre Approval report</i></p> <p><i>Example of Centre Class Form 2024</i></p> <p><i>Example of Centre CS Standardisation Booklet</i></p> <p><i>Example of Centre CS DOS Recording Platform Training</i></p> <p><i>Centre Example of Learner & Practice Handbook</i></p> <p><i>Example of Centre Live Online Delivery (Weblink)</i></p> <p><i>Example of Centre Student Handbook</i></p> <p><i>Example of Centre TP Handbook</i></p> <p><i>Example of Centre Apr '24 Yr 1 VN02 SoW</i></p> <p><i>Example of Centre Timetable</i></p> <p><i>Guidelines for the Use of Various Assessment Methods</i></p>			
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	<p><i>VetSkill DOS Recording Platform FAQ</i> <i>Example of Centre CS Standardisation</i> <i>Example of Centre SOW Year 1</i> <i>Example of Centre Plan of Learning Yr 1 SW</i> <i>Example of Centre Plan of Learning Yr 1 OP</i> <i>VetSkill Cross Centre Audit 2024</i> <i>VetSkill Centre Handbook (Equine)</i> <i>Examples of Centre Y2 SOW</i></p> <p>VetSkill encourages its delivery sites to use a variety of delivery methods and reflects this in the diversity of the assessment approaches. VetSkill's continued effort to support learning with the use of GenAI is refreshing and clearly sets out how to reference GenAI usage. VetSkill has been able to demonstrate effective learning tools for learners to maximise their understanding of the learning outcomes. This also assists in providing an inclusive assessment strategy that accommodates various learning preferences and promotes learner success.</p>			
3.6	<p>Are supervised and supported according to their individual learning needs, proficiency, and confidence.</p> <p><i>Evidence reviewed:</i> <i>Centre Example of Learner 1 progress Review</i> <i>Centre Example of Learner 2 progress Review</i> <i>Example of Centre QMR report 2024</i> <i>Example of Centre Learner Review Policy</i> <i>Example of Centre RA Policy</i> <i>Example of Centre Inclusive Learning Policy and Procedure</i> <i>Example of Centre Admissions Policy</i> <i>Example of Centre Team Meeting Minutes</i> <i>Centre Example of Learner Progress Review 1</i> <i>Example of Centre Learning Support Service (Weblink)</i> <i>Example of Centre Initial Assessment</i> <i>Assessment Dispensation Applications, Outcomes and Plans for multiple students</i> <i>Example Feedback from Centre</i> <i>Reasonable Adjustment Requests, Evidence and Outcomes</i> <i>VetSkill query following receipt of RA request</i> <i>Reasonable Adjustments Records</i> <i>Example of Centre QMV Report 2024</i> <i>Example of Centre Learner Interview 2024</i> <i>Example of Centre Progress Review</i> <i>Example of Centre RA Procedure for TP</i> <i>Example of Centre RA Procedure for TP Audit Feedback</i> <i>Neurodiversity Support Tutor Role</i> <i>Group Profile Year 1A (Sept 24 Start)</i> <i>Group Profile Year 2B (Feb 23 Start)</i></p>	✓		

<p><i>RCVS PB Tool Learner 1 with multiple evidence provided</i></p> <p><i>Dissemination of approved reasonable adjustments to OSCE assessors</i></p> <p><i>Ofqual Statement of Compliance - provision of RA's</i></p> <p><i>Example of Centre Revision Club plan</i></p> <p><i>Example of centre learner review</i></p> <p><i>Example of Centre RA Procedure for TP</i></p> <p><i>Example of Centre RA Procedure for TP Audit Feedback</i></p> <p><i>RCVS Centre report</i></p> <p><i>Example of Centre QM Audit 2024</i></p> <p><i>Centre Example of completed TP audit report</i></p> <p><i>VetSkill Learner and TP handbook</i></p> <p><i>VetSkill Learner and TP handbook (Equine)</i></p> <p><i>Example of Centre QMR report</i></p> <p><i>VetSkill Clinical Supervisor Handbook</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>VS Reasonable Adjustment Policy</i></p> <p><i>Example of Centre QMA report 2024</i></p> <p><i>Example of Centre QMV report 2023</i></p> <p><i>RCVS DOS Audit Report</i></p> <p><i>RCVS Centre Audit Report</i></p> <p><i>RCVS Action Plan Response</i></p> <p><i>Example of Centre Learner Handbook</i></p> <p><i>Example of Centre Learner initial assessment</i></p> <p><i>RCVS Centre Approval report</i></p> <p><i>Example of Centre Virtual Open Event (Weblink)</i></p> <p><i>Example of Centre CS Standardisation Booklet</i></p> <p><i>Example of Centre CS Initial Training</i></p> <p><i>Example of Centre CS DOS Recording Platform Training</i></p> <p><i>Example of Centre Learner Induction</i></p> <p><i>Example of Centre TP Risk Assessment</i></p> <p><i>Example of Centre QMV Report 2024</i></p> <p><i>Example of Centre TP Handbook</i></p> <p><i>Example of Centre Timetable</i></p> <p><i>Example of Centre TP Visit Report 2</i></p> <p><i>Example of Centre QMR 2024</i></p> <p><i>Example of Centre QMV Report 2024</i></p> <p><i>VetSkill DOS Recording Platform FAQ</i></p> <p><i>Example of Centre Year 1 Sample VTEC VN01</i></p> <p><i>Example of Centre Year 1 Sample SoW VTEC VN03</i></p> <p><i>Centre Example of Learner PB Evaluation</i></p> <p><i>Example of Centre ASR Portfolios 2024</i></p> <p><i>VetSkill EQA Manual</i></p> <p><i>VetSkill Cross Centre Audit 2024</i></p> <p><i>Example of reasonable adjustment outcome</i></p> <p><i>Example of Centre Student Support services (Weblink)</i></p> <p><i>VetSkill Centre Handbook (Equine)</i></p>			
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	<p><i>Example of centre and TP Audit RCVS Action Plan Response</i></p> <p>VetSkill has demonstrated clear examples of reasonable adjustments (RA) to support learners with their individual learning needs. The RA policies encourage delivery sites to have thorough discussions with learners and consider evidence and normal ways of working to ensure that they are effectively supported in their learning. The panel were given clear examples that conveyed the effectiveness of RA.</p>			
3.7	<p>Are allocated and can make use of protected supported learning time including blended learning and recording completion of the RCVS Day One Skills for Veterinary Nurses when in practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>Sample MoU</i></p> <p><i>Example of Centre TP Visit Document</i></p> <p><i>Example of Centre TP Support Assessment</i></p> <p><i>Example of Centre MoU TP-aTP</i></p> <p><i>Example of Centre TP Monitoring</i></p> <p><i>Example of Centre Dashboard</i></p> <p><i>RCVS Centre report</i></p> <p><i>Example of Centre QMV report 2024</i></p> <p><i>RCVS Centre Approval Report</i></p> <p><i>RCVS TP Audit Report</i></p> <p><i>Example of Centre QM report</i></p> <p><i>VetSkill Clinical Supervisor Handbook</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>RCVS Centre Audit Report</i></p> <p><i>Example of Centre CS Handbook</i></p> <p><i>Example of Centre TP Handbook</i></p> <p><i>Example of Learner Interview 2024</i></p> <p><i>Example of Centre QMV Report 2024</i></p> <p><i>Example of Centre TP Risk Assessment</i></p> <p><i>Example of Centre TP Handbook</i></p> <p><i>Example of Centre Apr '24 Yr 1 VN02 SoW</i></p> <p><i>Example of Centre CS Updates</i></p> <p><i>Centre Example of Learner 1 progress Review</i></p> <p><i>Centre Example of Learner 2 progress Review</i></p> <p><i>Example of Centre Learner Interview 2024</i></p> <p><i>Example of Centre Progress Review Learner 1</i></p> <p><i>VetSkill EQA Manual</i></p> <p><i>Example of Centre QMA report 2024</i></p> <p>VetSkill ensures that learners have protected and supported learning time in the practice setting, which is carefully monitored and audited, to provide learners with opportunities for focused learning. The evidence provided suggests that all learners have the necessary time and support</p>	✓		

	to engage with their learning effectively and are signposted to additional resources if needed.			
3.8	<p>Are assigned and have access to a nominated academic tutor/lead for each part of the programme.</p> <p><i>Evidence reviewed:</i></p> <p><i>Example of Centre Academic Leads</i></p> <p><i>Example of Centre SOW Year 1</i></p> <p><i>Example of Centre Academic Leads</i></p> <p><i>Example of Centre Tutorial Planner</i></p> <p><i>VetSkill CUF Process Map</i></p> <p><i>RCVS Centre multiple report examples</i></p> <p><i>RCVS Centre Approval Report</i></p> <p><i>VetSkill Learner and TP handbook</i></p> <p><i>VetSkill Learner and TP handbook (Equine)</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>RCVS Action Plan Response</i></p> <p><i>Example of Centre Learner Handbook</i></p> <p><i>Example of Centre TP Handbook</i></p> <p><i>RCVS Centre Approval report</i></p> <p><i>Example of Centre Learner & Practice Handbook</i></p> <p><i>Example of Centre Learner Handbook</i></p> <p><i>Example of Centre Scheme of work with multiple examples</i></p> <p><i>Example of Centre Timetable</i></p> <p><i>Example of Centre Year 1 Sample, with multiple examples given</i></p> <p><i>Example of Centre Year 1 Sample SoW VTEC VN03</i></p> <p><i>VetSkill Cross Centre Audit 2024</i></p> <p>EQAs monitor the delivery site staff to ensure that SVNs are supported by relevant tutors. Evidence portrayed in the <i>TP Handbook and Learner Handbooks</i> shows that VetSkill is passionate about its learners receiving the best support possible. Effective utilisation of student representatives at delivery sites was evidenced, demonstrating how learners can voice their concerns, issues, challenges, or changes that they would like to see, making sure they have a voice in their learning experience.</p>	✓		
3.9	<p>Have the necessary support and information to manage any interruptions to the study of programmes for any reason.</p> <p><i>Evidence reviewed:</i></p> <p><i>Example of Centre Fitness to Study multiple examples provided</i></p> <p><i>Example of Centre P&P Report, multiple examples provided</i></p> <p><i>Example of Centre VN Fitness to Study & Fitness to Practice P&P</i></p> <p><i>VetSkill Break in Learning Process Map</i></p> <p><i>VetSkill Break in Learning Notification Template</i></p> <p><i>VetSkill Return to Learning Notification Template</i></p> <p><i>VetSkill - Centre Communication re BiL</i></p>	✓		

	<p><i>Break in Learning Notifications with multiple examples</i> <i>VetSkill Response re Break in Learning Notification, multiple examples provided</i> <i>Communication Confirming Exit Award</i> <i>Redundancy Support for Apprentices (Weblink)</i> <i>Help Centre Employment and Redundancy in Apprenticeships (Weblink)</i> <i>BiL, Transfer and Restarts for Apprentices Guidance (Weblink)</i> <i>Communication Regarding Preservation of Award</i> <i>Government apprenticeship funding rules</i> <i>VetSkill Learner Transfer and Withdrawal Process Map</i> <i>Centre Communication - Withdrawal Request - Learner 1</i> <i>Priority Email to QA team - Learner 1</i> <i>Comms from QA team - Learner 1</i> <i>Examples of Centre Learner Withdrawal Process, Requests, Confirmation, Summaries and Communications</i> <i>Example of Centre Learner Withdrawal form</i> <i>Example of centre's learner training and support plan</i> <i>Example of centre learner review</i> <i>Example of Centre Approval report</i> <i>VetSkill Centre Handbook</i> <i>Example of Centre QMV Report 2024</i> <i>Example of Centre TP Handbook</i> <i>Example of Centre Learner Audit Trail 2024</i> <i>email trail regarding Fitness to Practise concern</i> <i>VetSkill informing RCVS of FtP investigation</i> <i>Fitness to Practise concern raised</i></p> <p>Clear systems have been put in place which have been followed appropriately and are clearly stated in the <i>VetSkill Centre Handbook</i>. Learners undertaking a break in learning (BIL) or withdrawal are provided with guidance on these processes. Consideration regarding the support and guidance given to learners on a break in learning should ensure a supportive approach is demonstrated across all aspects of the student journey.</p>			
3.10	<p>Have their diverse needs respected and considered across all learning environments, with support and adjustments provided in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i> <i>Examples of Centre EDI Policy, with multiple examples provided</i> <i>Example of Centre P&P Report with multiple examples provided</i> <i>Example of Centre RA Policy</i> <i>Example of Centre Team Meeting Minutes</i> <i>VS Equity, Diversity and Inclusion Policy (Weblink)</i> <i>Example of Centre Approval report</i> <i>RCVS Centre report</i></p>	✓		

