

Veterinary Nurses Council

Agenda for meeting to be held on Wednesday 13 November 2019 at 10.30am

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|----|---|----------------|
| 1. | Apologies for absence | |
| 2. | Declarations of interest | |
| 3. | Obituaries | Oral report |
| 4. | Minutes of meeting held on 11 September 2019 | Paper attached |
| 5. | Matters arising | |
| 6. | Update on operational matters | Paper attached |

Matters for decision by VN Council and reports from Committees

- | | | |
|----|--|----------------|
| 7. | Accreditation Standards for Veterinary Nursing Licence to Practise qualifications | Paper attached |
| 8. | VN Education Committee
Minutes of meeting held on 14 October 2019 | Paper attached |
| 9. | Continuing Professional Development | |
| | 9.1 CPD Audit 2019 | Paper attached |
| | 9.2 Update from CPD Working Party and demonstration of 1CPD App | Paper attached |

Matters of note

- | | | |
|-----|---|----------------|
| 10. | Reports from RCVS Committees | |
| | 10.1 VN Preliminary Investigation Committee | Paper attached |
| | 10.2 Standards Committee | Oral report |
| | 10.3 VN Disciplinary Committee | Oral report |
| | 10.4 Practice Standards Group | Oral report |

- .11. **Period of Supervised Practice (PSP) report** Paper attached
- .12. **Communications report** Oral report
- .13. **Any other business**
- .14. **Date of next meeting**
Wednesday 12 February 2020 at 10.30am

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November 2019
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Meeting	Veterinary Nurses Council
Date	13 November 2019
Title	Veterinary Nurses Council Minutes September 2019
Classification	Unclassified
Summary	Minutes of the meeting of Veterinary Nurses Council (VNC) held on 11 September 2019
Decisions required	None
Attachments	None
Author	Annette Amato Committee Secretary 0207 202 0713 a.amato@rcvs.org.uk

Veterinary Nurses Council

Minutes of the meeting held on 11 September 2019

Members:	*	Mrs Belinda Andrews-Jones	
		Miss Alison Carr	
	*	Ms Elizabeth Cox	
		Miss Jane Davidson	
	*	Mr Dominic Dyer	
		Dr Joanna Dyer	
		Ms Wendy Drinkwater	
		Ms Lucie Goodwin	
		Mrs Susan Howarth	
		Mrs Andrea Jeffery	by teleconference
		Mrs Katherine Kissick	
		Miss Racheal Marshall	- Chair
	*	Professor Susan Proctor	
	*	Mr Matthew Rendle	- Vice-Chair

In attendance:		Mrs Annette Amato	- Committee Secretary
		Mr Luke Bishop	- Senior Communications Officer
		Mrs Julie Dugmore	- Director of Veterinary Nursing
		Ms Eleanor Ferguson	- Registrar
		Mrs Victoria Hedges	- Examinations Manager
		Mrs Lily Lipman	- Senior Practice Standards Manager
		Ms Lizzie Lockett	- Chief Executive
		Mr Ben Myring	- Policy and Public Affairs Manager
		Mrs Jenny Soreskog Turp	- Senior Education Officer

Apologies and welcome

1. Apologies for absence were received from Belinda Andrews-Jones, Elizabeth Cox, Dominic Dyer, Susan Proctor and Matthew Rendle. The Chair welcomed Jane Davidson to her first meeting of Council.

Declarations of interest

2. There were no new declarations of interest.

Obituaries

3. Obituaries had been circulated for Louise O'Dwyer RVN and Lorraine Allan MRCVS. Council stood to observe a minute's silence for all members and associates of the College who had passed away since the last meeting.

Minutes of the meeting held on 8 May 2019

4. The Minutes of the meeting held on 8 May 2019 were accepted as a correct record.

Matters arising

5. **Online Leadership Programme.** It was reported that the two courses of the first open programme had attracted 2,268 and 2,794 learners respectively. Approximately two-thirds of the learners have been veterinary surgeons, and a fifth veterinary nurses. It is not possible to provide exact figures as the demographics and research questions are optional.

Update on operational matters

6. Council noted the CEO update reports which had been provided to RCVS Council at its May and September meetings. In response to queries, the CEO confirmed the following:
7. Training for the pilot of the reflective practice model – Schwartz Rounds - has taken place with representatives of a group of veterinary schools and practices; and it was intended that there would be a live Schwartz Rounds event at the British Small Animal Veterinary Association (BSAVA) Congress in April, with further activities going forward.
8. It was noted that the Extra Mural Studies (EMS) placements at the RCVS and the Mind Matters student mental health roundtable had only been open to veterinary students, and it was requested that thought be given to expanding these to include VN students where possible. The CEO said that if the vet student roundtable (23 September) was successful, then a VN version was planned. The Director of VN said she would look into EMS opportunities at the RCVS although this was more tricky for VN students in terms of where it would fit into their studies.

Action: Director of Veterinary Nursing
9. The CEO amplified on the activities of the Diversity and Inclusion Group, and it was noted that this group included veterinary nurse representation through the British Veterinary Nursing Association (BVNA) and the RCVS Director of VN. The CEO offered to share the work plan with any Council members who wished to see it, and to consider ways in which Council could assist.
10. A brief update was provided on the Estate Strategy, and it was confirmed that Katherine Kissick is the VN Council representative on this group.

VN Education Committee (VNEC)

11. Susan Howarth, Chair of the VNEC, presented the report of the meeting held on 24 July 2019, and

highlighted the following points:

12. The Committee had considered a number of accreditation and re-accreditation reports, and had granted accreditation or reaccreditation to the following programmes, subject to action plans and quality monitoring.
 - Royal Agricultural University - FdSc Veterinary Nursing delivered by Plumpton College
 - University of Chester – FdSc Veterinary Nursing delivered by Reaseheath College
 - Hartpury University
 - Bachelor of Science Degree with Honours with integrated placement year in Veterinary Nursing
 - Bachelor of Science Degree with Honours with integrated placement year in Equine Veterinary Nursing
 - Bachelor of Science Degree Ordinary with integrated placement year in Veterinary Nursing
 - Bachelor of Science Degree Ordinary with integrated placement year in Equine Veterinary Nursing
 - Diploma in Professional Studies in Veterinary Nursing
 - Diploma in Professional Studies in Equine Veterinary Nursing
 - Middlesex University – BSc(Hons) Veterinary Nursing and BSc(Hons) Veterinary Nursing with foundation year
13. The Committee had granted accreditation to Harper Adams University for the post-qualification Certificates in Advanced Veterinary Nursing to be run in four separate disciplines, with a Level 6 Graduate Certificate and a Level 7 Postgraduate Certificate in each discipline.

Reports from RCVS Committees

Registered Veterinary Nurse Preliminary Investigation Committee (RVN PIC)

14. Council noted the report on the work of the RVN Preliminary Investigation Committee since the last meeting of VN Council.

Standards Committee

15. The Registrar provided a brief update on the meeting of the Standards Committee held on 9 September. Further amendments have been made to the equine ID regulations, following changes to legislation in Scotland. The Committee had approved the publication of a number of case studies first discussed last autumn, and had reviewed feedback on further case studies relating to informed consent and Schedule 3. It was hoped that these would be published shortly.
16. The Committee had also approved a poster which aimed to try to guide the process of Schedule 3. Discussions had been held in relation to “out of hours” and “under care” as part of the recently-announced review.

VN Disciplinary Committee

17. Council noted the report of the Disciplinary hearing held on 20 and 21 May.

Practice Standards Scheme (PSS)

18. The Senior Practice Standards Manager presented an update report on the Practice Standards Scheme, and added that since 2015 there had been a 22% growth in the number of practices in the scheme. The RCVS has employed an external digital marketing agency to create a public-facing campaign, with a view to raising awareness of the Practice Standards Scheme amongst the animal owning public. It was hoped that this would be rolled out with a pilot at the BVNA Congress in October. The PSS Awards ceremony would also be held at the BVNA Congress on 11 October, and the PSS Lead Assessor would be running a Stanley workshop refresher session.
19. In regard to a point raised on the issue of including veterinary nurses as Practice Standards Assessors, the Registrar reiterated that this had been agreed in principle but that further work needed to be done as to how it would work in practice, and would require a change to the current rules. This issue had not been forgotten and was on the agenda for future meetings of the Practice Standards Group, which in turn reports to the Standards Committee and then to RCVS Council. It was noted that at present, there is a full complement of PSS assessors. Council requested that an indication of the timelines involved in this process should be provided, together with regular updates, so they were kept in the picture.

Action: PSS Manager

Communications report

20. The Senior Communications Officer reported on a number of recent and forthcoming activities.
21. **Recent activities.** During the summer, the RCVS had attended public-facing events including the Royal Highland Show and Countryfile Live in Yorkshire. At Countryfile Live, the RCVS stand had included a student veterinary nurse from the nearby Askham Bryan College, who had been a real asset to the event.
22. **Forthcoming events.** Three major College-led events were due to take place in the next few weeks; RCVS Fellowship Day on 20 September, the Mind Matters Initiative Research Symposium on 24 September, and the ViVet Innovation Symposium on 1 October.
23. The RCVS stand at the BVNA Congress in October would promote the PSS Awards, the Schedule 3 delegation poster and the new CPD policy and App. Veterinary Nurses Day would be held at London Zoo on 17 October, and the guest speaker would be Hayley Walters RVN, recipient of the Golden Jubilee award in 2014.
24. The nomination period for the 2020 RCVS Awards was due to be launched in the next week. The next edition of *VN Education* would be published in December.
25. The Comms team had taken on a new member, in the role of Marketing Communications Manager.

VN Futures

26. The VN Futures Manager delivered a presentation on the work of the VN Futures project, and responded to questions. The CEO added that Vet Futures had been embedded into the RCVS Strategic plan, and it was intended to build VN Futures into the new Strategic Plan, which was under development.
27. It was noted that many actions had been set at the start of the project and that the Board was now focusing on fewer key areas. The first major achievement had been the introduction of the new post-registration framework, which would be promoted and publicised on the RCVS and VN Futures websites. There was a general discussion on how best to engage the profession and it was noted that BVNA had created a Facebook page for VN Futures.

Risk Register

28. There were no additional items identified for addition to the Risk Register.

Date of next meeting

29. Wednesday 13 November 2019 at 10.30am

Meeting	Veterinary Nurses Council
Date	13 November 2019
Title	CEO Update (submitted to RCVS Council 7 November 2019)
Classification	Unclassified
Decisions required	None
Attachments	None
Author	Lizzie Lockett CEO l.lockett@rcvs.org.uk

Summary

The Strategic Plan 2017-19 outlines 39 actions arranged under five ambitions:

- Learning culture
- Leadership and innovation
- Continuing to be a First-rate Regulator
- Global reach
- Our service agenda

This paper outlines progress under each heading; we also update the profession on progress on a regular basis by *RCVS News* (electronic) and social media, and via the veterinary and veterinary nursing media.

The pages to follow cover a range of areas; but in terms of highlights, since the September 2019 meeting of Council (for which the last written report was produced), we have:

- Agreed a Mutual Recognition Agreement with the Veterinary Council of Ireland, to ensure graduates from the Republic of Ireland can register to work in the UK post-EU Exit
- Recruited around 250 vet and vet nurse volunteers to test an early version of the new 1CPD app
- Made a number of appointments, including a new Committee Liaison Officer to help cope with the increased number of committee and Council meetings post Legislative Reform Order, and a new Mind Matters Officer
- Developed guidance to support our new continuing professional development (CPD) policy, and a communications strategy to support implementation from January 2020
- Held a Practice Standards Scheme Awards Ceremony
- Held the second biennial ViVet Innovation Symposium, in Manchester
- Held two major Mind Matters events, a Veterinary Student Mental Health and Wellbeing Roundtable, and our second biennial Veterinary Mental Health Symposium
- Worked with Defra on time-limited guidance to support export certification in the event of no-deal Brexit
- Held our biannual VN Day, welcoming 175 new VNs to the profession and bestowing nine Diplomas in Advanced Veterinary Nursing
- Welcomed new chairs to the Preliminary Investigation and Disciplinary Committees
- Launched the VN retention fee period
- Approved the University of Surrey's veterinary degree
- Attended and held events and workshops at the British Veterinary Nursing Association (BVNA) Congress
- Welcomed 30 new Fellows at the fourth RCVS Fellowship Day, and welcomed John Innes as new Chair of the Fellowship Board
- Opened the nomination period for the 2020 RCVS Awards
- Joint Officers meetings have been held with the British Veterinary Association and with RCVS Knowledge (RCVSK), the latter including a review of the Memorandum of Understanding between RCVSK and RCVS
- Launched the fourth year of the Mind Matters and Society of Practising Veterinary Surgeons Vet Wellbeing Awards

If Council members would like more information on any aspect of our work, please just ask.