<p>Centre Example of Completed TP Monitoring</p> <p>Example of Centre Change of Premises Audit</p> <p>VetSkill Learner and TP handbook</p> <p>VetSkill Learner and TP handbook (Equine)</p> <p>Example of Centre QMR report</p> <p>VetSkill Clinical Supervisor Handbook</p> <p>VetSkill Centre Handbook</p> <p>VS Reasonable Adjustment Policy</p> <p>Example of Centre staff CPD demonstrating training in equality, diversity and inclusion</p> <p>Example of Centre Equality, Diversity and Inclusion Policy</p> <p>Example of Centre P&P Audit report 2024</p> <p>Example of Centre Inclusive Learning Policy and Procedure</p> <p>Example of Centre FREDIE Policy</p> <p>Example of Centre QMV report 2023</p> <p>Review of question bank to ensure accessible for neurodivergent learners</p> <p>RCVS Centre Approval Report</p> <p>RCVS Action Plan Response</p> <p>Example of Centre Learner Handbook</p> <p>RCVS Centre Approval report</p> <p>Example of Centre CS Standardisation Booklet</p> <p>Example of Centre CS Initial Training</p> <p>Example of Centre Learner & Practice Handbook</p> <p>Example of Centre Learner Handbook</p> <p>Example of Centre Learner Induction</p> <p>Example of Centre QMV Report 2024</p> <p>Example of Centre TP Handbook</p> <p>Example of Centre P&P Audit 2024</p> <p>Assessment Dispensation Applications, Plans, Outcomes and Records for multiple students</p> <p>Reasonable Adjustment Requests, Evidence and Outcomes</p> <p>Example of Centre QMV Report 2024</p> <p>Example of Centre Learner Interview 2024</p> <p>Example of Centre Progress Review Learner 1</p> <p>Neurodiversity Support Tutor Role</p> <p>Group Profile Year 1A (Sept 24 Start)</p> <p>Group Profile 2B (Feb 23 Start)</p> <p>RCVS PB Tool Learner 1</p> <p>RCVS PB Tool Learner 2</p> <p>Dissemination of approved reasonable adjustments to OSCE assessors</p> <p>Example of centre learner review</p> <p>Example of Centre TP Visit Document</p> <p>Example of Centre MoU TP-aTP</p> <p>Example of Centre Fitness to Study Policy</p> <p>Example of Centre P&P Report 2023</p>			
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	<p><i>Example of Centre Fitness to Study Policy</i> <i>Example of Centre P&P Report 2022</i> <i>Example of Centre Fitness to Study & Fitness to Practice P&P</i> <i>Example of centre learner review</i> <i>VetSkill Cross Centre Audit 2024</i> <i>VetSkill EQA Manual</i></p> <p>VetSkill has provided good examples of adjustments that have been made, which are supported by robust policies and guidance provided to the delivery sites. These include support of learners with reasonable adjustment requirements. The EDI policy in place also encourages inclusive practice throughout the programme. The EQA team actively monitor the additional support provided to learners throughout their programmes of study and ensure that they are getting the very best from the course.</p>			
3.11	<p>Are protected from discrimination, harassment, incivility, and other behaviours that undermine their performance or confidence.</p> <p><i>Evidence reviewed:</i></p> <p><i>Example of Centre Complaints Policy & Procedure</i> <i>Example of Centre Plan of Learning Yr 1 SW</i> <i>Example of Centre PRIDE Values (Weblink)</i> <i>Example of Centre Complaints and Compliments Policy and Procedure</i> <i>Example of Centre Student Support & Welfare Policy and Procedure</i> <i>Example of Centre Student Behaviour Policy</i> <i>Example of Centre Freedom of Speech Code of Practice</i> <i>Example of Centre Child Protection and Safeguarding Policy and Procedure</i> <i>Example of Centre TP Monitoring</i> <i>Example of Centre Student Code of Conduct and Disciplinary Procedure Policy</i> <i>Example of Centre Complaints and Appeals Policy</i> <i>Example of Centre P&P Report 2023</i> <i>Example of Centre Learner Agreement</i> <i>Example of Centre Learner Interview</i> <i>Example of Centre QMV Report 2024</i> <i>Example of Centre Learner Survey - Induction January 2024 Starts</i> <i>Example of Centre Learner Survey - End of Term 1 Jan 2023 Starts</i> <i>Example of Centre Learner Survey - End of Year 2 Jan 2022 Starts</i> <i>VetSkill Civility Poster</i> <i>VetSkill World Mental Health Day 2024 (Weblink)</i> <i>Example of Centre Promoting LGBT+ History Month 2024 (Weblink)</i> <i>Example of Centre Promoting Pride Month 2024 (Weblink)</i> <i>Example of Centre Promoting Safeguarding Awareness (Weblink)</i> <i>Example of Centre Promoting Neurodiversity (Weblink)</i> <i>Example of Centre Promoting Anti-Bullying Awareness (Weblink)</i></p>	✓		

<p> <i>Example of Centre World Autism Acceptance Week (Weblink)</i> <i>Example of Centre LGBT+ History Month (Weblink)</i> <i>Example of Centre Student Anti-bullying and Anti-harassment Policy</i> <i>Example of Centre Student Disciplinary Record learner facing</i> <i>Example of Centre Student Disciplinary Record internal</i> <i>Example of centre action following feedback</i> <i>VS Equity, Diversity and Inclusion Policy (Weblink)</i> <i>Example of Centre Approval report</i> <i>RCVS Centre report</i> <i>VetSkill Safeguarding Policy</i> <i>RCVS Centre Approval Report</i> <i>VetSkill supporting a colleague's mental and emotional health OSCE</i> <i>VetSkill "Culture Club" Training</i> <i>VetSkill Anti-Bullying, Harassment and Sexual Harassment Policy</i> <i>Centre Example of Completed TP Monitoring</i> <i>VetSkill Learner and TP handbook</i> <i>VetSkill Learner and TP handbook (Equine)</i> <i>Example of Centre QMR report</i> <i>VetSkill Fitness to Practise Policy</i> <i>VetSkill Clinical Supervisor Handbook</i> <i>VetSkill Centre Handbook</i> <i>Example of Centre FREDIE Policy</i> <i>Example of Centre Learner Handbook</i> <i>Example of Centre TP Handbook</i> <i>RCVS Centre Approval report</i> <i>Example of Centre Learner Interview 2024</i> <i>Example of Centre Class Forum 2024</i> <i>Example of Centre Learner & Practice Handbook</i> <i>Example of Centre Learner Handbook</i> <i>Example of Centre Learner Induction</i> <i>Example of centre safeguarding induction</i> <i>Example of Centre QMV Report 2024</i> <i>Example of Centre Learner Interview KJ</i> <i>Example of Centre TP Risk Assessment</i> <i>Example of Centre TP handbook</i> <i>Example of Centre Apr '24 Yr 1 VN01 with multiple examples provided</i> <i>Example of Centre CS Standardisation</i> <i>Example of Centre Year 1 Sample SoW with multiple examples provided</i> <i>Centre Example of Learner progress with multiple examples provided</i> <i>Example of Centre Learner Interview 2024</i> <i>Example of Centre Progress Review Learner 1</i> <i>RCVS PB Tool Learner with multiple examples provided</i> <i>Example of Centre TP Visit Document</i> <i>Example of Centre MoU TP-aTP</i> <i>Example of Centre SOW Year 1</i> <i>Example of Centre Fitness to Study & Fitness to Practise P&P</i> </p>			
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	<p> <i>Example of Centre EDI Policy</i> <i>Example of Centre P&P Report 2024</i> <i>Example of Centre P&P Report 2024</i> <i>Example of Centre Plan of Learning Yr 1 OP</i> <i>Example of Centre QMR 2024</i> <i>Centre Example of Learner PB Evaluation</i> <i>Example of Centre ASR Portfolios 2024</i> <i>Example of Centre Staff Interview</i> <i>VetSkill Cross Centre Audit 2024</i> <i>VetSkill EQA Manual</i> <i>Example of Centre QMV report 2024</i> <i>Example of Centre Learner Feedback</i> <i>Example of Centre QMA report 2024</i> <i>Example of dissemination of feedback to OSCE assessor</i> <i>VetSkill Centre Handbook (Equine)</i> </p> <p> The evidence includes excellent examples of various EDI, anti-harassment and anti-bullying policies provided by VetSkill, with a clear complaints procedure in place. The EQA team ensure that these policies are effectively implemented across all delivery sites and TPs. The team regularly meet with, and conduct interviews with, staff and students to identify what help and support could be provided. This is both a proactive and reactive process, offering pre-emptive support, whilst still ensuring the VetSkill team is accessible to advise on specific issues if raised. </p>			
3.12	<p> Are provided with information and support that encourages them to take responsibility for their own mental and physical health and wellbeing. </p> <p> <i>Evidence reviewed:</i> <i>Example of Centre Plan of Learning Yr 1 OP</i> <i>Example of Centre Health and Wellbeing Contact Information</i> <i>VetSkill Health & Wellbeing Hub (Weblink)</i> <i>Example of Centre Wellbeing Support (Weblink)</i> <i>Example of Centre Wellbeing Support (Weblink)</i> <i>VetSkill VN Awareness Month - Wellbeing (Weblink)</i> <i>Example of Centre QMR 2024</i> <i>Example of Centre QMR Report 2023</i> <i>Example of Centre Tea & Talk (Weblink)</i> <i>Example of Centre Promoting Learner Wellbeing (Weblink)</i> <i>Example of Centre Learner Communication Christmas 2024</i> <i>Communication</i> <i>Example of Centre Student Support Services</i> <i>Example of Centre Revision Techniques & Study Skills</i> <i>RCVS Centre report</i> <i>Example of Centre Mental health and wellbeing policy - Students</i> <i>Example of Centre P&P report 2023</i> <i>RCVS Centre Approval Report</i> </p>	✓		

	<p> <i>OSCE rest station wellbeing exercises with multiple examples provided</i> <i>VetSkill Supporting your wellbeing infographic</i> <i>VetSkill Health and Wellbeing policy</i> <i>Example of Centre QMR report</i> <i>Example of Centre QM report</i> <i>VetSkill Clinical Supervisor Handbook</i> <i>VetSkill Centre Handbook</i> <i>Example of Centre group tutorial schedule</i> <i>Pre-OSCE Candidate Support Induction</i> <i>OSCE Candidate Briefing Induction</i> <i>Example of Centre Learner Handbook</i> <i>Example of Centre TP Handbook</i> <i>Example of Centre Class Forum 2024</i> <i>Example of Centre Learner Handbook</i> <i>Example of Centre Learner Induction</i> <i>Example of Centre QMV Report 2024</i> <i>Example of Centre TP Renewal</i> <i>Example of Centre TP handbook</i> <i>Example of Centre QMV Report 2024</i> <i>Example of Centre CS Updates</i> <i>Example of Centre Progress Review Learner 1</i> <i>Example of Centre TP Visit Document</i> <i>Example of Centre TP Monitoring</i> <i>Example of Centre Plan of Learning Yr 1 SW</i> <i>Example of Centre TP Monitoring</i> <i>Example of Centre QMV Report 2024</i> <i>Example of Centre Guide to staying well, safe & happy</i> <i>VetSkill Cross Centre Audit 2024</i> <i>VetSkill EQA Manual</i> <i>Example of Centre QMA report 2024</i> <i>VetSkill VN Student Voice November 2024</i> <i>VetSkill VN student Voice minutes November 2024</i> <i>VetSkill Centre Handbook (Equine)</i> </p> <p> Vetskill provided effective evidence which highlighted learners taking responsibility for making positive changes and managing their own wellbeing. VetSkill has utilised various methods such as <i>VN Student Voice</i> articles and additional wellbeing links that learners can access as and when they need too. At some delivery sites, initiatives such as 'Tea and talk' sessions have been designed to give learners a safe space to discuss their -mental health and wellbeing. Health and safety information is accessible to all learners to promote the wellbeing and safeguarding of learners. </p>			
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3.13	<p>Are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>Centre Example of Learner PB Evaluation</i></p> <p><i>Example of Centre ASR Portfolios 2024</i></p> <p><i>Example of Centre ASR Assignments November 2024</i></p> <p><i>Example of Centre ASR December 2024</i></p> <p><i>RCVS Centre Approval Report</i></p> <p><i>RCVS DOS Audit Report</i></p> <p><i>VetSkill Learner and TP handbook</i></p> <p><i>VetSkill Clinical Supervisor Handbook</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>Learner synoptic assignment referencing RCVS CoPC</i></p> <p><i>Example of Centre CS Handbook</i></p> <p><i>RCVS Centre Approval report</i></p> <p><i>Example of Centre CS Initial Training</i></p> <p><i>Example of Centre Assignment Writing Induction</i></p> <p><i>Example of Centre Learner Induction</i></p> <p><i>Example of Centre DOS Recording Platform Induction</i></p> <p><i>Example of Centre Assignment Writing Guide</i></p> <p><i>Example of Centre QMV Report 2024</i></p> <p><i>Example of Learner Interview with multiple examples</i></p> <p><i>Example of Centre TP Handbook</i></p> <p><i>Example of Centre Apr '24 Yr 1 VN01 SoW</i></p> <p><i>VetSkill DOS Recording Platform FAQ</i></p> <p><i>Example of Centre CS Standardisation</i></p> <p><i>Example of Centre Year 1 Sample SoW VTEC VN01</i></p> <p><i>Example of Centre Year 1 Sample SoW VTEC VN03</i></p> <p><i>Example of Centre Progress Review Learner 1</i></p> <p><i>RCVS PB Tool Learner with multiple evidence provided</i></p> <p><i>Example of Centre SOW Year 1</i></p> <p><i>Example of Centre Plan of Learning Yr 1 SW</i></p> <p><i>Example of Centre Learner Survey - End of Year 2 Jan 2022 Starts</i></p> <p><i>Example of Centre ASR 2024</i></p> <p><i>Example of Centre VTEC Learner Assessment Feedback</i></p> <p><i>Example of Centre VTEC Learner IQA Feedback</i></p> <p><i>Example of Centre VTEC EQA Report</i></p> <p><i>VetSkill DOS Standardisation</i></p> <p><i>Example of Centre QMA report 2024</i></p> <p><i>VetSkill Cross Centre Audit 2024</i></p> <p><i>VetSkill VN Student Voice November 2024</i></p> <p><i>VetSkill VN student Voice minutes November 2024</i></p> <p><i>VetSkill Learner survey 2024</i></p> <p><i>VetSkill Centre Handbook (Equine)</i></p> <p><i>VN07-08-09 Synoptic Assignment Pack</i></p>	✓		
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	<p><i>VN01 Assessor Assignment Feedback sheet</i> <i>VN07-08-09 Synoptic Assignment feedback sheet</i> <i>VetSkill IQA Standardisation 2024</i> <i>Synoptic Assignment Standardisation meeting</i> <i>Example of learner reflection</i> <i>Witness statement to complement learner reflection</i> <i>Example of learner reflection</i> <i>Reflective case feedback</i> <i>Example of assessed reflective case log</i> <i>Example of feedback for reflective case log and essay, to include learner reflection</i> <i>IQA activity for reflective case logs</i> <i>EQA activity for reflective case logs</i> <i>Example of centre and TP Audit RCVS Action Plan Response</i></p> <p>VetSkill provided clear evidence of learner reflection, with examples including reflective logs and feedback processes. This appears to have strengthened learner development in this area, and encourages self-awareness, whilst promoting reflective practice as an important factor for professional growth.</p>			
3.14	<p>Have opportunities throughout their programme to collaborate and learn with and from peers and other professionals, and to develop supervision and leadership skills.</p> <p><i>Evidence reviewed:</i> <i>Example of Centre QMV Report 2024</i> <i>Centre Example of Learner Supporting Peers</i> <i>Example of Centre QM visit report 2024</i> <i>RCVS Centre report</i> <i>Evidence of VetSkill delivery at Centre CS Standardisation</i> <i>Example of Centre SoW</i> <i>Example of Centre group tutorial schedule</i> <i>RCVS DOS Audit Report</i> <i>RCVS Centre Approval Report</i> <i>VetSkill Learner and TP handbook</i> <i>VetSkill Learner and TP handbook (Equine)</i> <i>VetSkill Clinical Supervisor Handbook</i> <i>VetSkill Centre Handbook</i> <i>Example of Centre TP Handbook</i> <i>RCVS Centre Approval report</i> <i>Example of Learner Interview 2024</i> <i>Example of Centre CS Standardisation Booklet</i> <i>Example of Centre CS DOS Recording Platform Training</i> <i>Example of Centre Learner Handbook</i> <i>Example of Centre Learner Induction</i> <i>Example of Centre DOS Recording Platform Induction</i></p>	✓		

	<p><i>Example of Centre QMV Report 2024</i> <i>Example of Centre Apr '24 Yr 1 VN01 SoW</i> <i>Example of Centre Apr '24 Yr 1 VN02 SoW</i> <i>Guidelines for the Use of Various Assessment Methods</i> <i>Learner Portfolio with Witness Testimony 1</i> <i>Learner Portfolio with Witness Testimony 2</i> <i>Example of Centre Year 1 Sample SoW VTEC with multiple examples provided</i> <i>Centre Example of Learner 2 Progress Review</i> <i>RCVS PB Tool Learner with multiple examples provided</i> <i>Sample MoU</i> <i>Example of Centre SOW Year 1</i> <i>Example of Centre Team Meeting Minutes</i> <i>Example of Centre Plan of Learning with multiple examples provided</i> <i>Centre Example of Learner PB Evaluation</i> <i>Example of Centre ASR Portfolios 2024</i> <i>Example of Centre ASR December 2024</i> <i>Example of Centre Guide to staying well, safe & happy</i> <i>Example of centre Staff Student Consultative Committee minutes</i> <i>Example of Centre QMA report 2024</i> <i>VetSkill Cross Centre Audit 2024</i> <i>VetSkill VN student Voice with multiple examples provided</i> <i>VN07-08-09 Synoptic Assessment feedback sheet (Presentation)</i> <i>VetSkill Centre Handbook (Equine)</i> <i>Example of Learner Reflection</i></p> <p>VetSkill supports the idea of collaborative work by providing delivery sites with practical resources that support learners engaging with collaborative work. The use of learner representatives highlights opportunities for empowering the student body to develop teamwork capabilities, meaningfully engage with collaborative sessions and encourage learner reflection. Additionally, guest speakers provide valuable opportunities to learn from inter-disciplinary professionals.</p>			
3.15	<p>Receive constructive feedback throughout the programme to promote and encourage reflective learning.</p> <p><i>Evidence reviewed:</i> <i>Example of Centre ASR 2024</i> <i>Example of Centre Tutorial Guide</i> <i>Example of Learner Summative Report</i> <i>Example of Centre VTEC Learner Assessment Feedback</i> <i>Example of Centre VTEC Learner IQA Feedback</i> <i>Example of Centre VTEC EQA Report</i> <i>Example of Centre QMA 2024</i> <i>Example of learner VN05 formative assessment feedback 1</i> <i>Example of learner VN05 formative assessment feedback 2</i></p>	✓		

<p> <i>Example of EQA audit of VN05 formative assessment feedback</i> <i>Example of Centre ASR</i> <i>RCVS Centre Approval Report</i> <i>Example of Centre QMV report</i> <i>VetSkill Learner and TP handbook</i> <i>VetSkill Learner and TP handbook (Equine)</i> <i>VetSkill Clinical Supervisor Handbook</i> <i>VetSkill Centre Handbook</i> <i>Clinical Supervisor feedback referencing CoPC</i> <i>Learner summative sampling report</i> <i>RCVS DOS Audit Report</i> <i>Example of Centre CS Handbook</i> <i>Example of Centre TP Handbook</i> <i>Example of Learner Interview 2024</i> <i>Example of Centre CS Standardisation Booklet</i> <i>Example of Centre CS Initial Training</i> <i>Example of Centre CS DOS Recording Platform Training</i> <i>Example of Centre DOS Recording Platform Induction</i> <i>Example of Centre QMV Report 2024</i> <i>Example of Learner Interview KJ</i> <i>Example of Learner Interview AC</i> <i>Example of Centre TP handbook</i> <i>Example of Centre CS Standardisation</i> <i>Example of Centre Year 1 Sample SoW VTEC VN03</i> <i>Example of Centre VN05 Formative Learner</i> <i>Example of Centre Progress Review Learner 1</i> <i>RCVS PB Tool Learner 1</i> <i>RCVS PB Tool Learner 2</i> <i>Centre Example of Learner PB Evaluation</i> <i>Example of Centre ASR Portfolios 2024</i> <i>Example of Centre ASR Assignments 2024</i> <i>Example of Centre ASR December 2024</i> <i>VetSkill EQA Manual</i> <i>VetSkill Centre Handbook (Equine)</i> <i>Synoptic Assignment Standardisation meeting</i> <i>Example of Learner Reflection</i> <i>Example of centre CS support visit</i> </p> <p> VetSkill's programmes provide numerous opportunities for learners to receive constructive feedback, via their delivery sites and CSs, which aids their professional development. A plethora of resources are available to support teaching staff and CSs in providing targeted feedback to encourage learner growth. The EQA team review feedback and provide comments and helpful tips to ensure that feedback processes are in line with VetSkill expectations and core values. </p>			
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3.16	<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 with clear outcomes.</p> <p><i>Evidence reviewed:</i></p> <p><i>Example of Centre Guide to staying well, safe & happy</i></p> <p><i>Example of Centre Learner Induction Survey</i></p> <p><i>Example of Centre Learner Survey 2023</i></p> <p><i>Example of Centre SAR 22-23</i></p> <p><i>Example of Centre QiP purpose, plan & framework master</i></p> <p><i>Example of Centre Programme Review</i></p> <p><i>Example of Centre Self Evaluation and Improvement Plan 22-23</i></p> <p><i>Example of Centre Course Rep Feedback Document</i></p> <p><i>Example of Centre Student Rep Meeting Minutes</i></p> <p><i>Example of Centre QA Policy</i></p> <p><i>Example of Centre Programme Evaluation Cycle</i></p> <p><i>Example of Centre P&P Audit Report 2024</i></p> <p><i>Example of Centre Teaching and Learning Policy and Procedure</i></p> <p><i>Example of Centre Response to feedback (Weblink)</i></p> <p><i>Example of centre Staff Student Consultative Committee minutes</i></p> <p><i>Example of Centre QM Audit 2024</i></p> <p><i>Example of Centre QM visit report 2024</i></p> <p><i>RCVS Centre report</i></p> <p><i>Example of Centre P&P report 2023</i></p> <p><i>RCVS Centre Approval Report</i></p> <p><i>Example of Centre QM Audit 2024</i></p> <p><i>Example of Centre QM report</i></p> <p><i>VetSkill Clinical Supervisor Handbook</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>Example of Centre QMA report 2024</i></p> <p><i>Example of Centre Student feedback</i></p> <p><i>Example of Centre Actioning Student Feedback</i></p> <p><i>Review of question bank to ensure accessible for neurodivergent learners</i></p> <p><i>RCVS Centre Audit Report</i></p> <p><i>Example of Centre TP Handbook</i></p> <p><i>Example of Centre Class Forum 2024</i></p> <p><i>Example of Centre Learner Handbook</i></p> <p><i>Example of Centre Learner Induction</i></p> <p><i>Example of Centre Report 2024</i></p> <p><i>Example of Learner Interview KJ</i></p> <p><i>Example of Centre CS Updates</i></p> <p><i>Example of Centre QMV Report 2024</i></p> <p><i>Example of Centre Learner Interview 2024</i></p> <p><i>Example of Centre Team Meeting Minutes</i></p> <p><i>Example of Centre QMV Report 2024</i></p> <p><i>Example of Centre Learner Survey - Induction January 2024 Starts</i></p>			
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	<p><i>Example of Centre Learner Survey - End of Term 1 Jan 2023 Starts</i> <i>Example of Centre Learner Survey - End of Year 2 Jan 2022 Starts</i> <i>VetSkill EQA Manual</i> <i>Example of Centre QMA report 2024</i> <i>VetSkill VN student Voice July 2024</i> <i>VetSkill VN student Voice minutes July 2024</i> <i>VetSkill VN student Voice November 2024</i> <i>VetSkill VN student Voice minutes November 2024</i> <i>VetSkill VN student survey results</i> <i>VetSkill VN student voice February 2025</i> <i>VetSkill VN student voice minutes February 2025</i> <i>Example of Centre Learner Feedback</i> <i>Example of Centre QMA report 2024</i> <i>Example of Centre Newsletter</i> <i>Example of Centre Programme Review</i> <i>VetSkill Centre Handbook (Equine)</i></p> <p>The evidence VetSkill has provided demonstrates that learners are encouraged to actively provide feedback on course content, which is addressed, discussed and, where appropriate, changes are made. There are course representatives and learner representative meetings which happen regularly to promote the student voice.</p> <p>The EQA team conduct visits which include interviews with SVNs, enabling a clear feedback channel to VetSkill.</p>			
3.17	<p>Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.</p> <p><i>Evidence reviewed:</i> <i>VetSkill DOS Standardisation</i> <i>Example of Centre IQA Sampling Strategy</i> <i>RCVS Centre Approval Report</i> <i>VetSkill Learner and TP handbook</i> <i>VetSkill Learner and TP handbook (Equine)</i> <i>VetSkill Clinical Supervisor Handbook</i> <i>VetSkill Centre Handbook</i> <i>Learner summative sampling report</i> <i>Evidence of VetSkill delivery at centre CS Standardisation</i> <i>RCVS DOS Audit Report</i> <i>Example of Centre learner interview</i> <i>Example of Centre CS Standardisation Booklet</i> <i>Example of Centre CS Initial Training</i> <i>Example of Centre CS DOS Recording Platform Training</i> <i>Example of Centre DOS Recording Platform Induction</i> <i>RCVS Action Plan Response</i> <i>Example of Centre TP Risk Assessment</i></p>	✓		

	<p><i>Example of Centre Apr '24 Yr 1 VN01 SoW</i> <i>Example of Centre Year 1 Sample SoW with multiple evidence provided</i> <i>Example of Centre CS Updates</i> <i>RCVS PB Tool Learner with multiple evidence provided</i> <i>VetSkill Learner survey 2024</i> <i>Example of Centre Plan of Learning Yr 1 OP</i> <i>Centre Example of Learner PB Evaluation</i> <i>Example of Centre ASR Portfolios 2024</i> <i>Example of Centre ASR December 2024</i> <i>Example of Centre QMA 2024</i> <i>VetSkill Cross Centre Audit 2024</i> <i>VetSkill VN Student Voice November 2024</i> <i>VetSkill VN student Voice minutes November 2024</i> <i>Example of Centre IQA Procedures Handbook</i> <i>VetSkill Centre Handbook (Equine)</i> <i>VetSkill IQA Standardisation 2024</i> <i>Example of Learner Reflection</i></p> <p>VetSkill has provided excellent evidence demonstrating the development of professional behaviours shown in auditing of the Professional Behaviour Evaluation tools and learner records, across the different platforms utilised. This reflects VetSkill's commitment to encouraging and empowering learners to develop their professional behaviours through active learning, which is in line with the RCVS requirements.</p>			
<p>Conclusion:</p> <p>VetSkill has provided excellent evidence that demonstrates its continued support for learners across all programmes. The theoretical and practical training has been supported and facilitated by resources that foster an inclusive learning environment. The detailed documentation provided, and the variety of delivery methods supported, ensure that learners have a very clear understanding of the support and guidance they can expect during their training. Furthermore, VetSkill's impeccable approach to monitoring learner progress, as well as their wellbeing, which includes approaches to reasonable adjustments and continued feedback opportunities aims to ensure that learners are supported in achieving their learning outcomes as best as possible.</p> <p>VetSkill's comprehensive approach to learner support, assessments and learner feedback encourages a thorough educational experience for learners.</p> <p>This standard has been met.</p>				
<p>Commendations:</p> <p>The approach to the use of technology such as GenAI, virtual reality, and blended learning opportunities allows delivery sites to utilise a variety of approaches depending on learner requirements.</p> <p>Suggestions:</p>				

None.

Actions:

None.

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 delivery sites and training practices, must ensure that all educators and assessors:			
Requirements	Met	Part Met	Not Met
4.1 Are appropriately qualified and experienced and always act as professional role models. <i>Evidence reviewed:</i> <i>VetSkill Staff Profiles viewed for VetSkill staff</i> <i>1 CPD Records viewed for relevant VetSkill staff</i> <i>VetSkill EQA Manual</i> <i>VetSkill Centre staff audit 2023</i> <i>Example of Centre Dashboard (staffing tab)</i> <i>Example of Centre report 2024</i> <i>Example of Centre evidence gathering regarding TALO</i> <i>Example of Centre TALO Planner</i> <i>Example of Centre QMA report 2024</i> <i>VetSkill Centre Staff Profile Form (hyperlink)</i> <i>Evidence of regular CPD review</i> <i>VS Code of Conduct</i> <i>VetSkill Training and Development Policy</i> <i>Master's degree certificate for staff member</i> <i>Example of Centre TALO Policy</i> <i>Example of Centre QMV report 2023</i> <i>VetSkill CPD Policy</i> <i>Example of Learner Interview 2024</i> <i>Example of Centre Class Forum 2024</i> Staff are appropriately qualified and suitably experienced to take on their respective roles. The panel witnessed the professionalism of all staff during the visit and heard about several cases of outstanding role modelling across all teams. It was clear that examples were set by senior leadership. The panel felt that the team of EQAs is experienced and confident.	✓		
4.2 Receive relevant induction, ongoing support, education, and training which includes training in equality, diversity, and inclusion. <i>Evidence reviewed:</i> <i>VetSkill Staffing Structure Feb 2025</i>	✓		