Meeting the objectives of our Strategic Plan

Objectives to be tackled year by year are agreed in the November of the preceding year. As we are now in the final year of our current plan, all of the objectives are 'live'. Numbering is as per the 2017-9 Strategic Plan. A draft of the new proposed plan will be discussed at the November 2019 meeting of Council.

A – Learning culture

A1. Establish the extent to which a blame culture is present within the veterinary and veterinary nursing professions, and set a baseline against which any change can be measured, as we move towards a culture where learning and reflection is encouraged

The implementation of our outcomes-based CPD policy, which includes reflective practice, is now underway – see A7 for detail. The Education team is working with the Communications Department to ensure information is easily accessible and we launch the new approach effectively in January 2020.

A2. Develop a series of evidence-based actions that the veterinary team can take to reduce blame culture and ensure a culture of continual learning is established

Working with the Point of Care Foundation (POCF), the charity that delivers Schwartz Round training and support in the UK, we have launched a pilot of this reflective practice model involving a range of different practice types, to see if this approach to developing non-judgemental sharing of the emotional impact of cases can contribute to a learning culture. This was an approach identified as part of the Vet Futures Action Plan and is being run under the Mind Matters Initiative. The first round of training has taken place and Rounds will be starting soon in the pilot practices. A Schwartz Rounds Live event will take place at the British Small Animal Veterinary Association Congress 2020 to showcase how the approach works.

A3. Help to change public expectations around their interactions with veterinary professionals, including around risk, uncertainty and value (VF ambition five, recommendation 27, action M)

Following the RCVS/BVA #petsneedvets social media campaign last year, further work is being scoped out in this area, potentially to include additional information for animal owners that builds on the practice/client relationship poster and leaflets produced earlier this year (see E4, below).

A4. Review the impact of our concerns-handling and disciplinary framework on the mental health and wellbeing of the veterinary professions, and take appropriate actions

An independent research organisation was commissioned to carry out this review. A series of interviews took place with stakeholders such as Vetlife and the Veterinary Defence Society, and some of those who have been through our disciplinary process.

A draft report has been produced by the researchers and will be published as part of the Mind Matters Initiative, allowing the RCVS Professional Conduct Department to respond to the recommendations, alongside other relevant organisations who play a part in supporting those going through our complaints process. It has been reviewed in draft by the Mind Matters Taskforce and the Preliminary Investigation Committee/Disciplinary Committee Liaison Committee. A further iteration went to the PIC/DC Liaison Committee. A paper including the report and our draft responses was discussed by Council at its March meeting. Thereafter Mind Matters Taskforce members were invited to comment on the report and recommendations before publication. Some comments have now been received

and the report will be published before the end of the year, with relevant actions being carried into the new Strategic Plan.

A5. Review the impact of the Mind Matters Initiative (MMI) with respect to mitigating the effects of blame culture and ensure that the project is well enough funded and resourced to address the issues (VF ambition three, recommendation 10, 12 and 15 and action N)

Increased funding was agreed at the September 2018 meeting of Council, on a rolling three-year basis. An outline budget and strategic priorities were agreed by Council at its March meeting. Evaluation of key activities is underway. A Risk Register for MMI was presented at the 10 July meeting of the Audit and Risk Committee. The Advancement of the Professions Committee (APC) now oversees the work of MMI. A new Chair, Professor Susan Dawson, has taken over from Professor Stuart Reid, who has stepped down from Council; Professor Reid will continue to support the Initiative as Veterinary Schools Council representative on the Taskforce. As MMI comes to the end of its initial five-year period, a review report will be published and an event is planned to mark this anniversary.

A6. If appropriate following the completion of trials, introduce an Alternative Dispute Resolution service.

Complete.

A7. Consult upon, and implement as appropriate, an outcomes-based approach to continuing professional development (CPD)

In March, Council supported the recommendations of Education Committee to implement an outcomes-based approach to CPD. To ensure that an effective IT recording platform is available to support the implementation of this policy, the new CPD requirements will be implemented using a phased approach from January 2020, at which point the IT platform and supporting guidance will be available, and members will be able voluntarily to sign up. The new requirements will become mandatory from January 2022. The 1CPD app is now being tested by 250 vet and vet nurse volunteers, and feedback will help finalise the development of the tool ready for launch in January. We have met with the Major Employers Group and they are supporting the RCVS around effective messaging and communications ahead of the launch. A presentation on the new app will be made to Council at the November meeting.

A8. Extend our concept of life-long learning to include mentorship (VF ambitions three / six, recommendations 12, 15 and 34, action P)

Since this objective was agreed in 2016, several of the veterinary organisations have embarked upon pilot mentorship schemes, including the British Small Animal Veterinary Association. Meanwhile the Fellowship is considering mentorship as part of its programme of activity, and mentorship also features in the Graduate Outcomes consultation around the Professional Development Phase (PDP). The Graduate Outcomes consultation results have indicated strong support from the profession for mentorship within the PDP, and initial proposals emerging for a new, redesigned PDP are centred on support for graduates through mentorship.

A9. Help to ensure that prospective veterinary students have a clear idea of the reality and opportunities of a career in veterinary science, and assist the veterinary schools in providing support for them (links to VF action H)

Our public outreach programme of events in recent years (expanded this summer to include the Royal Highland Show and BBC Countryfile Live North) has afforded us the opportunity to speak to hundreds of school pupils about the realities of a career in veterinary science. Meanwhile, we will be establishing a veterinary careers working group, in liaison with the Veterinary Schools Council, to determine how best to produce and disseminate the most appropriate and useful veterinary careers information for school pupils.

This will also work alongside activity within the Diversity and Inclusion Group to address broadening the pool of prospective veterinary students.

Mind Matters financially supported a one-day mental health and wellbeing course for students, in partnership with the Association of Veterinary Students (AVS) – VetKind – which took place in autumn 2018, the course will be re-run this autumn, on 23 November. Meanwhile, a Mind Matters Student Mental Health and Wellbeing Roundtable took place on 23 September 2019, in conjunction with the Veterinary Schools Council and the AVS, and recommended next steps will be discussed shortly

The Graduate Outcomes consultation included a section on ‘clinical education for general practice’, which explored how the profession felt about where clinical education should take place for students, to ensure they are prepared for their future careers. The results indicate strong support for the majority of clinical education to take place in general practice, and the Working Group is currently considering options on how this can be realised in future.

A10. Improve communication with veterinary and veterinary nursing students, in order to clarify our role and function

Attendance of vet and VN student representatives at our flagship events has been very well received, and we have once again invited these representatives to our key events in 2019, including Royal College Day, Fellowship Day and the ViVet Symposium. We ran another successful Fellows of the Future student competition at Fellowship Day 2019 (20 September), with eight students from five of the UK vet schools shortlisted, and another competition at the ViVet Symposium for both vet and VN students.

A student engagement working group is also being set up to discuss and identify other areas for improving communication and engagement with vet/VN students – see A9.

Plans are underway to create a My Account area on the RCVS website for VN students, allowing them to manage the details that we hold for them, and provide the opportunity to increase our engagement with them from an earlier stage. We are also reviewing the opportunity to extend My Account functionality to our Higher Education partners, enabling them to have an RCVS home / portal online which would provide a communication channel we can use to interact with each other concerning all aspects of our relationships with them and their students.

B – Leadership and innovation

B1. Continue to support the Vet Futures and VN Futures initiatives, working collaboratively across professions to ensure actions are met

The key Vet Futures activities form part of the ongoing Strategic Plan and are being taken forward accordingly. We are also supporting the delivery of the Vet Futures Europe plan, where appropriate (see D10). The Vet Futures Project Board (RCVS/BVA/Veterinary Schools Council) meets regularly to assess progress, and evaluation of the impact of priority activities will take place during 2020, the final year of the current five-year Vet Futures Action Plan.

Delivery of the VN Futures Action Plan is being supported by VN Council and is overseen by the VN Futures Project Board (RCVS/British Veterinary Nursing Association (BVNA)). Work is underway to improve the presence of VN Futures online, through the development and build of a separate website and exploration of a dedicated Facebook presence, to help raise the profile of the work of the Project Board and its working groups.

B2. Through completion of our governance review, ensure that we are an effective and efficient organisation, better able to lead the profession and serve the needs of the public, including the carrying out of training and the provision of coaching for RCVS Council members who take, or are considering taking, leadership roles

The legislative reform order (LRO) completed its passage through Parliament with a debate in the House of Lords on 1 May 2018. The Order was subsequently signed by the Defra Minister, Lord Gardiner, on 2 May and came into force on 1 July 2018.

A process of reviewing the committees that support Council, and the work of the Operational Board, then took place, and an updated Delegation Scheme was agreed by Council at its June 2019 meeting, including the winding down of the Operational Board and the setting up of the new Finance and Resources Committee. The composition of all committees, subcommittees and working groups has now been agreed, and the new calendar of meetings put in place for the current presidential year. The new set up will be reviewed in the middle of 2020 with any changes in meeting frequency likely to take effect from January 2021.

A review of groups operating below committee level is now being embarked upon, and committees will be asked to review those groups that report to them (boards, subcommittees, taskforces, working parties...) with a view to improving their efficiency and ensuring they are still relevant.

Further training and development opportunities for Council members are now being planned, such as unconscious bias training, training for committee chairs etc.

B3. Define the role of the new Fellowship to advise and support the RCVS and act as ambassadors for the profession within society at large

Another successful Fellowship Day was held on 20 September 2019, which featured John Glen, the inventor of the anaesthetic propofol, as the keynote speaker. Once again, the event included a section to showcase the work of Fellows and the 'Fellows of the Future' competition where students could present their research; and, Fellows in Focus to explore the breadth and depth of Fellowship interests and expertise. Videos of all talks will be available online in due course.

The Fellowship Board recently made governance changes, including to its size and composition, as well as the processes for appointing and electing individuals to the Board. An election was held for the new Chair of the Board. Professor John Innes was elected and took office at Fellowship Day. In addition, two members have also been added to the Board, to be responsible for projects and engagement.

An online Directory of Fellows was launched at Fellowship Day, which will help raise the profile of the Fellowship and highlight the ways in which Fellows can contribute to the veterinary profession and wider society.

B4. Identify and support the next generation of veterinary leaders and develop leadership opportunities across the veterinary and veterinary nursing professions, within all branches of the professions, at all levels - locally, nationally and internationally (VF ambition six, recommendations 12, 17, 31, 32 and 34, action Q)

A three-year plan to address this objective was approved by the Operational Board at its March 2017 meeting, including three key streams of activity: leadership for everyone; leading the profession; and, veterinary leadership development opportunities.

As part of the 'leadership for everyone' stream, we worked with the NHS Leadership Academy to develop a MOOC to provide a gateway programme for veterinary professionals wishing to improve their leadership skills. This proved very popular, with well over 5,000 enrolments across the programme's modules. Participants included veterinary surgeons and nurses drawn from over 130 countries, demonstrating its universal relevance. The programme made finalist in the prestigious EFMD (European Foundation for Management Development) Excellence in Practice Award, which recognise collaborative management and leadership programmes across the globe. An evaluation project for the MOOC will shortly be underway. A new cohort of the programme will open on 18 November 2019 and the following cohort will open on 27 January 2020.

An initiative called 'Inspiring Veterinary Leaders' designed to showcase the diversity of leadership and leadership roles in the professions, was launched at RCVS Day 2019 and has been widely promoted across social media: www.rcvs.org.uk/inspiringleaders. The information panels used at RCVS Day can currently be seen on the walls at Belgravia House and we have developed a series of short videos of those included in the initiative, which will be released on social media over the coming months

Director of Leadership and Innovation, Anthony Roberts, gave the keynote speech on leadership development and the impact of Jenner programme on wellbeing and career fulfilment at the 2019 VetForum event in October.

B5. Develop a biennial Innovation Symposium, to showcase new technologies, educational and business models etc. from within veterinary and related fields, and encourage a culture of innovation (VF ambition five, recommendation 24, action R)

The second Innovation Symposium was held on Tuesday 1 October at the Lowry in Manchester.

The Symposium focused on precision veterinary medicine. It looked at how the growth of data-driven practice and rapidly developing technology, such as real-time low-cost genomics, artificial intelligence and big data, will affect the veterinary professions, how their role might change and the opportunities available. Featuring a wide range of inspirational speakers, the day explored the potential of emerging technology to improve the lives of veterinary professionals and the services they provide.

The ViVet Symposium 2019 also hosted the final of the Student Veterinary Innovation Competition, which saw three finalist teams present their innovative veterinary proposals in front of a panel of industry professionals.

The Symposium was recorded on the day and videos, along with a write-up of the day, will be available soon on the ViVet website www.vivet.org.uk.

The ViVet team also recently attended, and chaired the first day of, the inaugural Digital Veterinary Summit in London on 9-10 October 2019. The event, organised by Kisaco Research, had a mission to showcase the emerging technology coming from innovators seeking to optimise customer engagement, facilitate preventative action, enhance clinical processes, and increase compliance through the use of technology for both companion animals and livestock.

B6. Encourage diversity in our Council, our staff and other groups allied to the RCVS

Training for Council members and staff around unconscious bias is under consideration.

The veterinary careers materials we are developing will have a particular focus on encouraging broader diversity within the next generation of veterinary students.

Following the Operational Board's decision last October to set up a Working Group to progress these issues, the first meeting of the Diversity and Inclusion Group was held on 23 April. A second meeting took place on 20 August when an action plan was drawn up, including a draft RCVS statement on diversity and inclusion. The Group is chaired by the President and reports via the APC, which agreed the statement, with minor modifications, at its September meeting. Meanwhile the President published a blog on the case for a diverse and inclusive workforce on 15 August and wrote an update for the October issue of *UK Vet*

C- Continuing to be a First Rate Regulator

C1. Review Schedule 3 to the Veterinary Surgeons Act, and the relevant parts of the RCVS Code of Professional Conduct, to clarify and bolster the role of the veterinary nurse (VNF ambition six, actions 29-31)

This work is now being fed into the broader review of veterinary legislation by the Legislation Working Party (LWP) which, although it does not feature as a specific line item in the Strategic Plan, is bringing together several strands of work, many of which have been thrown into sharp relief by Brexit. The LWP has made considerable progress, including a growing list of recommendations for legislative reform, and hopes to be able to report to Council in early 2020. The recommendations are likely to include several items focused on bolstering the VN role. The RCVS website now has summaries of each LWP meeting, and a blog by the LWP chair Professor May has been published.

One of the key findings of the 2017 VN Schedule 3 survey that could be tackled quickly was the perceived lack of clarity around delegation, which led to a lack of confidence in both delegating veterinary surgeons and veterinary nurses being delegated to. To address this, in June 2018 we published a series of case studies for vets and VNs illustrating examples of how Schedule 3 should be used in practice. These were publicised in RCVS News, and subsequently covered in the veterinary and VN media.

A further series of case studies addressing more challenging questions has been drafted and the content for a useful checklist for veterinary surgeons and veterinary nurses to use in practice has been developed and, following a period of review and amendment, was approved by the Standards Committee. The checklist – which uses the mnemonic ‘SUPERB’ – is being produced in poster format and, after a ‘soft launch’ at BVNA Congress in October, a copy will shortly be mailed to all veterinary practice premises in the UK, alongside announcements in RCVS News and in the veterinary press. All Schedule 3 related guidance and advice will be available via www.rcvs.org.uk/schedule3.

C2. Develop a strategy for regulating allied professionals, either via Associate status or updated Exemption Orders (VF ambition six, recommendations four and six, action U)

Following the decisions of RCVS Council in January 2019, the final Report of the Review of Minor Procedures Regime (RMPPR) was submitted to Defra; this included the suggested reforms to Schedule 3 of the Veterinary Surgeons Act 1966, as approved by Council in terms of a potential route for the regulation of paraprofessional groups in the future. Defra has considered the recommendations and congratulated the RCVS on its work, and indicated that they are minded to wait for the outcome of the LWP so that they can consider all the College’s reform recommendations in the round.

In the meantime, we are continuing our discussions with the Association of Meat Inspectors (AMI) and the Animal Behaviour and Training Council (ABTC) with a view to progressing towards invitations to these groups to become Associates / Accredited respectively, and we are currently putting in place the appropriate internal resources to develop the necessary structures and documentation.

C3. Review our concerns-handling and disciplinary processes, including the impact of the Legislative Reform Order (LRO) that separated the membership of the Preliminary Investigation and Disciplinary Committees from Council, the standard of proof that we set and our sanctions

The Secretary of State was required to produce a report reviewing the objectives and impact of the LRO by the end of July 2018. To assist in this process, and working within a framework supplied by Defra, we submitted a report to Defra at the end of April. This has been published and is now available on the UK government website.

Meanwhile, it is anticipated that in early 2020, Council will be asked to consider proposals to consult in relation to the Standard of Proof for Disciplinary Cases.

C4. Review the regulatory framework surrounding new technologies, to ensure it is proportionate and encourages innovation, while maintaining high standards of animal health and welfare (VF ambitions five, recommendations four and 23, action S)

Following its lengthy and detailed consideration of the implications of new technologies the recommendation of Standards Committee was that there should be a detailed review of a number of areas of the Code / Guidance including the interpretation and application of 'under care' and the provision of 24/7 care, as well as a number of anomalies that had arisen within the current guidance. In June 2019, Council considered these recommendations, along with independent legal advice, and agreed that there should be a wide-ranging review engaging all sectors of the veterinary professions.

As updated at its last meeting, A 'call for evidence' will be the first stage of the process of obtaining views leading to the working up of the terms of proposed new guidance, if appropriate, which would be considered by Council and, once approved in principle, would be subject to formal consultation. An oral update will be given to Council at the November meeting.

C5. Explore compulsory practice inspection (VF ambition five, recommendation 26, action T)

This has been included within the workstream of the Legislation Working Party.

C6. Review outcomes for graduates, with consideration of the likely requirements from the profession and the public of the vets of tomorrow (including the structure and provision of extra-mural studies) (VF actions I and J)

The final report of the results from the Graduate Outcomes consultation has been received and considered by the Graduate Outcomes Working Party. In order to review the feedback from the profession in detail, the group initially split into three subgroups to consider the data for Day One Competences (D1C), the Professional Development Phase and EMS/Clinical education for general practice. The results provided a clear direction of travel for D1C and PDP, and proposals for workstreams as a result have been agreed by the full Working Party and were presented to Education Committee in September. The consultation feedback for the EMS and Clinical Education sections is less clear, and as a consequence these proposals are still under development – an additional workshop took place on 24 October which brought the Graduate Outcomes Working Party together with representatives from VSC and students, to consider these areas further.

D – Global reach

D1. Develop a strategy to make sure that the profession is in charge of its future by maximising the opportunities and minimising the risks of Brexit

Work continues with the joint Defra/RCVS/BVA Future Veterinary Capacity and Capability Project (FVCCP), which aims to ensure that workforce needs continue to be met, regardless of which Brexit scenario becomes reality. Efforts are currently focused on ensuring that the best quality evidence can be compiled showing the scale of the shortage of veterinary surgeons and the reasons for low retention rates in order that any improvements can be tracked.

Following lobbying by the RCVS, BVA and Defra, the Home Office has indicated that it will accept the Migration Advisory Committee's recommendation that veterinary surgeons be added to the Shortage Occupation List. This will streamline the process for veterinary surgeons with overseas nationality to gain a UK work visa (including, in the event of Brexit, citizens of the European Union). We continue to await a final decision, and publication of the delayed Immigration Bill.

Meanwhile, at its October meeting, RCVS Council approved a mutual recognition agreement with the Veterinary Council of Ireland (VCI), to ensure that graduates from both countries will be recognised, pending the passing of appropriate visitations, regardless of the outcome of Brexit. The Registrar and President from VCI will attend the College on 31 October to sign the agreement.

D2. Collaborate with other competent authorities, associations, educational bodies and the commercial sector to establish a framework for the management of the impact of new technologies, such that animal health and welfare remains centre stage, regardless of from where veterinary services are being delivered into the UK and beyond (VF ambition five, recommendations four and 23, action S) [see also B5 and C4]

This work is on hold until we have a clear steer regarding telehealth in the UK.

D3. Improve our support for, and communication with, overseas graduates working in the UK and those considering working in the UK (VF ambition three, recommendation 13, action K)

We continue to assist prospective and existing registrants with overseas qualifications who have concerns about their ability to practise in the UK after Brexit. When appropriate, we will update the RCVS website with detailed information about how registration eligibility for EU graduates will change in the event of a no-deal Brexit.

The RCVS/Veterinary Defence Society (VDS) 'Introduction to the UK veterinary professions' course for overseas vets and VNs was held on 11 June in London and was well received by the delegates who attended. A promotional video was produced to help boost attendance and, at the time of writing, over 30 delegates are expected to attend the next event in Manchester on 29 October 2019.

D4. Clarify our offer for overseas members and consider expanding the number of members in this category, revising the Registration Regulations, if required

We have carried out a survey amongst non-UK practising members of the College in order to better understand the benefit of membership to them, how well engaged they feel with the College and whether they may be likely to return to work in the UK. The data are currently being analysed and will be discussed by the APC at its October meeting.

D5. Investigate the global market for RCVS qualifications and Advanced Practitioner and Specialist status

Subsequent to the Commonwealth Veterinary Conference (CVC) in Bangalore, a paper was considered by the APC outlining a series of options pertaining to objectives D5-D9 for further exploration. In due course APC will consider more detailed papers on each of these options. Where appropriate, APC's recommendations will be referred to the Finance and Resources Committee and/or RCVS Council. These issues are on the agenda for discussion at Education Committee in November

D6. Consider the global market for the RCVS accreditation of undergraduate veterinary education, particularly in the light of Brexit

Given the more pressing need to understand how we will work with European veterinary schools in the event of a no-deal, and given the current review of RCVS undergraduate veterinary education accreditation, the global market for RCVS accreditation is not currently a high priority.

However, in the light of the aforementioned CVC visit and discussions that took place there, a scoping discussion was held at APC, and in due course more detailed proposals will be drawn up for further discussion. One related option under consideration is the possibility of delivering the Statutory Examination overseas.

D7. Investigate the global market for the RCVS accreditation of veterinary practices

At its May 2019 meeting, APC considered a paper that noted expressions of interest in the UK's Practice Standards Scheme from representatives from various Commonwealth countries. Options for marketing the Scheme abroad will be drawn up for consideration by the Committee.

D8. Share knowledge with developing world countries to help raise standards around regulation and also animal health and welfare

Opportunities to work within the OIE regulatory body twinning programme are being explored. OIE is identifying candidate countries, and discussions have begun with Australia and South Africa concerning their experience as 'parent' organisations in the hope that we can learn from them. APC will have the opportunity to consider a formal proposal once further progress has been made.

At the October meeting of the APC it was agreed that the RCVS apply for observer status of the World Veterinary Association (WVA), as they are developing a 'global vision of veterinary medicine education' and increasingly engaging more with statutory bodies or bodies with mixed competence. Observer status will give the College an opportunity to engage in WVA's work and better understand whether, in the longer term, full membership would be beneficial.

D9. Stimulate and communicate global career opportunities for UK graduates, including around One Health (VF ambitions two and four, recommendations seven, eight, 17-22, action G)

Some opportunities are being flagged via the Vet Futures 'My Vet Future' careers hub, which is being led by BVA/*Vet Record*. Others may come out of our pilot work, in the future.

D10. Support the Federation of Veterinarians of Europe's Vet Futures Europe initiative (VF ambition six, recommendation 33, action W)

The Vet Futures Europe Report has been published. We offered to support some particular streams of work but these are not those that appear on the FVE priority list for 2019 so there is no immediate need for resources.

The RCVS and BVA will host the FVE General Assembly in the UK in summer 2020, an important signal to our European colleagues that the UK veterinary professions intend to remain fully engaged in Europe and beyond. Preparations for this are now underway, with a conference venue (Church House, Westminster) booked and options for evening events being explored. We also plan to host a meeting of the International Accreditors Working Group alongside this event.

E – Our service agenda

E1. Recognising that staff who are highly engaged will deliver the best service for our stakeholders, we will continue to review the way we work, with particular emphasis on cross-departmental working, involving Council members where appropriate

The Great Place to Work survey was completed by staff in August 2019 and we await the results.