<p> <i>Example of Centre Lesson Obs Policy</i> <i>Example of Centre QMV report 2024</i> <i>Example of Centre CS training records (July 2024)</i> <i>Example of Centre TP visit evidence gathering</i> <i>Examples of Centre QMV reports 2024</i> <i>Example of Centre Clinical Supervisor Training Presentation</i> <i>Example of Centre QMV report 2024</i> <i>VetSkill OSCE examiner standardisation</i> <i>VetSkill OSCE examiner standardisation agenda</i> <i>Example of VetSkill appraisal documentation</i> <i>VetSkill Centre Support meeting agendas 2023-25</i> <i>Examples of VetSkill centre support meeting contents</i> <i>Example of lesson visit record</i> <i>VetSkill EQA Training and Standardisation schedule</i> <i>VetSkill Governance Structure</i> <i>VetSkill OSCE Assessor Briefing</i> <i>Example of centre TALO Policy and Procedure</i> <i>Example of regular staff 121</i> <i>VS Induction checklist - blank</i> <i>VS Induction plan - blank</i> <i>EQA VetSkill induction schedule</i> <i>Populated induction checklist</i> <i>VetSkill Staff Handbook</i> <i>VetSkill Staff Training Day - EDI and Safeguarding update</i> <i>Mental Health First Aider Training certificate for relevant staff</i> <i>1CPD records for relevant staff</i> <i>VetSkill Equality, Diversity and Inclusion staff survey report</i> <i>VetSkill Training and Development Policy</i> <i>VetSkill Staff Training Day Agenda 2024</i> <i>VetSkill "Culture Club" Training</i> <i>Evidence of VetSkill delivery at centre CS Standardisation</i> <i>VetSkill CPD Policy</i> <i>Example of Centre CPD Policy and Procedure</i> <i>RCVS Action Plan Response DOS Audit and Approval Audits</i> <i>VetSkill Corporate Governance Manual</i> <i>VetSkill staff briefing 2024</i> <i>Example of Centre CS DOS Recording Platform Training</i> <i>Example of Centre CS Updates</i> <i>Example of centre and TP Audit RCVS Action Plan Response</i> </p> <p> There are clear induction policies and checklists in place. There is evidence of ongoing support, education and training including extensive emphasis on EDI awareness and supportive training in which delivery sites are encouraged to participate. VetSkill conducts an audit of CS records and standardisation every 3 years. CS can sign up to directly access newsletters and resources, such as posters, which are available </p>			
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	on demand. However, feedback from the TP visits suggests that not all CS were fully aware of these resources.			
4.3	<p>Have their diverse needs respected and considered and are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>VetSkill Recruitment and Selection Policy</i></p> <p><i>VetSkill Maternity, Paternity and Parental Leave Policies</i></p> <p><i>VetSkill Hybrid Working Policy</i></p> <p><i>VetSkill Flexible Working Policy</i></p> <p><i>VetSkill Carers Leave Policy</i></p> <p><i>Example of flexible working request</i></p> <p><i>Example of flexible working request outcome</i></p> <p><i>Example of hybrid working request and outcome</i></p> <p><i>Example of Centre Recruitment Policy</i></p> <p><i>Example of adjustments made for disabled staff member</i></p> <p><i>OSCE assessor adjustments and risk assessment</i></p> <p><i>Example of Centre staff reasonable adjustment</i></p> <p><i>Example of staff referral to occupational health</i></p> <p><i>Occupational Health report</i></p> <p><i>Record of follow up with employee after occupational health referral</i></p> <p><i>VS Health and Safety Policy</i></p> <p><i>VS Equity, Diversity and Inclusion Policy (hyperlink)</i></p> <p><i>VS Disability Confident Committed Certificate</i></p> <p><i>VetSkill Staff Handbook</i></p> <p><i>VS Pronouns and Inclusive Language Guidance</i></p> <p><i>VS Supporting Employees Experiencing Menopause Policy</i></p> <p><i>VS Supporting Employees Through Pregnancy Loss Policy</i></p> <p><i>VetSkill Employee Assistance Programme</i></p> <p><i>VetSkill Equality, Diversity and Inclusion staff survey report</i></p> <p><i>Risk Assessment - DSE Assessment - Homeworkers example</i></p> <p><i>Risk Assessment - Pregnancy (VS Staff)</i></p> <p><i>Example of Centre FREDIE Policy</i></p> <p><i>VetSkill Equity, Diversity and Inclusion channel</i></p> <p><i>VetSkill EDI Committee meeting minutes</i></p> <p>VetSkill has a vast array of robust policies in place to support EDI and reasonable adjustments. The panel were provided with, and informed of, several examples of the use of a range of policies, demonstrating that they are effective and well understood by the team.</p>	✓		
4.4	<p>Have sufficient time allocation within contracted hours to fulfil all aspects of their roles.</p> <p><i>Evidence reviewed:</i></p> <p><i>QA Team meeting minutes</i></p>	✓		

	<p><i>Qualification Team meeting minutes</i> <i>Examples of Centre Staff Interview</i> <i>Example of Centre Dashboard - Staffing tab</i> <i>Example of Centre TP Visit Form</i> <i>Example of Centre QMV report 2023</i> <i>EQA Job Description</i> <i>Practical Examinations Lead Job Description</i> <i>Qualifications Officer Job Description</i> <i>Evidence of long-term staff absence management</i> <i>VetSkill Cross Centre Audit 2024</i> <i>VetSkill Staffing Structure March 2025</i> <i>Evidence of succession planning shared with RCVS</i> <i>Correspondence in relation to 4-4I</i> <i>Evidence of VetSkill succession planning</i> <i>Evidence of employee support upon return to work</i> <i>VetSkill Embracing Data & Technology Staff Presentation</i> <i>VetSkill Clinical Supervisor Handbook</i> <i>Example of Centre CS interview record</i> <i>Example of Centre TP Risk Assessment</i> <i>Example of Centre MoU</i> <i>Example of Secondary Centre MoU</i> <i>Example of Centre MoU TP-aTP</i> <i>Example of Centre QMA report 2024</i> <i>VetSkill Centre Staff Profile Form (hyperlink)</i> <i>VetSkill Staffing Structure</i> <i>Example of Centre QMV report 2024</i> <i>Example of flexible working request</i> <i>Example of flexible working request outcome</i> <i>VetSkill Centre Meeting Minutes Feb 2025</i></p> <p>Having reviewed job descriptions and meeting minutes, as well as extensive discussions during the panel meetings, the panel was satisfied that all staff members feel they have sufficient time allocation to undertake their respective job roles.</p>			
4.5	<p>Respond effectively to the learning needs of individuals. <i>Evidence reviewed:</i> <i>VetSkill VN student Voice examples</i> <i>VetSkill VN student Voice minutes examples</i> <i>VetSkill VN student survey results</i> <i>Examples of reasonable adjustment outcomes</i> <i>Example of reasonable adjustment request</i> <i>Minutes from meeting regarding 4-5g reasonable adjustment</i> <i>Reasonable adjustment outcome from 4-5g</i> <i>Example of Centre Student Support services (hyperlink)</i> <i>Bath College Student Support Welfare Services video (hyperlink)</i></p>	✓		

	<p><i>Example of Centre Inclusive learning (hyperlink)</i> <i>Example of Centre learner audit trail 2024</i> <i>Example of Centre SEND Support and Progression Event (hyperlink)</i> <i>VS Reasonable Adjustment Policy</i> <i>Example of learner interviews</i> <i>Reasonable Adjustment Requests, Outcomes, Supporting Evidence for multiple learners</i> <i>VetSkill query following receipt of RA request</i> <i>2nd Reasonable Adjustment Request Evidence multiple examples</i> <i>VetSkill Centre Meeting Feb 2025</i> <i>VetSkill Centre Meeting Minutes Feb 2025</i></p> <p>The evidence provided demonstrated effective responses to the individual learning needs of individuals, with reasonable adjustments supported where possible.</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> <i>Examples of Centre assessment schedules</i> <i>VetSkill DOS/DOC/PB Standardisation</i> <i>VetSkill Good Practice for Assessment support session</i> <i>RCVS DOS Recording Platform Meeting Summary</i> <i>VetSkill Frequently Asked Question document - DOS recording platform</i> <i>Example of Centre IQA Procedures Handbook</i> <i>Example of Centre IQA Handbook</i> <i>Examples of Centre Assessment sampling reports</i> <i>Examples of Centre Actions dashboards</i> <i>Excerpt from Assessment Dispensation log</i> <i>ADR EVIDENCE revision plan 2024-11-06-</i> <i>ADR OUTCOME 2024-11-06-</i> <i>VN04 Assignment Pack</i> <i>VetSkill Clinical Supervisor Handbook</i> <i>VetSkill Centre Handbook</i> <i>Evidence of VetSkill delivery at centre CS Standardisation</i> <i>VN01 Assignment pack</i> <i>VetSkill EQA Manual</i> <i>Example of Centre Clinical Supervisor Training Presentation</i> <i>VetSkill OSCE Assessor Briefing</i></p> <p>Mechanisms are in place which evidenced that educators and assessors are supportive and objective in their approach to learner supervision. Assessment decisions are audited and any changes to the process are all evidence based, having been derived from the audit findings. Good practice and examples are shared across VetSkill delivery sites. There is</p>	✓		

	a robust process in place for ensuring adequate learner support by delivery sites where progression has faltered.			
4.7	<p>Liaise, collaborate, and action constructive feedback generated by colleagues, students, and stakeholders to enhance their teaching and assessment and to share effective practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>VetSkill VN centre survey results</i></p> <p><i>VetSkill OSCE assessor feedback</i></p> <p><i>VN05 Standardisation meeting minutes</i></p> <p><i>VN05 Standardisation exercise</i></p> <p><i>VN05 Standardisation minutes pt 2</i></p> <p><i>VN05 Standardisation exercise pt 2</i></p> <p><i>Example of Centre Clinical Supervisor Feedback</i></p> <p><i>Example of Centre Learner Feedback</i></p> <p><i>Example of Centre Employer Feedback</i></p> <p><i>Example of Centre Newsletter</i></p> <p><i>Example of Centre QMA report</i></p> <p><i>Example of Centre Programme review</i></p> <p><i>VetSkill OSCE Centre Support session</i></p> <p><i>VetSkill Learner Survey 2024</i></p> <p><i>VetSkill Centre Survey 2025</i></p> <p><i>Example of dissemination of feedback to OSCE assessor</i></p> <p><i>VetSkill Centre Meeting Feb 2025</i></p> <p><i>VetSkill Centre Meeting Minutes Feb 2025</i></p> <p><i>VetSkill correspondence with centres</i></p> <p><i>Centre networking session correspondence</i></p> <p><i>Centre networking session - CS Training</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>Example of Centre Student feedback</i></p> <p><i>Example of Centre SAR and QIP 2023-24</i></p> <p><i>Review of question bank to ensure accessible for neurodivergent learners</i></p> <p><i>Example of Centre Actioning Student Feedback</i></p> <p><i>RCVS SARs 2020-2023</i></p> <p><i>Combined EE report Jan 24</i></p> <p><i>CA EE report Jan 23</i></p> <p><i>Equine EE report Jan 23</i></p> <p><i>RCVS Action Plan</i></p> <p><i>Example of Centre evidence gathering regarding TALO</i></p> <p><i>Example of Centre TALO Planner</i></p> <p><i>VetSkill OSCE examiner standardisation</i></p> <p><i>VetSkill OSCE examiner standardisation agenda</i></p> <p><i>VetSkill Centre Support meeting agendas 2023-25</i></p> <p><i>Example of lesson visit record</i></p> <p><i>VetSkill VN student Voice examples</i></p>	✓		

	<p><i>VetSkill VN student Voice minutes examples</i> <i>VetSkill VN student survey results</i></p> <p>The evidence demonstrated several good examples where feedback had been effectively utilised across all levels of VetSkill staffing. Discussions with staff teams further reinforced the panel's opinion that the culture of openness facilitated two-way communication and that all staff felt they could make suggestions and reach out for help if necessary. Conduits for delivery sites and learners to directly engage with VetSkill have been strengthened in recent years and the panel heard about the improvements to processes that have resulted in more timely and positive two-way communication as a result.</p>			
4.8	<p>Respond effectively to concerns and complaints about public protection and animal welfare and student performance in learning environments and are supported in doing so.</p> <p><i>Evidence reviewed:</i> <i>Fitness to Practise concern raised</i> <i>email trail regarding Fitness to Practise concern</i> <i>Fitness to Practise Investigation report</i> <i>VetSkill informing RCVS of FtP investigation</i> <i>VetSkill informing RCVS of FtP concern</i> <i>QA Team raising concern of learner re-registering</i> <i>VetSkill Animal Welfare Policy</i> <i>VS Complaints Policy (hyperlink)</i> <i>VetSkill Fitness to Practise Policy</i> <i>VetSkill communication regarding academic honesty training</i> <i>VetSkill Academic Honesty Training for centres</i> <i>Example of Centre Fitness to Practise Policy</i></p> <p>There is evidence demonstrating that processes and appropriate mechanisms are in place to enable staff across delivery sites, TPs and within VetSkill to effectively address concerns and complaints with appropriate actions demonstrated, with RCVS communication included as required.</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> <i>Example of Centre Programme Lead correspondence</i> <i>Example of Centre PL correspondence with RCVS</i> <i>Support meeting summary</i> <i>2024 Staff Profile examples</i> <i>Staff CPD report January 2024</i></p>	✓		

<p><i>Example of Centre Succession planning</i> <i>Recommendation for Programme Lead Panel training</i> <i>Staff 1CPD record</i> <i>Staff Master's Degree certificate</i> <i>Example of Centre Staff CPD record</i> <i>Example of Centre QMV Report 2024</i> <i>VetSkill centre staff audit 2023</i> <i>VetSkill Staffing Structure Feb 2025</i> <i>VetSkill Staffing Structure March 2025</i></p> <p>Evidence provided supports that the VetSkill programmes are delivered by an experienced RVN who holds appropriate qualifications. This is well demonstrated through staff profiles, CPD reports, staff audits and structuring as well as evidence of further qualifications.</p>			
<p>Conclusion:</p> <p>VetSkill has demonstrated a clear commitment to developing its programmes by utilising feedback from delivery sites, staff, and learners to drive change and improvements in sustainability, wellbeing, and development. Theory, clinical learning, and assessment are facilitated effectively and objectively by appropriately qualified and experienced professionals with necessary expertise for their educational and assessor roles.</p> <p>This standard has been met.</p>			
<p>Commendations:</p> <p>VetSkill's organisational ethos, including the support and consideration for staff wellbeing, development, and flexible working opportunities is refreshing and contributes to a positive working environment.</p> <p>Suggestions:</p> <p>None.</p> <p>Actions:</p> <p>None.</p>			