A staff away day took place on 6 September and the agenda included discussion around the building move, Great Place to Work, strategy and values, and working patterns. Following the meeting we have reviewed our guidance on remote working to better set out our principles around this. We are also currently reviewing our benefits package and a paper around the potential addition of Death in Service payment will be discussed by the Finance and Resources Committee at its November meeting.

E2. Continue to review our Estates Strategy so that we have appropriate spaces in which to work effectively and creatively, and a building that reflects the status of a Royal College

We have appointed an advisor to help with the sale of Belgravia House and to support the purchase of a new building. Broad parameters for the purchase have been agreed by Council and the process is now underway, with photography of the building having taken place. An update on progress will be reported in the confidential session of the November meeting of Council.

E3. Embrace the opportunities of technology to fully engage with 'generation mobile' and make interactions with the College as accessible and easy as possible, including the development of innovative ways for us to share our knowledge and communicate our services with all of our key audiences

Excellent feedback has been received from testers of the 1CPD apps and positive changes based on this already implemented to the next releases. Particular focus is currently on completion of the "web" / "browser" version of this tool, which will sit alongside both the Android and Apple mobile apps at launch in January 2020.

Further work continues to improve the performance of the ProfCon2 system, with additional time secured from the supplier to pursue further improvements across all aspects of system usage.

Self-service Direct Debit management has now launched into My Account, with significant uptake already occurring.

We are pursuing the fastest affordable path to delivering a complete unified communications approach to all staff. This will leverage the investments we have already made into our cloud capability and deliver significant improvements to capability, cost, flexibility and resilience (in addition to significantly decreasing the complexity and risk of any office move from a voice / telecoms perspective).

The Digital team has also been working very closely with RCVS Knowledge (RCVSK) to improve the basis of its digital platforms. Reviews and improvements to its existing cloud infrastructure as well as migration of additional capability from Belgravia House into Microsoft Azure and Amazon AWS have delivered improvements to cost, security, performance, resilience and backups. This work will continue over coming months as we support RCVSK's move toward digital best practice.

E4. Develop and improve the advice we offer to animal owners and others to ensure they get the best out of their interaction with veterinary professionals

We expanded our portfolio of public outreach events this year by exhibiting for the first time at both the Royal Highland Show and BBC Countryfile Live North, bringing our total number of summer events since 2016 to seven (comprising 28 days).

Work is continuing apace on the digital marketing campaign to promote the RCVS Practice Standards Scheme to animal owners through the production of videos, social media and print resources and a dedicated campaign website. The campaign was trailed at BVNA Congress and is scheduled for launch at London Vet Show this year, running for around eight weeks in the first instance. Practice engagement in the campaign will be driven through a combination of email communications, direct marketing and face-to-face promotion.

The vet-client relationship poster that we mailed to all veterinary practices in March was converted into a leaflet for our public outreach summer events and distributed widely to all visitors to our stand. We will also look at ways to make this poster available through digital channels, for example, a video version for practice websites, social media channels and waiting room display screens.

E5. Review our Service Charter and associated Service Standards, making changes to our core services to ensure these promises are met, including reviewing resources and funding, where appropriate

We are still collecting feedback from our 'customers' and monitoring compliance with our service standards. This is ongoing and will provide evidence for changes to the Service Charter and Service Standards. This feeds into the broader First Rate Regulator Review.

E6. Develop a mechanism via which members of the veterinary and veterinary nursing professions can proactively engage with the College so that their issues and concerns are fed into discussions at an early enough stage to influence our agenda, where appropriate

Senior Team and the Operational Board discussed potential options and those that will be taken forward include:

- Encouraging members of the profession and the public to email committee chairs with topics they feel would be relevant for discussion, for consideration
- Holding debates on key issues with the profession (one was held at the Innovation Day, for example)
- Making our Officer Team more available at conferences and events for conversation with members of the professions and the public, and promoting this opportunity
- Consideration of a 'virtual suggestions box' on the website

E7. Carry out a stakeholder mapping exercise to measure perceptions of the College and see what progress has been made since the research carried out as part of the First -rate Regulator exercise (2013); make appropriate recommendations for change

An plan for a review of the impact of our First-Rate Regulator Initiative was agreed by the Operational Board in September 2018, and a series of research activities took place to support this, including additional questions to the regular Surveys of the Professions around relationship with, and views on, the RCVS; animal-owner research around awareness of the RCVS, Practice Standards Scheme and Veterinary Client Mediation Service; research amongst the public about trust in the professions; and, research amongst our key stakeholder organisations.

This will be fed into the development of our Strategic Plan and also published separately.

In addition, mechanisms for capturing better data around the experience of those making complaints are being developed.

Meeting	Veterinary Nurses Council	
Date	13 November 2019	
Title	RCVS Standards Framework for veterinary nurse education and training	
Classification	Unclassified	
Summary	The attached standards contain all amendments as agreed by VNC at its meeting on 11 September 2019	
Decisions required	For VNC to ratify the RCVS Standards Framework for veterinary nurse education and training and approve implementation January 2020	
Attachments	Annex 1: Final RCVS Standards Framework for veterinary nurse education and training	
Author	Kathy Kissick Appointed VN Council Member Telephone 07966503694 Email kkissickvn@aol.com	Julie Dugmore Director of Vet Nursing 02072020775 j.dugmore@rcvs.org.uk

RCVS Standards Framework for veterinary nurse education and training

Our standards set out the professional values, knowledge, skills and behaviours required of Approved Education Institutions (AEIs), Centres, Delivery Sites and Training Practices (TPs).

These standards aim to provide AEIs and TPs with the flexibility to develop innovative approaches to all education for student veterinary nurses, while being accountable for the local delivery and management of accredited programmes in line with RCVS Standards Framework for Licence to Practise Veterinary Nurse Qualifications. Accredited Institutions may offer various academic and flexible educational routes.

AEIs must be accredited against these standards to award any RCVS Licence to Practise Veterinary Nurse Qualification.

AEIs are responsible for working with centres and training practices to manage the quality of their educational programmes. Overall responsibility for the day-to-day management of the quality of any educational programme lies with an AEI in partnership with centres and training practices who provide opportunities for clinical experience (placement or employed) to veterinary nursing students.

Before a programme can be run, an accreditation process takes place through which we check that the proposed programme meets our standards. Examples of evidence have been provided however, this is not an exhaustive list and AEIs can offer their own evidence appropriate to the requirements. Animal health and welfare and public safety is central to our standards. Students will be in contact with patients and their owners throughout their education and it is important that they learn in a safe and effective way.

Through our quality assurance (QA) processes we check that education programmes meet our standards and that centres and training practices are managing risks effectively. Using internal and external intelligence we monitor risks to quality in education and training; this intelligence gathering includes analysis of system regulator reports.

AEIs are monitored and we have processes for collecting, analysing and responding to any risk intelligence we receive regarding educational programmes, including concerns raised with us directly by students. AEIs are also required to self-report any risks or concerns that could affect the quality of programme delivery and, therefore, animal health and welfare and public protection.

We strongly encourage people to take part in QA events, where they will be asked to share experiences of veterinary nurse education and suggest improvements.

Standard 1 Learning culture

Standards

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

Education and training is valued in all learning environments.

Requirements

Accredited education institutions, together with centres and training practices, must:

1.1 demonstrate that the safety of people and animals is a primary consideration in all learning environments.

This may be evidenced through:

- 1.1a Health and safety policy
- 1.1b Clinical and delivery site audits
- 1.1c Staff induction policy
- 1.1d Standard Operating Procedures
- 1.1e Risk assessments

1.2 prioritise the wellbeing of people promoting critical self-reflection and safe practice in accordance with the RCVS Codes of Professional Conduct.

This may be evidenced through:

- 1.2a Peer reviews
- 1.2b Continued Professional Development (CPD) documents/ policies
- 1.2c Staff reviews
- 1.2d Nominated staff member for wellbeing
- 1.2e Pastoral support

1.2f Staff Code of Conduct

- 1.3 ensure that facilities, including those used for clinical learning, comply with all relevant legislation including UK animal care and welfare standards.

This may be evidenced through:

- 1.3a Training practice (TP) /Auxiliary Training Practices (aTP) lists with risk assessments
- 1.3b Facility audits
- 1.3c List of locations where qualifications are delivered
- 1.3d Schedule of quality monitoring activity

- 1.4 ensure clients have the opportunity to give, and if required withdraw, their informed consent to students being involved in the care of their animals.

This may be evidenced through:

- 1.4a Standard Operating Procedures

- 1.4b Consent forms

- 1.5 ensure educators, and others involved in supervision, teaching and assessment understand their role in preserving client, public and animal safety and welfare and maintaining confidentiality.

This may be evidenced through:

- 1.5a Job descriptions
- 1.5b Staff reviews
- 1.5c Student feedback
- 1.5d Lesson observations
- 1.5e General Data Protection Regulation policy

- 1.6 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.

This may be evidenced through:

- 1.6a Minutes of student meetings
- 1.6b Minutes of student representative meetings
- 1.6c Staff and student handbooks
- 1.6d Induction policy and timetables for students and staff
- 1.6e Complaints procedure
- 1.6f Whistle Blowing Policy
- 1.6g Social Media Policy
- 1.6h Safeguarding Policy
- 1.6i Wellbeing Policy

- 1.7 ensure any concerns or complaints are investigated and dealt with effectively.

This may be evidenced through:

- 1.7a Complaints review board
- 1.7b Complaints procedure
- 1.7c Fitness to Practise Policy
- 1.7d Safeguarding Policy
- 1.7e Wellbeing Policy

- 1.8 ensure concerns or complaints affecting the wellbeing of people and animals are addressed immediately and effectively.

This may be evidenced through:

- 1.8a Complaints Procedure
- 1.8b Wellbeing Policy
- 1.8c Safeguarding Policy
- 1.8d Disciplinary Policy

1.9 ensure mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated.

This may be evidenced through:

- 1.9a Minutes of meetings
- 1.9b Clinical audit reports
- 1.9c Complaints procedure
- 1.9d Disciplinary Policy

1.10 ensure students are supported and supervised in being open and honest in accordance with the RCVS Codes of Professional Conduct.

This may be evidenced through:

- 1.10a Fitness to practise procedure
- 1.10b Student feedback
- 1.10c Module/unit handbook
- 1.10d Lesson observation feedback

1.11 ensure the learning culture is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation.

This may be evidenced through:

- 1.11a Lesson observations records
- 1.11b Staff training records
- 1.11c CPD records
- 1.11d Self-Assessment Reports
- 1.11e Student feedback
- 1.11f External examiner reports
- 1.11g Equality, Diversity and Inclusion Policy

1.12 promote programme improvement and advance equality of opportunity through effective use of information and data.

This may be evidenced through:

- 1.12a Self-Assessment Reports
- 1.12b External examiner reports
- 1.12c Student feedback
- 1.12d Stakeholder feedback
- 1.12e Minutes of staff and/or student meetings
- 1.12f Internal quality assurance reports

1.13 ensure programmes are designed, developed, delivered, evaluated and co-produced with stakeholders.

This may be evidenced through:

- 1.13a Minutes of meetings
- 1.13b TP / aTP feedback
- 1.13c Stakeholder feedback

1.14 work to promote inter-professional education and inter-professional practice and support opportunities for research collaboration and evidenced-based improvement in education and veterinary nursing practise.

This may be evidenced through:

- 1.14a Research committee meetings
- 1.14b Programme level intended learning outcomes
- 1.14c Module/unit handbooks
- 1.14d CPD policy
- 1.14e Secondment Policy and timetables
- 1.14f Guest (expert) speaker timetables

Standard 2 Governance and quality

Standards

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

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

Requirements

Accredited education institutions, together with centres and training practices, must:

2.1 comply with all relevant legal, regulatory, professional and educational requirements.

This may be evidenced through:

- 2.1a Office of Qualifications and Examinations Regulation (Ofqual) report and action plans
- 2.1b Quality Assurance Agency (QAA) report and action plans
- 2.1c RCVS quality monitoring report and action plans
- 2.1d External examiners reports and action plans
- 2.1e minutes of validation/accreditation event and evidence of any conditions have been addressed

2.2 ensure programmes are designed to meet RCVS Day One Competences and Skills for Veterinary Nurses, QAA Veterinary Nursing Benchmarks and outcomes relevant to the programme.

This may be evidenced through:

- 2.2a Curriculum mapping documents to meet RCVS Day One Competences / RCVS Day One Skills
- 2.2b Curriculum mapping document to QAA Veterinary Nursing Benchmarks (HEIs)

2.3 comply with the RCVS Code of Professional Conduct for Veterinary Nurses.

This may be evidenced through:

- 2.3a Module/unit documentation
- 2.3b Programme curriculum
- 2.3c Lesson observation records
- 2.3d Schemes of Work
- 2.3e Lesson planning documentation

2.4 comply with the RCVS Veterinary Nursing Registration Rules.

This may be evidenced through:

- 2.4a Adequate placement provision / employment
- 2.4b Programme specification

2.5 adopt a partnership approach, with shared responsibility, evidenced by a Memorandum of Understanding between the approved education institution and the delivery site (where applicable) and between the delivery site and the training practice. This must be regularly reviewed and clearly stipulate the roles, responsibilities, and regulatory requirements.

This may be evidenced through:

- 2.5a Memoranda of Understanding
- 2.5b Quality Assurance Procedures
- 2.5c Risk assessments
- 2.5d Review meeting minutes
- 2.5e TP / aTP handbook

2.6 ensure that training practices either hold a primary affiliation with the Approved Education Institution itself or its delivery site, or, where the training practice is to hold a secondary affiliation, that the training practice also holds a primary affiliation elsewhere and is an RCVS listed practice.

This may be evidenced through:

- 2.6a TP memorandum of understanding
- 2.6b aTP memorandum of understanding
- 2.6c TP / aTP lists
- 2.6d Student secondment records

2.7 ensure that where a secondary affiliated training practice is used there is a Memorandum of Understanding and robust communication between the Centre responsible for the secondary affiliated training practice and the Approved Educational Institution.

This may be evidenced through:

- 2.7a Communication records
- 2.7b Memoranda of understanding

2.8 ensure that recruitment, selection and retention of students is open, fair and transparent and includes measures to understand and address underrepresentation.

This may be evidenced through:

- 2.8a Selection criteria for admission
- 2.8b Recruitment documentation
- 2.8c Copies of student certificates
- 2.8d Accredited Prior Learning (APL) / Recognised Prior Learning (RPL) policy
- 2.8e Equality of opportunity policy
- 2.8f Interview records
- 2.8g Self-Assessment Reports

2.9 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.

This may be evidenced through:

- 2.9a Programme specification
- 2.9b Prospectus
- 2.9c Website
- 2.9d Social media
- 2.9e Careers leaflets

2.10 demonstrate a robust process for recognition of prior learning (RPL).

This may be evidenced through:

- 2.10a RPL/APL Policy
- 2.10b RPL/APL documentation
- 2.10c RPL/APL decision recording

2.11 provide students with the information and support they require in all learning environments to enable them to understand and comply with relevant governance processes and policies.

This may be evidenced through:

- 2.11a Student handbook
- 2.11b Programme handbook
- 2.11c TP / aTP handbook

2.12 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.

This may be evidenced through:

- 2.12a Fitness to practise policy

- 2.12b Fitness to study policy
- 2.12c Appeals procedure and policy
- 2.12d Academic malpractice policy
- 2.12e Student Code of Conduct

2.13 confirm that students meet the required RCVS Day One Competences and Skills for Veterinary Nurses and programme outcomes in full, demonstrating their fitness for practice and eligibility for academic and professional award.

This may be evidenced through:

- 2.13a Final and objective clinical skills assessment
- 2.13b Evidence of all modules / units addressing RCVS Day One Competences and Skills for Veterinary Nurses included an element of unseen summative assessment
- 2.13c Confirmation there has been no compensation between assessments

2.14 provide all information and evidence required by regulators in a timely manner i.e. within published timescales.

2.15 regularly review all learning environments and provide assurance that they are safe, effective and fit for purpose.

This may be evidenced through:

- 2.15a Course reviews
- 2.15b Student feedback
- 2.15c TP / aTP quality monitoring paperwork
- 2.15d Risk assessments
- 2.15e Health and Safety Policy
- 2.15f Centre Sampling Policy

2.16 ensure that students are enrolled with the RCVS prior to undertaking clinical placement (in order to comply with legislation).

This may be evidenced through:

2.26a Enrolment policy and procedures

2.17 have the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes.

This may be evidenced through:

2.17a Student registers

2.17b TP / aTP lists

2.17c Student feedback

2.15d Report adequate number of TPs / aTPs for number of students once on programme

2.17e inventory of clinical equipment and consumables

2.18 be compliant with the RCVS standards framework for veterinary nursing education, including clinical requirements for all periods of learning undertaken outside the UK and comply with all relevant legislation and UK animal care and welfare standards (including the Veterinary Surgeons Act 1966).

This may be evidenced through:

2.18a International placement policies

2.18b Approval and monitoring records

2.18c International training practice lists

2.19 appoint appropriately qualified and experienced people for programme delivery.

This may be evidenced through:

2.19a Staff lists

- 2.19b Job descriptions
- 2.19c Staff CVs
- 2.19d CPD records
- 2.19e External examiner appointments
- 2.19f External advisor appointments
- 2.19g Staff time allocation

2.20 identify and confirm that all RCVS Day One Competences and Skills for Veterinary Nurses have been met by each student by the end of their programme.

This may be evidenced through:

- 2.20a Memorandum of Understanding between external examiner and AO/HEI
- 2.20b Approval paperwork from RCVS
- 2.20c Internal and external quality assurance records

2.21 ensure appropriately qualified and experienced external examiners consider and report on the quality of theory and practice learning.

This may be evidenced through:

- 2.21a External examiner reports, action plans and responses
- 2.21b External advisor reports, action plans and responses
- 2.21c External Examiner/Advisor recruitment policy
- 2.21d External Examiner/Advisor CV and CPD records

2.22 provide students with the information and support to enable them to demonstrate fitness to practise including the disclosure of any criminal convictions that may affect registration with the RCVS as qualified veterinary nurses at graduation

This may be evident through:

- 2.22a fitness to practise policy

- 2.22b induction procedure
- 2.22c timetables
- 2.22d personal tutorial timetables
- 2.22e recruitment policy

Accredited education institutions must:

2.23 provide evidence that adequate finances are in place and are sufficient to sustain and develop the programme and have been approved by the Higher Education Institution or Awarding Organisation.

This may be evidenced through:

- 2.23a Budget
- 2.23b Self-Assessment Reports
- 2.23c Institution's annual report containing audited accounts
- 2.23d Budgetary forecast for the accredited programme
- 2.23e Evidence of actual and/or projected income sources
- 2.23f Evidence of demand for the programme (the market)
- 2.23g Marketing strategy for the programme

Standard 3 Student empowerment

Standards

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.

Requirements

Accredited education institutions, together with centres and training practices, must ensure that all students:

3.1 are well prepared for learning in theory and practice having received relevant inductions.

This may be evidenced through:

- 3.1a Induction handbooks
- 3.1b Induction timetables

3.2 have access to the resources they need to achieve the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks, and programme outcomes required for their professional role.

This may be evidenced through:

- 3.2a Practical, equipment, consumables and animal collection resource list
- 3.2b Library resources
- 3.2c ILT resources

- 3.2d Timetabled resources
- 3.2e Clinical placement audits

3.3 are provided with timely and accurate information about curriculum, approaches to teaching, supervision, assessment, practice placements and other information relevant to their opportunities throughout their programme to work with and learn from a range of people in practice placements, preparing them to provide care to a range of animals with diverse needs.

This may be evidenced through:

- 3.3a Programme handbooks
- 3.3b Student handbooks
- 3.3c Timetables

3.4 are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation-based learning appropriate for their programme as necessary for safe and effective practice.

This may be evidenced through:

- 3.4a Programme handbooks
- 3.4b TP handbooks
- 3.4c Assessment plans
- 3.4d Module/Unit descriptors

3.5 are supervised and supported in clinical placement learning in accordance with RCVS Standards framework for veterinary nurse education and training.

This may be evidenced through:

- 3.5a TP / aTP staffing lists
- 3.5b TP / aTP student timetabled hours / rotas
- 3.5c Clinical placement audits
- 3.5d Training Practice handbook

3.6 are supervised according to their individual learning needs, proficiency and confidence

This may be evidenced through:

- 3.6a Individual learning plans
- 3.6b TP / aTP student reports
- 3.6c Reasonable adjustment policy

3.7 are allocated and can make use of supported learning time including blended learning and recording completion of RCVS Day One Skills for Veterinary Nursing when in practice

This may be evidenced through:

- 3.7a Timetables
- 3.7b Audit of blended learning time
- 3.7c Audit of Day One Skills recording tool

3.8 are assigned and have access to a nominated practice Clinical supervisor for a practice placement or a series of practice placements.

This may be evidenced through:

- 3.8a Clinical Supervisor records
- 3.8b Student placement support and progress records

3.9 are assigned and have access to a nominated academic tutor/lead for each part of the education programme.

This may be evidenced through:

- 3.9a Group tutorial records
- 3.9b Student feedback

- 3.9c Programme specification
- 3.9d Student handbook

3.10 have the necessary support and information to manage any interruptions to the study of programmes for any reason.

This may be evidenced through:

- 3.10a Student handbook
- 3.10b Programme handbook
- 3.10c Institutional regulations
- 3.10d Fitness to Practise policy

3.11 are provided with timely and accurate information regarding RCVS enrolment and entry on to RCVS VN register.

This may be evidenced through:

- 3.11a Student handbook

3.12 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.

This may be evidenced through:

- 3.12a Equality and diversity policy
- 3.12b Reasonable adjustment policy
- 3.12c Fitness to Practise
- 3.12d Adoption of the RCVS Guidance on recruitment of work-based veterinary nursing students and the admission of veterinary nursing students to full-time vocational and degree courses
- 3.12e Student feedback

3.13 are protected from discrimination, harassment and other behaviour that undermines their performance or confidence.

This may be evidenced through:

- 3.13a Equality and Diversity policy
- 3.13b Bullying and Harassment policy
- 3.13c Complaints Policies and reports
- 3.13d Student feedback

3.14 are provided with information and support which encourages them to take responsibility for their own mental and physical health and wellbeing.

This may be evidenced through:

- 3.14a Student handbook
- 3.14b Programme handbook
- 3.14c Personal tutoring system
- 3.14d Personal tutorial time tables and records
- 3.14e Student Support Policy

3.15 are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice.

This may be evidenced through:

- 3.15a Personal tutor handbook
- 3.15b Personal tutorial records
- 3.15c Evidence-based professional practice procedures
- 3.15d Module/Unit descriptors
- 3.15e Programme Handbook

3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills.

This may be evidenced through:

- 3.16a Peer assessment
- 3.16b TP / aTP handbook
- 3.16c Student representative meetings
- 3.16d Reflective logs
- 3.16e Professional behavioural tool
- 3.16f Guest (expert) lecturer timetables

3.17 receive constructive feedback throughout the programme to promote and encourage reflective learning.

This may be evidenced through:

- 3.17a Feedback policy / procedures
- 3.17b Clinical Supervisor records
- 3.17c Feedback records
- 3.17d Evidence-based professional practice procedures
- 3.17e Module/Unit descriptors
- 3.17f Programme Handbook

3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

This may be evidenced through:

- 3.18a Student surveys
- 3.18b Student representative meetings
- 3.18c Use of National Student Survey
- 3.18d Study Skills Policy

Standard 4 Educators and assessors

Standard

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.

Requirements

Accredited education institutions, together with centres and training practices, must ensure that all educators and assessors:

4.1 comply with all standards and requirements in the RCVS standards framework for veterinary nurse education and training.

4.2 always act as professional role models.

This may be evidenced through:

- 4.2a CPD records
- 4.2b Professional development plans
- 4.2c Student feedback
- 4.2d Lesson observations, walk through and teaching reviews
- 4.2e Staff Codes of Conduct

4.3 receive relevant induction, ongoing support, education and training which includes training in equality and diversity.

This may be evidenced through:

- 4.3a CPD records
- 4.3b CPD policy

4.3c Professional development plans

4.4 have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities.

This may be evidenced through:

- 4.4a Staff timetables
- 4.4b Clinical placement rota
- 4.4c Job descriptions

4.5 respond effectively to the learning needs of individuals.

This may be evidenced through:

- 4.5a Student Feedback
- 4.5b Student representative meeting minutes
- 4.5c Personal tutorial timetables / minute
- 4.5d Clinical placement records
- 4.5e Reasonable adjustments records
- 4.5f Lesson observations

4.6 are supportive and objective in their approach to student supervision, assessment and progression.