Standard 5 – Curricula and assessment

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

Standard met			
Accredited education institutions, together with delivery sites and training practices, must:			
Requirements	Met	Part Met	Not Met
5.1 Curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, regulatory requirements, and programme outcomes. <i>Evidence reviewed:</i> RCVS DOS, DOC & PB mapping document VetSkill Centre Handbook (Equine) VetSkill VTEC VN Diploma External Advisor Thematic Analysis 2024 VetSkill Professional Behaviour Evaluation Template Example of VetSkill OSCE Example of VetSkill OSCE RCVS DOS, DOC & PB mapping document - proposed new qual Example of VetSkill OSCE (Equine) Example of VetSkill OSCE (Equine) VetSkill Centre Handbook The updated programmes have been carefully mapped to the DOC/DOS. The new curriculum has the Professional Behaviours directly mapped in an appropriate unit of the qualifications.	✓		
5.2 Programmes are designed, developed, delivered, evaluated, and improved based upon stakeholder feedback. <i>Evidence reviewed:</i> Qualification Handbook update Feb 2024 VetSkill VTEC Thematic review VetSkill Stakeholder Qualification Review and Analysis report VetSkill Centre Handbook RCVS SAR 2022-23 RCVS SAR 2021-22 RCVS SAR 2020-21 Combined EE report Jan 24 CA EE report Jan 23 Equine EE report Jan 23 Current RCVS Action plan Example of VetSkill centre support meeting content	✓		

	<p> <i>VetSkill VN student Voice July 2024</i> <i>VetSkill VN student Voice minutes July 2024</i> <i>VetSkill VN student Voice November 2024</i> <i>VetSkill VN student Voice minutes November 2024</i> <i>VetSkill VN student survey results</i> <i>VetSkill VN centre survey results</i> <i>VetSkill OSCE assessor feedback</i> <i>VetSkill Learner survey 2024</i> <i>VetSkill Centre survey 2025</i> <i>VetSkill Centre Meeting Feb 2025</i> <i>VetSkill Centre Meeting Minutes Feb 2025</i> <i>VetSkill correspondence with centres</i> <i>VetSkill Centre Handbook (Equine)</i> <i>VetSkill VTEC VN Diploma External Advisor Thematic Analysis 2024</i> <i>Example of centre and TP Audit RCVS Action Plan Response</i> </p> <p> Following extensive consultation with employers, delivery centre staff and learners, the existing programme was reviewed and effective aspects retained. New and revised material and assessments have been introduced in response to the feedback. </p>			
5.3	<p> Curricula and assessments remain relevant in respect of contemporary veterinary nursing practice, with consideration of ongoing developments within the professions and international healthcare communities. </p> <p> <i>Evidence reviewed:</i> <i>1CPD records</i> <i>Example of evidence gathering form</i> <i>Further example of evidence gathering form</i> <i>VetSkill AI training</i> <i>VetSkill correspondence with Equine EE</i> <i>VetSkill Academic Honesty Training for centres</i> <i>VetSkill Centre Handbook</i> <i>Combined EE report Jan 24</i> <i>CA EE report Jan 23</i> <i>Equine EE report Jan 23</i> <i>1CPD Record Emily Smith</i> <i>VetSkill VN student survey results</i> <i>VetSkill VN centre survey results</i> <i>VetSkill Centre Meeting Feb 2025</i> <i>VetSkill Centre Meeting Minutes Feb 2025</i> <i>VetSkill correspondence with centres</i> <i>VetSkill Centre Handbook (Equine)</i> <i>Qualification Handbook update Feb 2024</i> <i>VetSkill VTEC Thematic review</i> <i>VN07-08-09 Synoptic Assessment feedback sheet (Essay)</i> <i>VN07-08-09 Synoptic Assessment feedback sheet (Open Book)</i> </p>	✓		

	<p><i>VN07-08-09 Synoptic Assessment feedback sheet (Presentation)</i> <i>VSC06 Student Scenario</i> <i>VSNIC18 Student Scenario</i> <i>VSNIC17 Student Scenario</i></p> <p>During the programme review process, some aspects of the syllabus and assessments were considered outdated and have been removed. For example, radiography calculations have been removed as it was felt that this was obsolete in the vast majority of modern veterinary practices. In order to maintain currency, new questions and OSCE stations continue to be designed, and existing items updated. An innovative wellbeing OSCE station has been designed, which the panel felt was a very positive development.</p> <p>The panel felt that the updated programme reflects modern veterinary practice well and were impressed by the proactive manner of the organisation with respect to retiring some outdated assessment questions and OSCE stations that may no longer be valid.</p>			
5.4	<p>Curricula and assessments are appropriately weighted in accordance with the type and length of programme.</p> <p><i>Evidence reviewed:</i> <i>VetSkill Centre Handbook</i> <i>VetSkill Qualifications Delivery & Review Manual</i> <i>VetSkill Centre Handbook (Equine)</i></p> <p>VetSkill has used its experience as well as stakeholder feedback to create a programme and suite of assessments that are well balanced. Delivery sites will be able to deliver the indicative content in good time and allow opportunity for assessment without disruption to the academic calendar. The use of on-demand computer-based examinations allows learners to undertake summative assessments as soon as they are ready and have achieved any prerequisites. OSCEs are held monthly enabling students to complete their studies efficiently and apply to join the Register without delay.</p>	✓		
5.5	<p>Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity, with due consideration of assessment timings and clear progression points.</p> <p><i>Evidence reviewed:</i> <i>Example of centre SOW Year 1A</i> <i>Example of centre SOW Year 2A</i> <i>VN07-08-09 Synoptic Assessment Pack</i> <i>Example of centre Y1 SOW</i> <i>Example of centre Y2 SOW</i> <i>Assessment Dispensation Request Outcome</i></p>	✓		

	<p> <i>VetSkill Centre Handbook</i> <i>VN01 Assignment pack</i> <i>VetSkill Professional Behaviour Evaluation Template</i> <i>VetSkill VN05 Formative Assessment Guide for Centres</i> <i>VetSkill Cross Centre Audit 2024with the VN04 Assignment Pack</i> <i>VetSkill Centre Handbook (Equine)</i> <i>VetSkill VTEC Thematic review</i> </p> <p> VetSkill provides its delivery sites with a suggested order in which the units of the programme should be delivered. However, there is flexibility with this to enable delivery sites to deliver the contents in a different order if they feel it would benefit their learners. </p> <p> VetSkill monitors schemes of work and assessment timetables to ensure that the programme is delivered in a logical order and assessed in a timely manner. </p> <p> Unit Certification is offered in the event of a learner being unable to complete the entire qualification. </p>			
5.6	<p> A range of assessments, which align with the learning outcomes, are delivered, within the educational setting, to accurately measure the knowledge, skills and understanding outlined in the programme. </p> <p> <i>Evidence reviewed:</i> <i>VN01 Sample MCQs (CA)</i> <i>VN04 Sample MCQs (CA)</i> <i>VN08 Sample MCQs (CA)</i> <i>EVN04 Sample MCQs</i> <i>VTEC L3 VN (Equine) MCQ Assessment Guidance</i> <i>VN01 Assessor Assignment Feedback sheet</i> <i>VN07-08-09 Synoptic Assessor Assessment feedback sheet (Essay)</i> <i>VN07-08-09 Synoptic Assessor Assessment feedback sheet (Open Book)</i> <i>VetSkill IQA guide for centres</i> <i>VetSkill CASS Strategy</i> <i>VetSkill Guide for Online Assessment Invigilation</i> <i>VetSkill Centre Operational Guide</i> <i>VetSkill IQA Standardisation 2023</i> <i>VetSkill IQA Standardisation 2024</i> <i>VetSkill Plagiarism, Cheating and Collusion Policy</i> <i>JCQ information for candidates' documents (hyperlink)</i> <i>JCQ Guidance on AI use in assessments (hyperlink)</i> <i>JCQ Plagiarism in Assessments Guidance (hyperlink)</i> <i>VetSkill Remote Invigilation Policy</i> <i>Example of plagiarism incident</i> </p>	✓		

<p> <i>Follow up after reporting of plagiarism incident</i> <i>Reporting plagiarism incident to the RCVS</i> <i>Informing learner of report to RCVS</i> <i>Example of learner feedback and reflection</i> <i>VN07-08-09 Synoptic Assessment Assessor feedback sheet (Presentation)</i> <i>Example of MCQ question level psychometric analysis</i> <i>All centre pass rate data (legacy qualification)</i> <i>All centre pass rate data (equine legacy qualification)</i> <i>All centre pass rate data OSCEs</i> <i>All centre pass rate data (VTEC qualification)</i> <i>All centre pass rate data (equine VTEC qualification)</i> <i>EVN01 Assignment Pack</i> <i>EVN01 Assignment Feedback sheet</i> <i>EVN07-08-09 Synoptic Assessment Pack</i> <i>EVN07-08-09 Synoptic Assessment feedback sheet (Essay)</i> <i>EVN07-08-09 Synoptic Assessment feedback sheet (Open Book)</i> <i>EVN07-08-09 Synoptic Assessment feedback sheet (Presentation)</i> <i>VetSkill supporting a bereaved client OSCE</i> <i>VetSkill supporting a colleague's mental and emotional health OSCE</i> <i>VetSkill Learner and TP Handbook</i> <i>VetSkill Learner and TP Handbook (Equine)</i> <i>VS Malpractice and Maladministration Policy</i> <i>VetSkill Academic Honesty Training for centres</i> <i>VetSkill Clinical Supervisor Handbook</i> <i>VetSkill Centre Handbook</i> <i>VN01 Assignment pack</i> <i>VetSkill VN05 Formative Assessment Guide for Centres</i> <i>VetSkill VTEC MCQ Assessment Guidance</i> <i>VetSkill EQA Manual</i> <i>VetSkill VN student survey results</i> <i>VetSkill Centre Handbook (Equine)</i> <i>VetSkill AI training</i> <i>VN07-08-09 Synoptic Assessment Pack</i> </p> <p> VetSkill is committed to using recognised sources of evidence to inform assessment design. The panel heard about the process to develop assessments and was assured that this will continue in the ongoing process of assessment review and development. </p> <p> Following extensive stakeholder feedback exploring practicality, relevance, and coverage of the new aspects of the syllabus, the range of assessments has been updated to incorporate principles of Universal Design. For example, one assessment has a choice of submission formats including verbal presentation. Where stakeholders challenged some of the content and assessment techniques VetSkill was proactive, </p>			
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	<p>providing additional evidence and further explanation to justify its rationale in each case.</p> <p>The assessments have also been reviewed to consider sustainability – an example of this is a move toward non POM-V intravenous fluid bags with no additional outer packaging and investigation of wipe-clean aprons. The panel felt this was a proactive and positive move.</p> <p>The written assessment question bank is being reviewed with an intention to incorporate multiple answer scenario style questions into future assessments. The panel was shown examples of all assessment types and was satisfied that the quality, level, and style of the questions was appropriate.</p>			
5.7	<p>At least one summative assessment must be in the form of an Objective Structured Clinical Examination (OSCE) or similarly robust, objective and evidence-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></p> <p><i>VetSkill Assessor OSCE Handbook</i></p> <p><i>VetSkill OSCE Procedure Guide</i></p> <p><i>VetSkill OSCE weighting document</i></p> <p><i>VetSkill OSCE blueprint</i></p> <p><i>VetSkill OSCE Candidate Guide</i></p> <p><i>VetSkill Modified Angoff Method</i></p> <p><i>Angoff for OSCE task VSNCIC16</i></p> <p><i>VSC06 Student Scenario</i></p> <p><i>VSNCIC18 Student Scenario</i></p> <p><i>VSNCIC17 Student Scenario</i></p> <p><i>OSCE Candidate letter</i></p> <p><i>OSCE Analysis example</i></p> <p><i>OSCE stepwise analysis example</i></p> <p><i>Example of OSCE borderline regression</i></p> <p><i>OSCE prep pre-recorded session, to include wellbeing advice</i></p> <p><i>VetSkill Academic Honesty Training for centres</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>VetSkill evidence base for OSCE Task LT07 - wound swab and packaging</i></p> <p><i>VetSkill evidence base for OSCE task TP06 - open gloving and chloroprep</i></p> <p><i>VetSkill evidence base for OSCE task TP06 - open gloving and chloroprep (hyperlink)</i></p> <p><i>VetSkill evidence base for OSCE task NCIC17 - indirect blood pressure monitoring</i></p>	✓		

	<p><i>VetSkill evidence base for OSCE task NCIC17 - indirect blood pressure monitoring</i></p> <p><i>VetSkill evidence base for OSCE task TP02 - Sterillium and open gloving (hyperlink)</i></p> <p><i>VetSkill evidence base for OSCE task TP02 - Sterillium and open gloving (hyperlink)</i></p> <p><i>VetSkill evidence base for OSCE task VSC06 - supporting wellbeing (hyperlink)</i></p> <p><i>Ofqual OSCE Audit</i></p> <p><i>RCVS OSCE Quality Monitoring report (CA)</i></p> <p><i>RCVS OSCE Quality Monitoring report (EQ)</i></p> <p><i>VetSkill OSCE examiner standardisation</i></p> <p><i>VetSkill OSCE examiner standardisation agenda</i></p> <p><i>VetSkill OSCE Centre Support session</i></p> <p><i>VetSkill correspondence with centres</i></p> <p><i>VetSkill Centre Handbook (Equine)</i></p> <p><i>Example of VetSkill OSCE</i></p> <p><i>Example of VetSkill OSCE</i></p> <p><i>Example of VetSkill OSCE (Equine)</i></p> <p><i>Example of VetSkill OSCE (Equine)</i></p> <p><i>All centre pass rate data OSCEs</i></p> <p>A 12-station OSCE is in place as the summative assessment (plus two rest stations to meet the apprenticeship standard requirement). There is careful selection of station combinations in line with a blueprint. The existing bank of stations will continue to be used for the updated qualification, but this has been revised to incorporate the new aspects of the programmes and includes the new wellbeing OSCE station.</p> <p>The panel are confident that methods being used to review and develop OSCE stations will keep the stations current and ensure poorly performing stations are identified and amended or removed. Stations assessing the Suitably Qualified Person (SQP) qualification have been removed following review, and this aspect of the qualification is being assessed elsewhere.</p> <p>Development is under way to introduce an innovative electronic marking system for the OSCEs. This will build on the current system and improve efficiency.</p>			
5.8	<p>Students are assessed practically across clinical practice settings and learning environments as required by their programme with relevant observations undertaken.</p> <p><i>Evidence reviewed:</i></p> <p><i>Evidence of IQA meeting, clarifying the use of practical performance</i></p> <p><i>Example of CS observation</i></p>	✓		