This may be evidenced through:

- 4.6a Qualification assessment strategy
- 4.6b Schedule of planned assessment
- 4.6c Clear evidenced-based rationale for calculation of pass mark / cut score in assessment
- 4.6d Clinical placement records/action plans

4.6e Day One Skills recording tool

4.7 appropriately share and use evidence to make decisions on student assessment and progression.

This may be evidenced through:

- 4.7a Standard setting documentation
- 4.7b Assessment blueprint documentation
- 4.7c Tutorial records and action plans
- 4.7d Minutes of Course Boards
- 4.7e Self Assessment Report

4.8 liaise and collaborate with colleagues and partner organisations in their approach to supervision, assessment and to share effective practice.

This may be evidenced through:

- 4.8a Policy for recruitment and training of assessment staff / moderators
- 4.8b Practice Principal meeting minutes
- 4.8c Standardisation meeting minutes
- 4.8d External examiner reports
- 4.8e Individual learning plans
- 4.8f Practice Principle meetings

4.9 are expected to respond effectively to concerns and complaints about public protection, animal welfare and student performance in learning environments and are supported in doing so.

This may be evidenced through:

- 4.9a Complaints procedure

- 4.9b Fitness to practise Policy
- 4.9c Retention records
- 4.9d TP / aTP Risk register
- 4.9e Minutes of meetings, action plans and responses

4.10 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment.

This may be evidenced through:

- 4.10a Student reviews, feedback and surveys
- 4.10b Stakeholder feedback
- 4.10c Minutes of meetings, action plans and responses
- 4.10d Programme review

4.11 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 hold a recognised teaching qualification.

Standard 5 Curricula and assessment

Standard

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

Requirements

Accredited education institutions, together with centres and training practices, must ensure:

5.1 curricula fulfil RCVS standards framework for veterinary nursing education and training, providing learning opportunities that equip students to meet the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks for Veterinary Nurses and programme outcomes.

This may be evidenced through:

- 5.1a Programme specification
- 5.1b Programme handbook
- 5.1c Programme level mapping documents
- 5.1d Module / unit mapping documents

5.2 curricula remain relevant in respect of contemporary veterinary nursing practice.

This may be evidenced through:

- 5.2a Curriculum meeting minute

- 5.2b External examiner reports
- 5.2c Stakeholder feedback

5.3 curricula weigh theory and practice learning appropriately to the programme.

This may be evidenced through:

- 5.3a Programme specifications
- 5.3b Mapping to RCVS Veterinary Nursing Registration Rules

5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes.

This may be evidenced through:

- 5.4a Stakeholder minutes
- 5.4b Programme evaluation and development records
- 5.4c Module/unit and programme level mapping
- 5.4d Curriculum Vitae
- 5.4e CPD records

5.5 curricula are co-produced with stakeholders who have experience relevant to the programme and experience in professional programme curriculum design and delivery.

This may be evidenced through:

- 5.5a Stakeholder minutes
- 5.5b Programme evaluation and development records

5.6 curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity.

This may be evidenced through:

- 5.6a Timetables
- 5.6b Assessment strategies
- 5.6c Curriculum map (include vertical and horizontal integration)
- 5.6d Programme handbooks

5.7 curricula are structured and sequenced to enable students to manage their theory and practice learning experience effectively.

This may be evidenced through:

- 5.7a Timetables
- 5.7b Clinical placement plans
- 5.7c Assessment matrix/ overview

5.8 a range of appropriate assessments methods are in place to accurately measure the knowledge, skills and understanding outlined in the programme. At least one summative assessment must be in the form of an Objective Structured Clinical Examination (OSCE) or similarly robust, objective and evidenced-based form of practical examination to test the safe and effective acquisition of a broad range of skills and competences outlined in the RCVS Day One Competences and Skills for Veterinary nurses.

This may be evidenced through:

- 5.8a Student feedback
- 5.8b Moderation meeting minutes
- 5.8c Exam Board minutes
- 5.8d Examination rules
- 5.8e Examination Policy and procedure documents
- 5.8f Examples of assessment material
- 5.8g Assessment blueprint
- 5.8h Assessment strategy
- 5.8i Statement of proposed interpretations and uses of the examination/assessment
- 5.8j Assessment rationale

- 5.8k Examiner handbook
- 5.8l Student handbook
- 5.8m Security policies

5.9 processes are in place to establish a high degree of validity to support the interpretations of assessment outcomes

This may be evidenced through:

- 5.9a Examination policy and procure documents
- 5.9b Rationale for the Design of examinations
- 5.9c Moderation policies
- 5.9d Evidence of moderation
- 5.9e Assessment blueprint
- 5.9f Mark schemes
- 5.9g Training and standardisation of markers
- 5.9h Evaluation of the functioning of questions and tests
- 5.9i Statistical analysis of item level and question level data such as analysis of question difficulty
- 5.9j Standard setting documentation
- 5.9k Mechanisms to detect Plagiarism
- 5.9l Assessment appeals policy
- 5.9m Invigilation arrangements
- 5.9n Assessment validation reports

5.10 moderation processes are in place

This may be evidenced through:

- 5.10a Moderation protocol

- 5.10b Moderation meeting minutes
- 5.10c Internal verification meetings
- 5.10d External examiner reports
- 5.10e Responses to action plans

5.11 assessment and moderation is fair, reliable and valid to enable students to demonstrate they have achieved the competences for their programme.

This may be evidenced through:

- 5.11a Student feedback
- 5.11b Moderation meeting minutes
- 5.11c Exam Board minutes

5.12 adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice.

This may be evidenced through:

- 5.12a Reasonable adjustment policy documentation
- 5.12b Mitigating circumstances policy
- 5.12c Records of reasonable adjustment

5.13 students are assessed across clinical placement settings and learning environments as required by their programme.

This may be evidenced through:

- 5.13a Day One Skills recording tool
- 5.13b Observation records
- 5.13c Examination papers and mark sheets
- 5.13d Student feedback records

5.14 assessment is mapped to the curriculum and occurs at appropriate points within the programme to determine student progression.

This may be evidenced through:

- 5.14a Student progress reports
- 5.14b Student handbook
- 5.14c Assessment plans

5.15 clinical placement assessment is facilitated and evidenced by observations and other appropriate methods.

This may be evidenced through:

- 5.15a Moderation policy
- 5.15b Day One Skills recording tool
- 5.15c Schedule of activity
- 5.15d Moderation reports

5.16 students' self-reflections contribute to, and are evidenced in, assessments.

This may be evidenced through:

- 5.16a Student feedback forms
- 5.16b Tutorial reports
- 5.16c Clinical placement reports
- 5.16d Reflective logs

5.17 a range of people including clinical supervisors contribute to student assessment.

This may be evidenced through:

- 5.17a Student reports
- 5.17b Student placement reports

5.17c Timetables

5.18 assessment of practice and theory is weighted appropriately to the programme.

This may be evidenced through:

5.18a Module specifications

5.18b Assessment matrix

5.19 there is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses.

This may be evidenced through:

5.19a Module specifications

5.19b candidate handbooks

5.20 ensure that summative assessment of all RCVS Day One Competences and Skills for Veterinary Nurses include an Objective Structured Clinical Examination (OSCE), or a similarly robust, objective and evidenced-based form of practical examination to test the safe and effective acquisition of clinical skills.

This may be evidenced through:

5.20a Assessment rationale

5.20b Assessment blueprint

5.20c Standard setting documentation

5.20d Examiner handbook

5.20e Student handbook

5.20f Timetables

5.20g Assessment plans

5.21 mechanisms are in place to minimise bias in all assessments.

This may be evidenced through:

- 5.21a Examination Policies and Procedures
- 5.21b Examiner handbook
- 5.21c Rationale for the design of the examination
- 5.21d Invigilation arrangements
- 5.21e Assessment validation reports
- 5.21f Examiner standardisation processes
- 5.21g Moderation processes

5.22 ensure modules that address the RCVS Day One Competences for Veterinary Nurses include unseen examination as an element of the assessment strategy.

This may be evidenced through:

- 5.22a Module mapping

5.23 where an approved education institute has yet to produce students who are ready to enter the professional register, facilitate the attendance of the RCVS at the trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place.

This may be evidenced through:

- 5.23a Proposed dates for the trial / mock examination

5.24 where an accredited education institute plans to make a significant or substantial change to any aspect of the curriculum, including assessment, the RCVS must approve all changes prior to implementation.

Standard 6 Effective clinical learning

Standard

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.

Requirements

Accredited education institutions, together with centres and training practices, must:

6.1 ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses

This may be evidenced through:

- 6.1a TP/aTP list including RCVS TP number
- 6.1b TP/aTP approval and monitoring documentation for UK practices
- 6.1c TP/aTP approval and monitoring documentation for international practices

6.2 ensure students are actively learning and adequately supervised in their clinical learning environment.

This may be evidenced through:

- 6.2a Rotas / timetables
- 6.2b CVs for clinical supervisors
- 6.2c Clinical placement records

6.2d Job descriptions for clinical supervisors

6.3 ensure clinical learning environments are provided for every student for a minimum duration of hours as stipulated in the RCVS Veterinary Nurse Registration Rules.

This may be evidenced through:

- 6.3a Clinical placement lists
- 6.3b Memoranda of Understanding
- 6.3c Registers
- 6.3d Record of Employment
- 6.3e Programme specification
- 6.3f Time tables

6.4 ensure all students are allocated a clinical supervisor responsible for confirming competency of RCVS Day One Skills for Veterinary Nurses. All clinical supervisors must be RVN or MRCVS (UK practising), be experienced and able to demonstrate an experienced level of clinical skills and ongoing professional development.

This may be evidenced through:

- 6.4a CVs
- 6.4b Records of co-ordination and continuity of support and supervision
- 6.4c Records of CPD to support role
- 6.4d Job description

6.5 maintain accurate records of student clinical learning environment attendance and provide these to RCVS upon request

This may be evidenced through:

- 6.5a Registers

6.5b Records of Employment

6.6 ensure that all students are placed within RCVS listed training practices.

This may be evidenced through:

6.6a UK clinical placement lists

6.6b International clinical placement lists

6.7 ensure clinical learning experiences are tailored to the student's stage of learning, competences and programme outcomes.

This may be evidenced through:

6.7a Rotas

6.7b Timetables

6.7c Day One Skills recording tool audits

6.7d Clinical placement records and action plans

6.7e Individual learning plans

6.8 the veterinary team contribute to clinical environment learning in accordance with the RCVS Codes of Professional Conduct.

This may be evidenced through:

6.8a Clinical placement records

6.8b Staff Codes of Conduct

6.8c Staff rotas / timetables

Glossary

Reasonable Adjustments: where a student requires reasonable adjustments related to a disability or adjustments relating to any protected characteristics as set out in equalities and human rights legislation.

Accredited education institutions (AEIs): An Awarding Organisation or Higher Education Institution, accredited by the RCVS. An AEI may be an institution, or part of an institution, or combination of institutions that works in partnership with practice placement and work placed learning providers. AEIs will have provided us with assurance that they are accountable and capable of delivering Royal College of Veterinary Surgeons Veterinary Nursing accredited licence to practise educational programmes.

Assessment blueprint: A table that lays out the aims of the examination (i.e learning outcomes, domains or RCVS Day One Skills) mapped this against the content of the examination. The blueprint can be used to document that the examination tests a range of skills/knowledge described in the aims.

Assessment validation: A systematic review of the assessment tools, processes, practices and outcomes to ensure that assessments and examinations are valid, reliable and fair.

Assessment validation reports: A formal report outlining the process undertaken to evaluate the appropriateness of the assessment. The report details the mechanism used to determine if the assessment discriminates between students who have met the minimum standards to achieve the qualification and join the register of veterinary nurses and those who have not. Useful validation frameworks have been published by described by Michael Kane, Samuel Messick and others. Other resources include an approach to understanding validation arguments published by Ofqual

Auxiliary training practice (aTP): in cases where a prospective training practice does not have all of the specified resources necessary to meet full TP approval, but nevertheless could provide a good learning environment for a substantial part of the practical training, a centre could approve it as an “auxiliary training practice” (aTP)

Awarding Organisations (AOs) Organisations approved by a national regulatory authority and the RCVS

Bias Favouring one group of students over another sitting a similar or same test. Assessment bias can occur because of the way test materials are written, the conditions of administration, and the interpretations of the results especially where the tutor and those involved in the production and marking of the assessment are known to the student.

Centre: An institution approved in accordance with standards set by the Veterinary Nurses Council to deliver a programme of veterinary nurse Education; a University, College or Private Training Provider

Clinical Placement: – employed or voluntary placement in a veterinary practice which meets RCVS standards for the approval of training practices for veterinary nursing training

Clinical Supervisor: The person (MRCVS/RVN) appointed to recognise competence and make judgements about student performance and competence for example clinical coach, assessor.

Compensation: pass by compensation is the award of credit for a failed module/unit on the basis that overall performance elsewhere in the part is sufficient to merit the passing of that part and the learning outcomes of the programme as a whole will be met.

Day One skills recording tool: addresses the RCVS day one skills and RCVS Day One Competences for veterinary nurses and which has been designed to support a process of clinical mentorship and learning in addition to recording competence achievement.

Delivery site: the site where the veterinary nursing programme(s) is delivered which may be separate to the AEI

Educators: in the context of the RCVS Veterinary Nursing Standards for education and training are those who deliver, support, supervise and assess theory, practice or workplace learning.

Equalities and human rights legislation: prohibit unlawful discrimination on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation and other characteristics.

External advisor: is someone with appropriate knowledge who undertakes a quality or standards review (of any kind) as part of a team or alone and who is **external** to the programme or institution being reviewed.

Head of Centre (HOC): A senior member of Centre staff, the official correspondent and signatory, responsible for liaising with the RCVS. This person must be an RVN or UK Practising MRCVS

Higher Education Institution (HEI): Higher Education Institutions (Universities) recognised by QAA and RCVS

Learning environments: includes any environment in terms of physical location where learning takes place as well as the system of shared values, beliefs and behaviours within these places.

Primary affiliation: an affiliation with a training practice approved by a Centre for the purpose of offering clinical placement / employment to students

Programme Lead: A Veterinary Nurse must be appointed as a senior member of staff accountable for the overall delivery of the veterinary nursing qualification and is responsible for leadership of the programme team, development of the curriculum and assessments

Quality assurance: Processes for making sure all AElS continue to meet our requirements and their accredited education programmes comply with our standards.

RCVS Registration Rules: The required criteria for entry on to the RCVS Register of Veterinary Nurses made by the Council of the Royal College of Veterinary Surgeons

Recognition of prior learning (RPL): a process that enables previous certificated or experiential learning to be recognised and accepted as meeting some programme outcomes and requirements; this means it includes both theory and practice achievement.

Secondary affiliation: an affiliation with a training practice approved by another Centre offering clinical placement to students.

Stakeholder: any person, group or organisation that has an interest or concern in the situation in question, and may affect or be affected by its actions, objectives or policies. In the context of the RCVS Veterinary Nursing Standards for education and training this includes students, educators, partner organisations, service users, clients, employers, other professionals, other regulators and educationalists.

Standard setting: Process used to distinguish between a competent student and one that is not yet competent. This is achieved by determining the cut score / mark associated with the minimal level of skill or knowledge required to reach a certain level of achievement. Common methods include borderline regression, Angoff and Ebel.

Student: any individual enrolled onto an RCVS VN-accredited programme whether full time or less than full time.

Training Practice (TP): A veterinary practice which meets RCVS standards for the approval of training practices for veterinary nursing training.

Unseen examination: Assessment where the student does not know what questions will be asked (closed book)

Meeting	.Veterinary Nurses Council
Date	.13 November 2019
Title	.Veterinary Nurse Education Committee
Classification	.Unclassified
Summary	.Minutes of the meeting of the VN Education Committee held on 14 October 2019
Decisions required	To approve
Attachments	None
Author	Annette Amato Deputy Head of Veterinary Nursing 0207 202 0713 a.amato@rcvs.org.uk

Veterinary Nurse Education Committee

Minutes of the meeting held on 14 October 2019

Members:	Mrs Donna Cotton	-	Employer representative
	Miss Julia Cox	-	Employer representative
	Miss Hannah Durling	-	HE student representative
	Mrs S Holman	-	FE veterinary nursing provider
	Mrs Susan Howarth	-	VN Council veterinary nurse (Chair)
	* Professor Elizabeth Mossop	-	Independent educationalist
	Mrs Sarah Parkhouse	-	FE veterinary nursing provider
	Professor Susan Proctor	-	VN Council lay member (by teleconference)
	* Mrs S Reynolds-Golding	-	HE veterinary nursing provider
*absent			
In attendance:	Mrs Annette Amato	-	Committee Secretary
	Mrs Denise Chambers	-	Qualifications Officer
	Mrs Julie Dugmore	-	Director of Veterinary Nursing
	Miss Shirley Gibbins	-	Qualifications Manager
	Mrs Victoria Hedges	-	Examinations Manager
	Miss Michad Wildman	-	Examinations Officer

Apologies for absence

1. It was noted that there were two new members of the Committee, Sarah Holman and Sarah Reynolds-Golding. Apologies for absence were received from Elizabeth Mossop and Sarah Reynolds-Golding. Susan Proctor participated in the meeting by teleconference.

Declarations of interest

2. Susan Howarth declared that she had attended the Royal Veterinary College accreditation visit as an external academic representative, and Sarah Holman had been a visitor to the University of Brighton.

Minutes of the meeting of the Education Committee (VNEC) held on 24 July 2019

3. The Committee noted the minutes of the meeting held on 24 July 2019, which had been circulated and approved, prior to submission to VN Council at its meeting in September. The Director of Veterinary Nursing reported that para. 13 of the minutes should be amended to reflect the fact that the University of Hartpury was granted full accreditation, rather than provisional accreditation as stated in the minutes.

Veterinary Nursing update	
4.	The Director of Veterinary Nursing updated the Committee on recent developments and activities.
5.	VN Department Staff. Since the previous meeting, Imogen Gibbons had commenced in the role of Enrolments Administrator, and a temporary member of staff been recruited in a support role until the end of January to ensure that enrolments were processed within the required timeframes.
5.	Awarding Organisations. VetSkill now has five delivery centres with currently 64 learners, and has submitted an application to the Institute for Apprenticeships & Technical Education (IfATE) for approval as an End Point Assessor (EPA). Central Qualifications has been approved by IfATE as an EPA organisation. City & Guilds is looking to apply for approval in the next 12 – 18 months.
6.	The issue of Guided Learning Hours (GLH) requirements had been the subject of discussion with some centres, and this was due to be discussed at the monthly update meeting with City & Guilds.
7.	It was noted that some students have already been registered on to the apprenticeship standard, which had not been envisaged by the employer group. This causes a potential funding problem, due to the EPA organisations not being currently in place. Students will be able to complete their training and on meeting the RCVS requirements will be able to register, but if they are unable to complete the End Point Assessment, this will have an effect on the funding to the centres and employers. Once registered, there will not be an incentive for these former students to complete the EPA when available. It was not known how many students had been registered on to the standard, and is not an issue in which the RCVS has any involvement.
8.	Continuing Professional Development. The new 1CPD system has recently been launched, with a pilot which commenced in September. This will be mandatory from 2020, with reflection being a mandatory part of CPD from 2022.
9.	NPL and Day One Skills/Competences Roadshow. The Director of Veterinary Nursing and Qualifications Manager would be undertaking a week-long roadshow at the end of November to obtain feedback from users of the Nursing Progress Log to inform development of the new in-house recording tool. Review of the current RCVS Day One Skills and Competences for veterinary nurses will also be included.
10.	Scottish Apprenticeship. Discussions are now underway for a Scottish apprenticeship, and the criteria are being mapped to the National Occupational Standards.
11.	BVNA Congress. The RCVS stand at the recent BVNA congress was well attended, with information provided to visitors on a number of recent initiatives.

VN Licence to practise qualifications	
12.	Nottingham Trent University. It was noted that Nottingham Trent University was last accredited in March 2015. The normal cycle of reaccreditation means that reaccreditation is due in March 2020. However, due to a recent significant change in staffing and in order to prepare fully for the reaccreditation, the university had requested an extension to its current veterinary nursing provision. The Committee agreed that an extension of one year should be granted, subject to ongoing quality monitoring of the current provision.
Quality Monitoring activities	
13.	Bridgwater and Taunton College. The Committee noted the report of a quality monitoring visit to Bridgwater and Taunton College which is delivering the City & Guilds Level 3 Diploma in Veterinary Nursing (small animal). The actions had been identified and were being addressed.
14.	Royal Veterinary College. It was reported that the RCVS has become aware that the RVC is registering students on to a BSc(Hons) Veterinary Nursing programme, although the only accredited programme from this provider is the FdSc Veterinary Nursing. The RCVS has requested further information. The Committee agreed that clarification was required and noted that if students are being registered on to a separate BSc programme, this will need to be separately accredited and monitored. If all students are registered for and awarded the FdSc, with the BSc modules awarded only as a top-up degree, accreditation of the top-up degree would not be required, but this would need to be clear at the commencement of the degree programme..
Action plan monitoring – accreditation and reaccreditation	
15.	The Committee was provided with updates on the auditing activity and progress with action plans following a number of accreditation and reaccreditation events.
16.	University of Chester. Following the accreditation decision taken at the last meeting, the University of Chester is continuing to address its action plan, submitting evidence by the relevant deadlines, with only two actions now outstanding.
17.	Edinburgh Napier University. The Examinations Manager reported that she had reviewed the action plan from the accreditation visit which took place in January 2018. There is only one action now outstanding, in relation to the Objective Structured Clinical Examination (OSCE) policies and procedures, and the Examinations Manager was confident that this would shortly be complete.
18.	Middlesex University. It was confirmed that all actions, other than those relating to the OSCE, had been closed. Representatives from the University had met with the Director of Veterinary Nursing and the Examinations Manager on 29 July to discuss the requirements, and the revised document is now awaited.

19.	Anglia Ruskin University. It was noted that there is one outstanding action, relating to the OSCE policies and procedures. The university has been invited to attend a face-to-face meeting to discuss the delivery of the examination.
20.	City & Guilds. The Quality Assurance Officer reported that City & Guilds are still working on the completion of actions from the updated action plan. Some actions were now overdue, but City & Guilds had assured the RCVS that the outstanding actions are being worked on and would be submitted in due course. The Committee was assured that the situation was being closely monitored. The reaccreditation visit was due to take place in the next twelve months.
Action plan monitoring quality assurance	
21.	University of Brighton. The Examinations Manager reported that the one outstanding action from the quality monitoring visit in May 2018 has now been met. The full details will be brought to the next meeting.
Programme changes	
22.	Anglia Ruskin University. It was reported that the University submitted a request for some module changes, following the accreditation. The information requested by the RCVS regarding the proposed changes had been supplied, and the responses evidenced and justified. The action plan had been addressed in a very timely manner. The Committee reviewed the proposed changes and agreed that these should be accepted.
Accreditation visitor approval	
23.	The Committee considered and discussed three applications for addition to the accreditation visitor panel. There was some discussion as to whether it was appropriate to use a visitor without a Level 6 qualification as a HE accreditation visitor, as it had previously been agreed that visitors should at least hold a qualification at the level of the qualification being accredited. It was suggested that an individual working towards a qualification could be included as a member of the visitor panel, if they had relevant experience, as part of the visitor training process. An appropriate member of the Committee could also be included on the visitor panel in such instances.
24.	The Committee approved all three applications for addition to the visitor panel, to be included in the next round of visitor training.
AO / HEI External Examiner update	
25.	The Committee noted the current list of External Examiners, together with full details of newly appointed External Examiners for City & Guilds, Glasgow University, VetSkill and Hartpury University. It was confirmed that details of new examiners are provided for information and any potential impact on auditing activity.