	<p><i>Example of CS observation</i></p> <p><i>Example of centre IQA Sampling Plan</i></p> <p><i>Example of centre IQA Sampling Plan</i></p> <p><i>Example of Formative Assessment EQA Audit</i></p> <p><i>Example of IQA Observation of assessor during VN05 Assessment</i></p> <p><i>Example of learner feedback during VN05 Formative Assessment</i></p> <p><i>Example of direct observation for an assessment decision</i></p> <p><i>Example of IQA feedback following direct observation</i></p> <p><i>Example of expert witness statement for practical assessment</i></p> <p><i>VetSkill Clinical Supervisor Handbook</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>RCVS DOS Report</i></p> <p><i>RCVS Action Plan Response</i></p> <p><i>Example of centre DOS Recording Platform Induction</i></p> <p><i>Example of centre CS DOS Recording Platform Training</i></p> <p><i>Example of centre QMV Report 2024</i></p> <p><i>Guidelines for the Use of Various Assessment Methods</i></p> <p><i>VetSkill DOS Recording Platform FAQ</i></p> <p><i>VetSkill EQA Manual</i></p> <p><i>Example of centre QMV report 2024</i></p> <p><i>VetSkill IQA Standardisation 2024</i></p> <p><i>Example of centre and TP Audit RCVS Action Plan Response</i></p> <p>VetSkill requires all delivery sites to have processes in place to ensure learners have access to a CS and this is monitored as part of the auditing process. Support is provided to inexperienced CS, which is also effectively monitored. Additionally, the auditing process incorporates the delivery site's chosen DOS recording platform to ensure appropriate breadth of experiences.</p>			
5.9	<p>Processes are in place to establish a high degree of validity and robustness to support the decisions made based on the results of the assessment.</p> <p><i>Evidence reviewed:</i></p> <p><i>Example of EQA assessment sampling of practical skills</i></p> <p><i>Example of EQA assessment sampling of assignments</i></p> <p><i>Example of assignment IQA sampling plan</i></p> <p><i>Example of centre IQA Sampling Strategy - Assignments</i></p> <p><i>Example of centre assignment moderation report</i></p> <p><i>Example of centre Risk Rating Spreadsheet</i></p> <p><i>All VetSkill Centre percentage sampling</i></p> <p><i>Example of reduction in sampling request</i></p> <p><i>Synoptic Assignment Standardisation meeting</i></p> <p><i>VN01 & VN04 Assignment standardisation</i></p> <p><i>Examples of centre unannounced exam audit</i></p> <p><i>Example of centre VNC P&P Audit 2024</i></p>	✓		

<p><i>VetSkill Enquiries and Appeals Policy</i></p> <p><i>VetSkill Conflict of Interest Policy</i></p> <p><i>VetSkill Conflict of Interest Matrix</i></p> <p><i>Example of Conflict-of-Interest Management Form</i></p> <p><i>Example of assessment appeal and outcome</i></p> <p><i>Centre Guide for Remote Invigilation</i></p> <p><i>Invigilator Guide for Remote Examinations</i></p> <p><i>Learner Guide for Remote Invigilation</i></p> <p><i>Remote Invigilator training</i></p> <p><i>Remote invigilation void report</i></p> <p><i>Remote invigilation report</i></p> <p><i>Evidence of planned follow up audit</i></p> <p><i>Example of assessment appeal and outcome</i></p> <p><i>VetSkill centre communication regarding examinations</i></p> <p><i>Follow up example of centre unannounced exam audit</i></p> <p><i>OSCE assessor RAG rating</i></p> <p><i>Schedule of VetSkill QM activity 2025 (working doc)</i></p> <p><i>VS Malpractice and Maladministration Policy</i></p> <p><i>VetSkill Clinical Supervisor Handbook</i></p> <p><i>RCVS DOS Audit Report</i></p> <p><i>VN01 Assignment pack</i></p> <p><i>Example of centre TP handbook</i></p> <p><i>Example of centre Complaints & Appeals Policy</i></p> <p><i>VetSkill EQA Manual</i></p> <p><i>Example of centre QMV report 2024</i></p> <p><i>VetSkill OSCE examiner standardisation</i></p> <p><i>VetSkill OSCE examiner standardisation agenda</i></p> <p><i>VN04 Assignment Pack</i></p> <p><i>VN07-08-09 Synoptic Assignment Pack</i></p> <p><i>VetSkill IQA guide for centres</i></p> <p><i>VetSkill CASS Strategy</i></p> <p><i>VetSkill Guide for Online Assessment Invigilation</i></p> <p><i>VetSkill IQA Standardisation 2023</i></p> <p><i>VetSkill IQA Standardisation 2024</i></p> <p><i>VetSkill Plagiarism, Cheating and Collusion Policy</i></p> <p><i>JCQ information for candidates documents (hyperlink)</i></p> <p><i>JCQ Guidance on AI use in assessments (hyperlink)</i></p> <p><i>JCQ Plagiarism in Assessments Guidance (hyperlink)</i></p> <p><i>VetSkill Remote Invigilation Policy</i></p> <p><i>Example of plagiarism incident</i></p> <p><i>Follow up after reporting of plagiarism incident</i></p> <p><i>Reporting plagiarism incident to the RCVS</i></p> <p><i>Informing learner of report to RCVS</i></p> <p><i>Example of MCQ question level psychometric analysis</i></p> <p><i>Example of OSCE borderline regression</i></p> <p><i>Example of centre IQA Sampling Plan</i></p>			
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	<p><i>Example of centre IQA Sampling Plan</i></p> <p>The evidence shows that there are robust processes for VetSkill administered assessments. Examples were provided of initial and ongoing examiner training including risk rating of individual examiners. Examiner and senior examiner feedback is sought after each event.</p> <p>Recognised analysis methods are used to ensure valid results for all written and practical assessments.</p> <p>The procedures and policies presented as evidence provide good guidance to delivery sites regarding the quality assurance process for assessments delivered by them. The EQA team audit the delivery sites to ensure that the published processes are being followed. They identify areas of weakness and work to support Internal Quality Assurance (IQA) teams to manage challenging situations.</p>			
5.10	<p>Moderation processes are in place and demonstrate that assessment is fair, reliable, and valid, and the integrity of the assessment is upheld.</p> <p><i>Evidence reviewed:</i></p> <p><i>Example of centre Assessment moderation report</i></p> <p><i>VetSkill OSCE moderation report</i></p> <p><i>Example of OSCE IQA feedback</i></p> <p><i>Example of OSCE IQA feedback</i></p> <p><i>VetSkill Internal Quality Assurance Guidance</i></p> <p><i>Example of centre VN01 Moderation DR</i></p> <p><i>VN02 Pass rate data</i></p> <p><i>RCVS DOS Audit Report</i></p> <p><i>Ofqual OSCE Audit</i></p> <p><i>Combined EE report Jan 24</i></p> <p><i>CA EE report Jan 23</i></p> <p><i>Equine EE report Jan 23</i></p> <p><i>RCVS OSCE Quality Monitoring report (CA)</i></p> <p><i>RCVS OSCE Quality Monitoring report (EQ)</i></p> <p><i>Example of centre TP handbook</i></p> <p><i>Example of centre Complaints & Appeals Policy</i></p> <p><i>VetSkill EQA Manual</i></p> <p><i>VetSkill OSCE examiner standardisation</i></p> <p><i>VetSkill OSCE examiner standardisation agenda</i></p> <p><i>Example of centre IQA Procedures Handbook</i></p> <p><i>VetSkill AI training</i></p> <p><i>VetSkill IQA guide for centres</i></p> <p><i>VetSkill CASS Strategy</i></p> <p><i>VetSkill Guide for Online Assessment Invigilation</i></p> <p><i>VetSkill IQA Standardisation 2023</i></p> <p><i>VetSkill IQA Standardisation 2024</i></p>	✓		

	<p><i>VetSkill Plagiarism, Cheating and Collusion Policy</i> <i>JCQ information for candidates' documents (hyperlink)</i> <i>JCQ Guidance on AI use in assessments (hyperlink)</i> <i>JCQ Plagiarism in Assessments Guidance (hyperlink)</i> <i>VetSkill Remote Invigilation Policy</i> <i>Example of OSCE borderline regression</i> <i>Example of centre IQA Sampling Plan</i> <i>Example of centre IQA Sampling Plan</i> <i>Example of EQA assessment sampling of practical skills</i> <i>Example of EQA assessment sampling of assignments</i> <i>Example of assignment IQA sampling plan</i> <i>Example of centre IQA Sampling Strategy - Assignments</i> <i>Example of centre assignment moderation report</i> <i>Example of centre Risk Rating Spreadsheet</i> <i>All VetSkill Centre percentage sampling</i> <i>Example of reduction in sampling request</i> <i>Synoptic Assignment Standardisation meeting</i> <i>VN01 & VN04 Assignment standardisation meeting</i> <i>Example of centre unannounced exam audit</i> <i>Example of centre unannounced exam audit</i></p> <p>Evidence was provided that VetSkill moderates IQA practices across the full range of assessments. Good evidence was provided of the plagiarism procedure in action.</p> <p>There are clear instructions for all examiners, who undergo initial training when they commence their roles and annual standardisation to ensure parity of assessment preparation and marking.</p> <p>Quality assurance activities extend to all events and include sampling of examiner decisions.</p> <p>The panel were shown the written question bank and had an extensive discussion regarding examination paper standard setting and analysis. The panel were satisfied the processes are well understood by the staff and being instigated correctly to ensure the integrity of each examination event. There was also clear evidence of careful safeguarding of sensitive data such as password protected electronic files and allowance for confidentiality in-event such as secure areas for documentation and good privacy screening for stations via the use of mobile acoustic panels.</p>			
5.11	<p>Mechanisms are in place to minimise bias in all assessments. <i>Evidence reviewed:</i> <i>Centre guidance on minimising bias</i></p>	✓		

	<p><i>Example of centre Policy on Addressing Confirmation Bias in Assessments</i></p> <p><i>EQA report demonstrating auditing on minimising bias</i></p> <p><i>Example of centre Quality Monitoring report 2024</i></p> <p><i>Examples of centre Conflict of Interest records and policies</i></p> <p><i>Example of centre Assignment sampling report</i></p> <p><i>Example of centre IQA Strategy</i></p> <p><i>Example of centre Assignment sampling plan</i></p> <p><i>VN05 Formative IQA Report</i></p> <p><i>Staff 1CPD records</i></p> <p><i>VetSkill Academic Honesty Training for centres</i></p> <p><i>VetSkill Clinical Supervisor Handbook</i></p> <p><i>VN01 Assignment pack</i></p> <p><i>VetSkill EQA Manual</i></p> <p><i>VN04 Assignment Pack</i></p> <p><i>VN07-08-09 Synoptic Assignment Pack</i></p> <p><i>VetSkill IQA guide for centres</i></p> <p><i>VetSkill CASS Strategy</i></p> <p><i>VetSkill Remote Invigilation Policy</i></p> <p><i>VetSkill Assessor OSCE Handbook</i></p> <p><i>VN01 & VN04 Assignment standardisation meeting</i></p> <p><i>VetSkill Conflict of Interest Policy</i></p> <p><i>VetSkill Conflict of Interest Matrix</i></p> <p><i>Example of Conflict of Interest Management Form</i></p> <p><i>Example of centre Assessment moderation report</i></p> <p>The panel were presented with a range of evidence to assure them that significant effort is undertaken to minimise bias in assessment. This included monitoring of assessment strategy and standardisation at delivery sites, routine evaluation of assessors and assessments, staff training including standardisation and unconscious bias training. Guidance on minimising bias is provided to all delivery sites.</p>			
5.12	<p>Adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>Example of centre ASR report 2024</i></p> <p><i>Centre evidence of support and adjustment to address action</i></p> <p><i>Excerpt from VetSkill RA log</i></p> <p><i>Reasonable adjustment outcome from</i></p> <p><i>Reasonable Adjustment request</i></p> <p><i>Reasonable Adjustment supporting evidence</i></p> <p><i>Reasonable Adjustment supporting evidence</i></p> <p><i>Reasonable Adjustment Outcome</i></p> <p><i>VS Equity, Diversity and Inclusion Policy (hyperlink)</i></p> <p><i>VetSkill Fitness to Practise Policy</i></p>	✓		

	<p><i>Example of centre Fitness to Practise Policy</i> <i>VS Reasonable Adjustment Policy</i> <i>Example of centre staff CPD demonstrating training in equality, diversity and inclusion</i> <i>Example of centre Equality, Diversity and Inclusion Policy</i> <i>Example of centre P&P Audit report 2024</i> <i>Example of centre Inclusive Learning Policy and Procedure</i> <i>Example of centre FREDIE Policy</i> <i>Example of centre QMV Report 2024</i> <i>Examples of Reasonable Adjustment Request, Outcomes, Feedback and Supporting Evidence</i> <i>VetSkill query following receipt of RA request</i> <i>Reasonable Adjustments Records</i> <i>Dissemination of approved reasonable adjustments to OSCE assessors</i> <i>Ofqual Statement of Compliance - provision of RA's</i> <i>Example of reasonable adjustment outcome</i> <i>Example of reasonable adjustment request</i> <i>Minutes from meeting regarding reasonable adjustments</i> <i>Examples of reasonable adjustment outcome</i></p> <p>VetSkill presented evidence and provided explanations during discussions regarding its RA process. The panel were impressed with the commitment to this process and were assured that learners are able to access RAs that suit their needs, whilst still ensuring that assessments continue to be fair and robust.</p>			
5.13	<p>Students' self-reflections contribute to, and are evidenced in, assessments.</p> <p><i>Evidence reviewed:</i> <i>Example of learner reflection</i> <i>Witness statement to complement learner reflection</i> <i>Example of learner reflection</i> <i>Reflective case feedback</i> <i>Example of assessed reflective case log</i> <i>Example of feedback for reflective case log and essay to include learner reflection</i> <i>IQA activity for reflective case logs</i> <i>EQA activity for reflective case logs</i> <i>VetSkill Clinical Supervisor Handbook</i> <i>VetSkill Centre Handbook</i> <i>Centre Example of Learner PB Evaluation</i> <i>Example of Centre ASR Portfolios 2024</i> <i>VetSkill Centre Handbook (Equine)</i> <i>VetSkill Professional Behaviour Evaluation Template</i> <i>VN07-08-09 Synoptic Assignment Pack</i> <i>VN01 Assessor Assignment Feedback sheet</i></p>	✓		

	<p><i>EVN04 Assignment feedback sheet</i> <i>VN07-08-09 Synoptic Assignment feedback sheet</i> <i>VetSkill IQA Standardisation 2024</i> <i>Synoptic Assignment Standardisation meeting</i></p> <p>The requirement for self-reflection has been strengthened in the updated qualification and it is incorporated as part of assessment for Unit VN01. It features heavily in the <i>Centre Handbook</i>, providing direction and advice to delivery site staff and is also included as part of the audit process when EQAs visit the delivery sites. This ensures IQAs are monitoring CS management of learner reflection in DOS recording platforms.</p>			
5.14	<p>There is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> <i>VetSkill Centre Handbook</i> <i>RCVS DOS, DOC & PB mapping document</i> <i>VetSkill Centre Handbook (Equine)</i> <i>VetSkill Professional Behaviour Evaluation Template</i></p> <p>This requirement has been met.</p>	✓		
5.15	<p>Ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen (closed book) examination as an element of the assessment strategy.</p> <p><i>Evidence reviewed:</i> <i>VetSkill Centre Handbook</i> <i>VetSkill VN student survey results</i> <i>VetSkill Centre Handbook (Equine)</i> <i>VN01 Sample MCQs (CA)</i> <i>VN04 Sample MCQs (CA)</i> <i>VN08 Sample MCQs (CA)</i> <i>EVN04 Sample MCQs</i> <i>VTEC L3 VN (Equine) MCQ Assessment Guidance</i> <i>All centre pass rate data (legacy qualification)</i> <i>All centre pass rate data (equine legacy qualification)</i> <i>All centre pass rate data OSCEs</i> <i>All centre pass rate data (VTEC qualification)</i> <i>All centre pass rate data (equine VTEC qualification)</i></p> <p>All units that address the DOC incorporate an unseen (closed book) element within the assessment strategy.</p>	✓		
Conclusion:				

The panel found that VetSkill has used a combination of effective recruitment of experienced staff, drive to innovate and improve their programme, and objective testing during development, to produce a high quality, fit-for-purpose, and future-facing curriculum. Quality assurance processes are functioning well. Challenges are met with a positive attitude and desire to deliver a helpful and supportive, yet robust, service to the delivery sites.

Innovation and creativity have been combined with careful review and testing to ensure the wide range of assessments are fit for purpose and inclusive.

This standard has been met.

Commendations:

Vetskill is proactive in its review of the curriculum and assessments. There have been some innovative developments made to ensure both remain current and relevant to modern veterinary practice, for example removal of some outdated OSCE stations and the development of a wellbeing OSCE station.

Suggestions:

None.

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			
Accredited education institutions, together with delivery sites and training practices, must:			
Requirements	Met	Part Met	Not Met
6.1 Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses, across both delivery site and practice settings. <i>Evidence reviewed:</i> <i>Example of centre TP Visit Matrix 2023</i> <i>Example of centre TP Database</i> <i>Example of centre IQA Interview</i> <i>Example of centre TP Matrix</i> <i>Examples of centre aTP MoU</i> <i>Example of EQA audit of TP & aTP documentation</i> <i>Example of centre aTP audit</i> <i>Example of centre secondment agreement</i> <i>Example of centre aTP monitoring</i> <i>Example of centre aTP secondment agreement</i> <i>Examples of centre QM audit 2024</i> <i>Example of centre TP Visit report</i> <i>Example of centre Approval report</i> <i>RCVS Centre reports</i> <i>Example of centre QMV report 2024</i> <i>RCVS Centre Approval Reports</i> <i>Example of centre QM Audit 2024</i> <i>Centre Example of Completed TP audit report</i> <i>Centre Example of blank TP audit report</i> <i>Example of centre Approval Visit Report</i> <i>Example of Populated Centre Equipment and Resources Checklist</i> <i>Schedule of VetSkill QM activity 2024 (working doc)</i> <i>Example of centre TP audit doc</i> <i>VetSkill Learner and TP handbook</i> <i>RCVS TP Audit Report</i> <i>Example of centre QMR report</i> <i>Example of centre evidence gathering document</i> <i>Example of centre TP report form</i> <i>Example of centre QM report</i> <i>VetSkill Clinical Supervisor Handbook</i>	✓		

<p> <i>VetSkill Centre Handbook</i> <i>Example of centre QMA Report 2024</i> <i>RCVS DOS Audit Report</i> <i>Populated Approval Visit Report</i> <i>RCVS Centre Audit Report</i> <i>VetSkill Cross Centre Audit Report 2023</i> <i>Example of centre Learner Handbook</i> <i>Example of centre CS Handbook</i> <i>Example of centre TP Handbook</i> <i>RCVS Centre Approval report</i> <i>Example of centre Learner and Practice Handbook</i> <i>Example of centre QMV Report 2024</i> <i>EQA15a 2024</i> <i>Example of centre Equipment Audit</i> <i>Example of centre Approval Visit Planner</i> <i>Example of centre Approval Visit</i> <i>Example of centre Equipment List</i> <i>Examples of centre QMV Report 2024</i> <i>Example of centre TP Renewal</i> <i>Example of centre TP Risk Assessment</i> <i>Example of Learner Interviews Example of centre Equipment Self Audit</i> <i>Centre OSCE Stations</i> <i>Example of centre Clinical Skills Lab (Weblink)</i> <i>Example of centre Learner Experiences (Weblink)</i> <i>Example of centre TP handbook</i> <i>Example of centre MoU</i> <i>Example of centre Secondment</i> <i>Examples of centre Secondment Agreement</i> <i>Example of centre Secondary Centre MoU</i> <i>Example of centre QMR 2024</i> <i>Example of centre QMV Report 2024</i> <i>Sample MoU</i> <i>Example of centre MoU TP-aTP</i> <i>VetSkill EQA Manual</i> <i>Example of centre TP visit evidence gathering</i> <i>Example of centre QMV Report 2024</i> <i>VetSkill Centre Support meeting agenda 2024-25</i> <i>Example of centre QMV report 2023</i> <i>Example of centre Learner Audit Trail 2024</i> <i>Example of centre IQA Procedures Handbook</i> <i>Example of centre QMA report</i> <i>VetSkill Centre Handbook (Equine)</i> <i>VetSkill IQA Standardisation 2023</i> <i>VetSkill IQA Standardisation 2024</i> <i>Example of centre CS support visit</i> </p>			
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	The evidence provided demonstrates a clear audit process and the support in place to ensure clinical learning facilities are adequate to support the teaching and assessment of the RCVS DOS for Veterinary Nurses.			
6.2	<p>Ensure that students are enrolled with the RCVS prior to undertaking clinical practice to comply with legislation.</p> <p><i>Evidence reviewed:</i></p> <p><i>Example of centre and TP Audit RCVS Action Plan Response</i></p> <p><i>VetSkill RCVS Enrolment Comms (multiple)</i></p> <p><i>RCVS Centre reports</i></p> <p><i>RCVS Centre Approval Reports</i></p> <p><i>VetSkill Learner and TP handbook</i></p> <p><i>RCVS TP Audit Report</i></p> <p><i>VetSkill Clinical Supervisor Handbook</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>RCVS DOS Audit Report</i></p> <p><i>Example of centre Learner Handbook</i></p> <p><i>Example of centre CS Handbook</i></p> <p><i>Example of centre TP handbook</i></p> <p><i>RCVS Centre Approval report</i></p> <p><i>Example of centre Learner and Practice Handbook</i></p> <p><i>Example of centre ASR 2024</i></p> <p><i>Example of centre TP Handbook</i></p> <p><i>Example of centre MoU TP-aTP</i></p> <p><i>VetSkill Response re Break in Learning Notification (multiple)</i></p> <p><i>Examples of centre ASR Portfolios 2024</i></p> <p><i>Example of centre ASR 2024</i></p> <p><i>Example of centre QMV Report 2024</i></p> <p><i>VetSkill Centre Handbook (Equine)</i></p> <p>There are clear policies in place to ensure learners are enrolled with the RCVS prior to undertaking clinical practice in compliance with legislation; this is detailed clearly in the relevant handbooks.</p>	✓		
6.3	<p>Ensure students are actively learning and adequately supervised in all clinical learning environments.</p> <p><i>Evidence reviewed:</i></p> <p><i>Examples of centre QM audit 2024</i></p> <p><i>Example of centre TP Visit report</i></p> <p><i>RCVS Centre reports</i></p> <p><i>RCVS Centre Approval Reports</i></p> <p><i>VetSkill Learner and TP handbook</i></p> <p><i>Example of centre QMR report</i></p> <p><i>Example of centre evidence gathering document</i></p> <p><i>Example of centre TP report form</i></p>	✓		

	<p> <i>VetSkill Clinical Supervisor Handbook</i> <i>VetSkill Centre Handbook</i> <i>Example of centre QMA Report 2024</i> <i>RCVS Centre Audit Report</i> <i>VetSkill Cross Centre Audit Report 2023</i> <i>Example of centre CS Handbook</i> <i>Example of centre TP Handbook</i> <i>Examples of Learner Interviews</i> <i>Examples of centre QMV Report 2024</i> <i>Example of centre TP Risk Assessment</i> <i>Example of centre TP handbook</i> <i>Examples of centre CS Interview 2024</i> <i>Example of centre MoU</i> <i>Example of centre Learner Interview 2024</i> <i>Example of centre Progress Review Learner 1</i> <i>Sample MoU</i> <i>Example of centre MoU TP-aTP</i> <i>Example of centre Learner Interview</i> <i>Example of centre QMV Report</i> <i>Example of centre TP visit evidence gathering</i> <i>Example of centre QMV Reports 2023 & 2024</i> <i>Example of centre Learner Audit Trail 2024</i> <i>Example of centre IQA Procedures Handbook</i> <i>VetSkill Centre Handbook (Equine)</i> <i>VetSkill IQA Standardisation 2024</i> <i>Examples of CS observation</i> <i>Example of centre aTP audit</i> <i>Example of centre IQA Sampling Plan (Working Document)</i> </p> <p> The evidence provided demonstrates that learners are adequately supervised and actively learning. This is supported by the audit evidence, reports, and discussions had during the visit. </p>			
6.4	<p> Ensure clinical learning environments are provided for every student; these must be allocated for placement students. Clinical training must be undertaken within a RCVS listed training practice or auxiliary training practice, for a minimum duration of hours as stipulated in the RCVS Veterinary Nurse Registration Rules. </p> <p> <i>Evidence reviewed:</i> <i>Example of centre Learner Audit Trail</i> <i>Example of centre IQA Sampling Plan (Working Document)</i> <i>Example of centre Learner Interview Template</i> <i>Example of centre QM audit 2024</i> <i>Example of centre TP Visit report</i> <i>Example of centre QM Audit 2024</i> <i>Example of centre Approval report</i> </p>	✓		

<p> <i>RCVS Centre reports</i> <i>RCVS Centre Approval Reports</i> <i>VetSkill Learner and TP handbook</i> <i>RCVS TP Audit Report</i> <i>Example of centre QMR report</i> <i>Example of centre evidence gathering document</i> <i>Example of centre TP report form</i> <i>VetSkill Clinical Supervisor Handbook</i> <i>VetSkill Centre Handbook</i> <i>Example of centre QMA Report 2024</i> <i>RCVS DOS Audit Report</i> <i>RCVS Centre Audit Report</i> <i>RCVS Action Plan Response</i> <i>Examples of centre TP handbook</i> <i>Example of centre CS Handbook</i> <i>Example of centre Class Forum</i> <i>Examples of centre QMV Report 2024</i> <i>Example of Learner Interviews</i> <i>Example of centre QMR 2024</i> <i>Sample MoU</i> <i>Example of centre MoU TP-aTP</i> <i>Example of centre Learner Interview</i> <i>Example of centre TP visit evidence gathering</i> <i>Example of centre QMV reports 2023 & 2024</i> <i>Example of centre Learner Audit Trail 2024</i> <i>Example of centre IQA Procedures Handbook</i> <i>Example of centre QMA report</i> <i>VetSkill Centre Handbook (Equine)</i> <i>Examples of centre Y1 & Y2 SOW</i> <i>VetSkill IQA Standardisation 2024</i> </p> <p> All learners are working within an RCVS listed TP or aTP. The hours completion is audited by VetSkill prior to entry to the OSCEs to ensure compliance with the RCVS Veterinary Nurse Registration Rules. It is the responsibility of the delivery site to monitor learner hours being completed in training practices. </p> <p> It was noted by the panel that some student hours were significantly above the RCVS registration requirement, with some students accruing between 4000 and 5000 hours. This is in line with the Skills England Apprenticeship Standard which has a typical duration of 36 months. It was noted that one learner accumulated 12 days of sickness absence during a 12-month period, which is higher than the national average. Whilst it is appreciated that some students may be on programme longer than the expectation and sickness cannot be planned, the panel recommends that should a delivery site note a concerning number of </p>			
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	hours being worked, or absence being recorded, supportive review mechanisms can be initiated.			
6.5	<p>All students must have sufficient time within the programme to achieve the RCVS Veterinary Nurse Registration Rules hours requirement, with the opportunity for contingencies if required.</p> <p><i>Evidence reviewed:</i></p> <p><i>Qualification Extension Communications</i></p> <p><i>OSCE Entry Form CA</i></p> <p><i>OSCE Entry Form EQ</i></p> <p><i>VetSkill OSCE Dates (Weblink)</i></p> <p><i>VetSkill Dual Registration option</i></p> <p><i>Qualification Extension Communications</i></p> <p><i>Example of centre QM Audit 2024</i></p> <p><i>Example of centre Approval report</i></p> <p><i>RCVS Centre reports</i></p> <p><i>RCVS Centre Approval Reports</i></p> <p><i>Example of centre Class Forum 2024</i></p> <p><i>Example of centre Learner and Practice Handbook</i></p> <p><i>Example of centre Learner Handbook</i></p> <p><i>VetSkill Learner and TP handbook</i></p> <p><i>VetSkill Clinical Supervisor Handbook</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>Example of centre QMA Report 2024</i></p> <p><i>Example of centre QMV Report 2024</i></p> <p><i>Example of centre TP Handbook</i></p> <p><i>Examples of centre Fitness to Study Policies</i></p> <p><i>Example of centre P&P Report 2022 & 2023</i></p> <p><i>Example of centre Learner Interview</i></p> <p><i>Example of centre QMV report 2023</i></p> <p><i>VetSkill Cross Centre Audit 2024</i></p> <p><i>VetSkill Centre Handbook (Equine)</i></p> <p><i>Example of centre Y1 & Y2 SOW</i></p> <p><i>VetSkill IQA Standardisation 2024</i></p> <p>Learners have sufficient time within the programme completion to meet the hour requirements as per the RCVS Veterinary Nurse Registration Rules.</p>	✓		
6.6	<p>Ensure all students are allocated a clinical supervisor responsible for confirming competency in the 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> <p><i>Example of centre CS support visit</i></p>		✓	

<p> <i>Examples of centre QM audit 2024</i> <i>Example of centre TP Visit report</i> <i>Example of centre Approval report</i> <i>RCVS Centre reports</i> <i>RCVS Centre Approval Reports</i> <i>Centre Example of Completed TP Monitoring</i> <i>VetSkill Learner and TP handbook</i> <i>RCVS TP Audit Report</i> <i>Example of centre QMR report</i> <i>Example of centre evidence gathering document</i> <i>Example of centre TP report form</i> <i>Example of centre QMA Report 2024</i> <i>VetSkill delivery of CS standardisation</i> <i>RCVS DOS Audit Report</i> <i>Example of centre CS interview record</i> <i>VetSkill Clinical Supervisor Handbook</i> <i>VetSkill Centre Handbook</i> <i>RCVS Centre Audit Report</i> <i>VetSkill Cross Centre Audit Report 2023</i> <i>Example of centre CS Handbook</i> <i>Example of centre TP Handbook</i> <i>Example of Learner Interview 2024</i> <i>RCVS Centre Approval report</i> <i>Example of centre Class Forum 2024</i> <i>Example of centre CS Standardisation Booklet</i> <i>Example of centre CS Initial Training</i> <i>Example of centre Learner and Practice Handbook</i> <i>Examples of centre QMV Report 2024</i> <i>Example of centre TP Risk Assessment</i> <i>Examples of learner Interviews</i> <i>Examples of centre CS Interviews 2024</i> <i>Example of centre MoU</i> <i>Example of centre QMR 2024</i> <i>Example of centre CS Updates</i> <i>Example of centre Learner Interview 2024</i> <i>Example of centre Progress Review Learner 1</i> <i>Example of centre MoU TP-aTP</i> <i>Sample MoU</i> <i>Example of centre Learner Interview</i> <i>Example of centre CS training records (July 2024)</i> <i>Example of centre TP visit evidence gathering</i> <i>Examples of centre QMV Reports 2023 & 2024</i> <i>Example of centre Clinical Supervisor Training Presentation</i> <i>VetSkill Centre Support meeting agenda 2024-25</i> <i>Example of centre Learner Audit Trail 2024</i> <i>Example of centre IQA Procedures Handbook</i> </p>			
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	<p> <i>Example of centre QMA report</i> <i>Centre networking session correspondence</i> <i>Centre networking session - CS Training</i> <i>VetSkill Centre Handbook (Equine)</i> <i>VetSkill IQA Standardisation 2023 & 2024</i> <i>Examples of CS observations</i> <i>Examples of centre IQA Sampling Plans</i> <i>Example of centre IQA Interview</i> <i>Example of centre aTP audit</i> <i>Example of centre and TP Audit RCVS Action Plan Response</i> <i>Example of centre Learner Audit Trail</i> <i>Example of centre IQA Sampling Plan (Working Document)</i> </p> <p> Learners are allocated a CS in practice which is overseen by the delivery sites. Delivery sites are expected to adhere to the VetSkill handbooks and policies ensuring CS are attending annual standardisation and having risk-based observations. However, in the evidence provided and at the TP visits, it was clear that not all CS had attended annual standardisation as per the VetSkill policy and it was not clear that risk-based clinical supervisor observations were consistently undertaken. </p>			
6.7	<p> Maintain accurate records of student clinical learning environment attendance and when applicable, provide these to the RCVS. </p> <p> <i>Evidence reviewed:</i> <i>RCVS Record of VN Training Learners 1,2,3 & 4.</i> <i>Example of centre QM Audit 2024</i> <i>RCVS Centre reports</i> <i>RCVS Centre Approval Reports</i> <i>Example of centre QM Audit 2024</i> <i>RCVS TP Audit Report</i> <i>Examples of centre QMR report</i> <i>Example of centre TP report form</i> <i>Example of centre QMA Report 2024</i> <i>VetSkill Cross Centre Audit Report 2023</i> <i>Example of centre TP Handbook</i> <i>RCVS Centre Approval report</i> <i>Example of centre Learner Handbook</i> <i>Example of centre Learner Induction .ppt</i> <i>Example of centre TP Handbook</i> <i>Example of centre Progress Review Learner 1</i> <i>Example of centre MoU TP-aTP</i> <i>Example of centre QMV report 2023</i> <i>Example of centre IQA Procedures Handbook</i> <i>Example of centre QMA report</i> <i>VetSkill IQA Standardisation 2024</i> </p>	✓		

	The evidence submitted supports that learner's records of attendance are monitored, with the relevant requirements clearly outlined in the handbook.			
6.8	<p>Ensure there is sufficient TP support available for all recruited students.</p> <p><i>Evidence reviewed:</i></p> <p><i>Examples of centre TP Databases</i></p> <p><i>Example of centre QM audit 2024</i></p> <p><i>Example of centre Approval report</i></p> <p><i>RCVS Centre reports</i></p> <p><i>RCVS Centre Approval Reports</i></p> <p><i>Example of centre QMR report</i></p> <p><i>Example of centre evidence gathering document</i></p> <p><i>Example of centre TP report form</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>VetSkill delivery of CS standardisation</i></p> <p><i>RCVS Action Plan Response</i></p> <p><i>Examples of centre QMV Reports 2024</i></p> <p><i>Example of centre MoU</i></p> <p><i>Example of centre Secondment</i></p> <p><i>Examples of centre Secondment Agreements</i></p> <p><i>Example of Secondary Centre MoU</i></p> <p><i>Example of centre QMR 2024</i></p> <p><i>Example of centre QMV Report 2023 & 2024</i></p> <p><i>VetSkill Centre Handbook (Equine)</i></p> <p><i>Example of centre TP Visit Matrix 2023</i></p> <p><i>Example of centre TP Database</i></p> <p><i>Example of centre IQA Sampling Plan (Working Document)</i></p> <p>There are sufficient TPs and aTPs available for learners across the UK. Those in aTPs are regularly monitored and supported; guidelines on the use of aTPs and secondments are clear.</p>	✓		
6.9	<p>Ensure the TP or aTP is an RCVS listed practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>Example of centre TP Visit report</i></p> <p><i>Example of centre Approval report</i></p> <p><i>RCVS Centre Approval Report</i></p> <p><i>Centre Example of Completed TP Monitoring</i></p> <p><i>VetSkill Learner and TP handbook</i></p> <p><i>RCVS TP Audit Report</i></p> <p><i>Example of centre QMR report</i></p> <p><i>Example of centre evidence gathering document</i></p> <p><i>Example of centre TP report form</i></p> <p><i>VetSkill Clinical Supervisor Handbook</i></p> <p><i>VetSkill Centre Handbook</i></p>	✓		

	<p> <i>Example of centre Learner Handbook</i> <i>Examples of centre QMV Reports 2024</i> <i>Example of centre TP handbook</i> <i>Example of centre MoU</i> <i>Example of centre TP visit evidence gathering</i> <i>Examples of centre QMV Reports 2023 & 2024</i> <i>Example of centre Learner Audit Trail 2024</i> <i>Example of centre IQA Procedures Handbook</i> <i>VetSkill Centre Handbook (Equine)</i> <i>VetSkill IQA Standardisation 2024</i> <i>Example of centre TP Visit Matrix 2023</i> <i>Example of centre TP Database</i> <i>Example of centre TP Matrix</i> <i>Example of EQA audit of TP & aTP documentation</i> <i>Example of centre aTP audit</i> <i>Example of centre Learner Audit Trail</i> <i>Example of centre IQA Sampling Plan (Working Document)</i> <i>Examples of centre TP Databases</i> </p> <p>The evidence provided supports that all TPs and aTPs are RCVS listed practices.</p>			
6.10	<p> Ensure that use of TPs not affiliated to the AEI is agreed with the primary AEI, and a robust memorandum of understanding (MOU) is in place with the TP. </p> <p> <i>Evidence reviewed:</i> <i>Example of centre Action Plan Response</i> <i>Example of secondary centre comms</i> <i>Example of centre Approval report</i> <i>RCVS Centre reports</i> <i>RCVS Centre Approval Report</i> <i>RCVS TP Audit Report</i> <i>Example of centre QMR report</i> <i>Example of centre evidence gathering document</i> <i>Example of centre TP report form</i> <i>VetSkill Centre Handbook</i> <i>VetSkill Cross Centre Audit Report 2023</i> <i>Example of centre QMV Report 2024</i> <i>Example of centre MoU</i> <i>Example of centre QMA report</i> <i>VetSkill Centre Handbook (Equine)</i> <i>VetSkill IQA Standardisations 2023 & 2024</i> <i>Example of centre and TP Audit RCVS Action Plan Response</i> </p>	✓		

	The evidence provided demonstrates how non-affiliated TPs are authorised for use and are supported by each delivery site, with a clear agreement in place.			
6.11	<p>Ensure clinical learning experiences are adapted to the student's stage of learning, competences, and programme outcomes.</p> <p><i>Evidence reviewed:</i></p> <p><i>Examples of centre QM audits 2024</i></p> <p><i>Example of centre TP Visit report</i></p> <p><i>RCVS Centre reports</i></p> <p><i>Centre Example of Completed TP Monitoring</i></p> <p><i>VetSkill Learner and TP handbook</i></p> <p><i>Example of centre QMR report</i></p> <p><i>Example of centre evidence gathering document</i></p> <p><i>Example of centre TP report form</i></p> <p><i>RCVS DOS Audit Report</i></p> <p><i>VetSkill Clinical Supervisor Handbook</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>Example of centre CS Handbook</i></p> <p><i>Example of Learner Interview 2024</i></p> <p><i>Example of centre CS Standardisation Booklet</i></p> <p><i>Example of centre CS Initial Training</i></p> <p><i>Example of centre Learner Handbook</i></p> <p><i>Example of centre QMV Report 2024</i></p> <p><i>Example of centre TP Risk Assessment</i></p> <p><i>Examples of Learner Interviews</i></p> <p><i>Example of centre QMV Report 2024</i></p> <p><i>Example of centre TP Handbook</i></p> <p><i>Example of centre Apr '24 Yr 1 VN02 SoW & VN03 SoW</i></p> <p><i>Example of centre Timetable</i></p> <p><i>Examples of centre CS Interviews 2024</i></p> <p><i>Example of centre QMR 2024</i></p> <p><i>VetSkill DOS Recording Platform FAQ</i></p> <p><i>Example of centre Progress Review Learner 1</i></p> <p><i>Example of centre RA Procedure for TP</i></p> <p><i>Example of centre RA Procedure for TP Audit Feedback</i></p> <p><i>Example of centre MoU TP-aTP</i></p> <p><i>Example of centre Learner Interviews</i></p> <p><i>Examples of centre QMV Reports</i></p> <p><i>Example of centre QMA 2024</i></p> <p><i>Example of centre TP visit evidence gathering</i></p> <p><i>Example of centre Clinical Supervisor Training Presentation</i></p> <p><i>Examples of centre Learner Audit Trails (multiple)</i></p> <p><i>Example of centre IQA Procedures Handbook</i></p> <p><i>VetSkill Centre Handbook (Equine)</i></p>	✓		

	<p>Clinical learning experiences are tailored to meet individual learning needs that consider aspects such as RAs and learning requirements. Reports and interviews submitted as evidence supports this; examples included providing quiet and private places to work being made available, more regular structured tutorials and RA to OSCEs being upheld to support a learner with an underlying health condition.</p>			
6.12	<p>The veterinary team contribute to the learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i></p> <p><i>Example of centre Summative Report</i></p> <p><i>Dashboard excerpt relating to actions closure</i></p> <p><i>RCVS Centre Approval Report</i></p> <p><i>Example of centre Completed TP Monitoring</i></p> <p><i>VetSkill Learner and TP handbook</i></p> <p><i>Example of centre QMR report</i></p> <p><i>Example of centre evidence gathering document</i></p> <p><i>Example of centre TP report form</i></p> <p><i>VetSkill Centre Handbook</i></p> <p><i>Clinical Supervisor feedback referencing CoPC</i></p> <p><i>Learner summative sampling report</i></p> <p><i>VetSkill delivery of CS standardisation</i></p> <p><i>Example of centre CS interview record</i></p> <p><i>VetSkill Cross Centre Audit Report 2023</i></p> <p><i>Example of centre CS Handbook</i></p> <p><i>Example of centre TP Handbook</i></p> <p><i>Examples of centre Learner Interviews (multiple)</i></p> <p><i>Example of centre CS Standardisation Booklet</i></p> <p><i>Example of centre Learner and Practice Handbook</i></p> <p><i>Example of centre Learner Handbook</i></p> <p><i>Example of centre QMV Report 2024</i></p> <p><i>Example of centre TP Risk Assessment</i></p> <p><i>Examples of Learner Interviews</i></p> <p><i>Example of centre ASR 2024</i></p> <p><i>Example of centre TP handbook</i></p> <p><i>Examples of centre CS Interviews 2024</i></p> <p><i>Learner Portfolios with Witness Testimonies</i></p> <p><i>Example of centre QMR 2024</i></p> <p><i>Example of centre CS Updates</i></p> <p><i>Sample MoU</i></p> <p><i>Centre Example of Learner PB Evaluation</i></p> <p><i>Examples of centre ASR Portfolios 2024</i></p> <p><i>Example of centre TP visit evidence gathering</i></p> <p><i>Example of centre IQA Procedures Handbook</i></p> <p><i>Example of centre IQA Handbook</i></p> <p><i>VetSkill Centre Handbook (Equine)</i></p>	✓		

	<p><i>Example of centre and TP Audit RCVS Action Plan Response</i></p> <p>VetSkill staff are involved in ensuring all delivery sites are supported with readily available access to online platforms containing VetSkill policies and guidelines to support delivery sites, TPs, and learners on the programmes.</p> <p>VetSkill visits and audits to TPs ensure veterinary staff have access to these policies and are aware of the learning requirements of their learners. TP audits demonstrate that learners have access to qualified veterinary staff including a CS and submitted learner interviews evidence that learners feel supported with appropriate access to equipment and staff.</p>			
<p>Conclusion:</p> <p>Vetskill has demonstrated that learners are provided with safe, effective, and inclusive learning experiences where the diverse needs of learners are considered. Each clinical learning environment has the governance and resources needed to deliver education and training. Learners actively participate in their own education, learning from a range of people across a variety of settings.</p> <p>This standard has been met.</p>				
<p>Suggestions:</p> <p>6.4 – Ensure that where delivery sites note a concerning number of hours being worked, or absence being recorded, supportive review mechanisms are in place to support learner wellbeing in line with organisational ethos.</p> <p>Actions:</p> <p>6.6 – Evidence that delivery sites are effectively monitoring clinical supervisor’s compliance with the Vetskill policies regarding attendance at annual standardisation sessions and are routinely observed in the TPs.</p>				