Post-registration qualifications	
26.	Quality Monitoring. The Committee noted the quality monitoring report from the RCVS External Examiner, for a visit undertaken on Tuesday 3 September 2019 to observe the Viva Voce for the Advanced Veterinary Nursing integrative projects for the DipAVN at Harper Adams University.
Pre-registration Examination Board	
27.	The Examinations Manager reported that the Pre-registration Examination Board has not met for some time. The Multiple Choice examination is due to be finalised in 2020, and in preparation for this, and to adhere to good practice, the Terms of Reference for the Board had been revised. The Committee considered and agreed the draft terms of reference, and agreed that there should be at least one annual face to face meeting of the Board. The terms of reference are attached at Annex A.
28.	The Examinations Manager would bring forward names of potential board members to the January meeting of the Committee.
Items for publication	
29.	There were no items for publication arising from the meeting.
Any other business	
30.	The Chair noted a recent statement issued by the RCVS regarding a mutual recognition agreement between the RCVS and the Veterinary Council of Ireland (VCI), and queried whether it would be appropriate to make a similar statement for veterinary nursing. The Director of Veterinary Nursing confirmed that as both the RCVS and the VCI are part of ACOVENE (the Accreditation Committee for Veterinary Nurse Education) this would not be necessary.
31.	The Chair asked whether further guidance on Fitness to Practise was now available for training providers, as advice on this issue had been sought from the professional conduct department. The Director of Veterinary Nursing confirmed that guidance will be included in the new accreditation standards, to be submitted to VN Council in November.
Meeting dates	
32.	The meeting dates for the meetings of the Committee in 2020 were confirmed as follows: Monday 14 October 2019 Wednesday 8 January 2020 Wednesday 25 March 2020 Wednesday 29 July 2020 Wednesday 14 October 2020

Meeting	Veterinary Nurses Council
Date	13 November 2019
Title	2019 Monitoring of Registered Veterinary Nurses' CPD
Classification	Unclassified
Summary	This paper provides the summary of the 2019 audit of CPD records of veterinary nurses.
Decisions required	None
Attachments	Annex A – report of results
Author	Jenny Soreskog-Turp Senior Education Officer 0207 202 0701 j.soreskog-turp@rcvs.org.uk

Background

1. The CPD requirement for registered veterinary nurses (RVNs) is currently 45 hours over a three year period.
2. The audit carried out in 2019 was the tenth annual audit of a sample of veterinary nurses' CPD records.

Purpose of audit

3. The aim of the audit was to enable the College to evaluate compliance with the requirement to undertake 45 hours over a three year period, in addition to raising awareness of the obligations set out in the Code of Professional Conduct and providing a picture of the average uptake across the profession.

Procedure

4. The audit included the following four groups of RVNs:
 - a) **Group 1.** A sample of 8% of RVNs who have been registered for a period of at least three years without a break. These RVNs were asked to supply information covering three years (2016, 2017 and 2018).
 - b) **Group 2.** RVNs who submitted a return in 2018 but fell some hours short of the overall requirement. RVNs who had completed fewer than 40 hours in the three-year period covered by the 2018 audit were only required to submit their CPD record for 2018.
 - c) **Group 3.** RVNs who, despite reminders, failed to respond to the request to submit their CPD records in 2018, and yet remain active on the Register of Veterinary Nurses. These nurses were asked to submit their records covering the three year period (2016, 2017 and 2018), and were specifically reminded of the requirement to provide the RCVS with CPD records when requested.
 - d) **Group 4.** RVNs who been registered for a period of at least three years without a break and confirmed that they were not compliant with the CPD requirement at last year's annual renewal. These RVNs were asked to supply information covering three years between 2016 to 2018.
5. Nurses were asked to either send photocopies of their CPD record card for the required period, or to confirm that they have recorded their CPD using the online professional development record (PDR) so that the annual totals can be checked by the RCVS.
6. Some of those who have responded have now voluntarily removed their names from the register.

Preliminary analysis of CPD records

7. Please see Annex A for a full report of the overall results.

8. The overall response rate for the 2018 audit was 95 %, which is an improvement on the response rate from the last three years, when it has been 92-93%. The response rate for group 3 (non-responders from last year) was 78 %, which is much lower than for the other three groups that had a response rate of between 88-95 %.
9. Responses have been received from 1077 veterinary nurses:
 - a. 854 RVNs whose records show that they are compliant with the CPD requirement (79% of respondents).
 - b. 223 RVNs whose records show that they are not currently compliant, but many of them have provided a full explanation and a CPD development plan.
10. 10% in group 1 (random sample) were non-compliant compared to more than 50% in group 3 and 4.
11. The average number of CPD hours across the groups was 82 hours and the range of hours was 0-2056.
12. 88% of respondents used the online Professional Development Record to record their CPD, compared to 76% in last year's audit.

Reasons for non-compliance

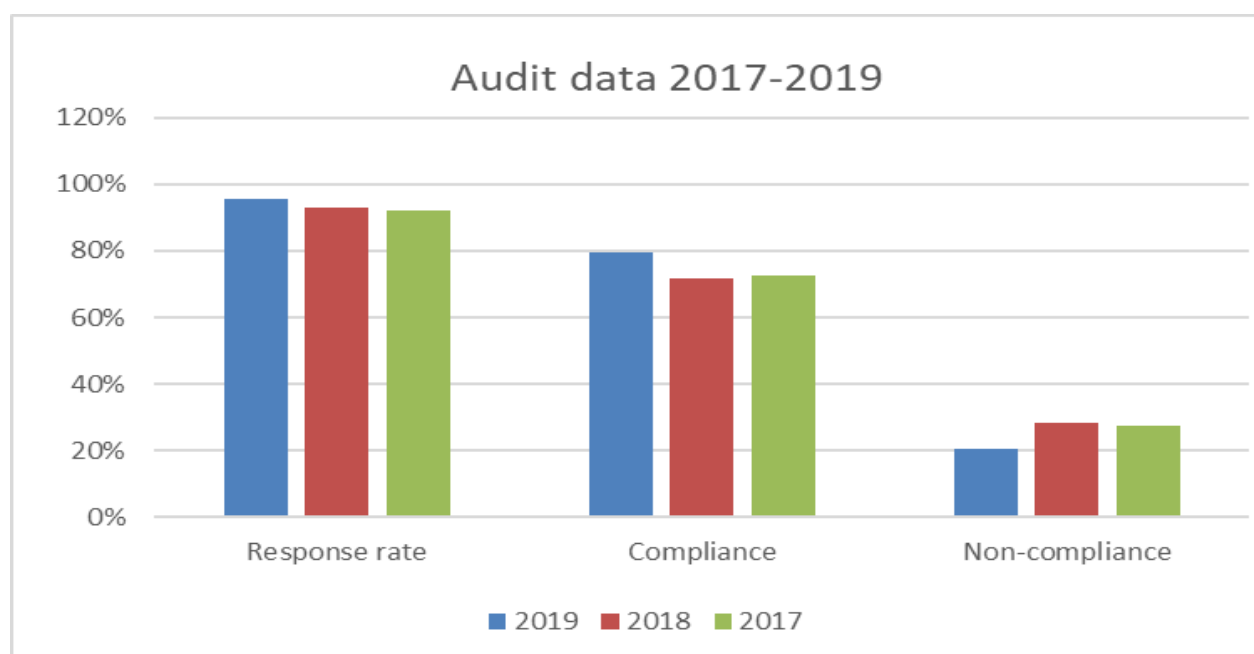
13. Again, a full report will be made in February, but , the main reasons given for non-compliance are:
 - a. Maternity leave
 - b. Family commitments
 - c. Illness
 - d. Difficulty of finding time for CPD and/or affording CPD.
 - e. Not keeping CPD records for all the audit years.

Next steps

14. Further analysis, including a breakdown of CPD activities, further comparison between previous audits and the proposals for the conduct of the 2020 audit will be presented to VN Council in February.
15. VN Council is invited to note this update and to express any views on its content.

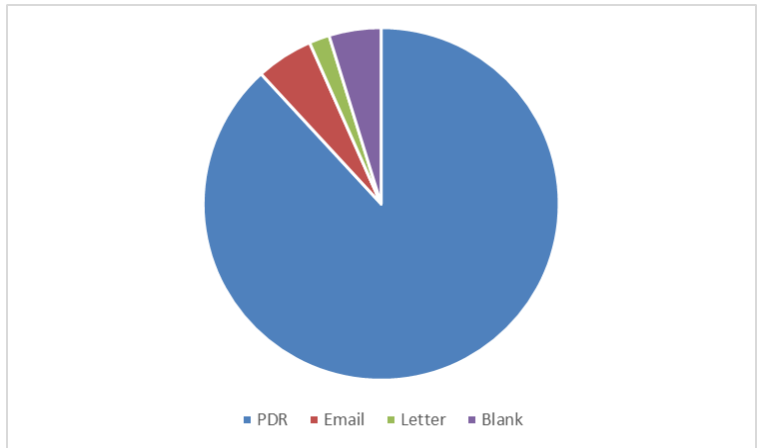
Annex A

	Included in sample	Responded		Compliant		Non-compliant (NC)	
Total 2019	1129	1077	95%	854	79%	223	21%
Total 2018	1016	939	93%	672	72%	267	28%
Total 2017	857	792	92%	575	73%	217	27%
Total 2016	627	591	94%	420	71%	171	29%
Total 2015	798	739	93%	574	78%	165	22%
Total 2014	814	718	88%	556	77%	162	23%



	Included in sample	Responded		Compliant		Non-compliant (NC)	
Group 1	773	761	98%	688	90%	73	10%
Group 2	180	159	88%	98	62%	61	38%
Group 3	58	45	78%	21	47%	24	53%
Group 4	118	112	95%	47	42%	65	58%
Total	1129	1077	95%	854	79%	223	21%

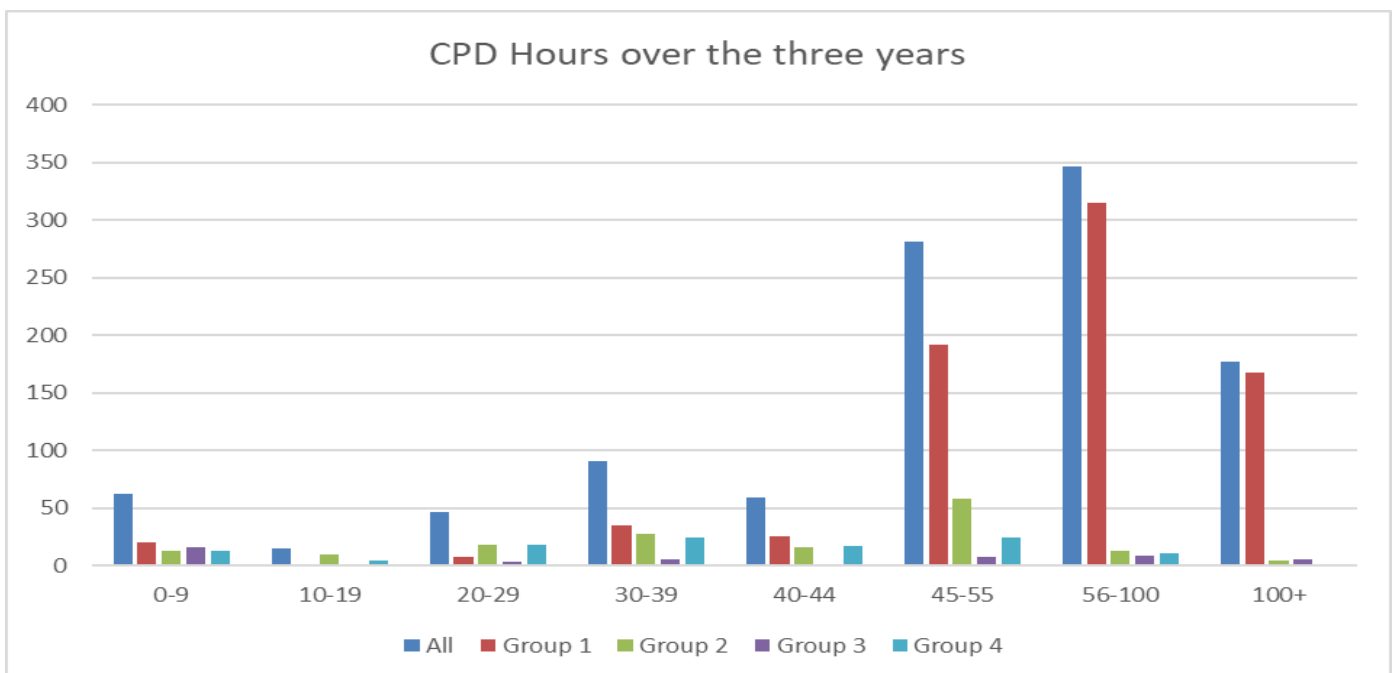
Records received		
PDR	950	88%
Email	56	5%
Letter	20	2%
Blank	51	5%



CPD Hours over the three years					
	All	Group 1	Group 2	Group 3	Group 4
0-9	62	20	13	16	13
10-19	15	1	10	0	4
20-29	46	7	18	3	18
30-39	91	35	27	5	24
40-44	59	25	16	1	17
45-55	281	192	58	7	24
56-100	347	315	13	8	11
100+	177	167	4	5	1

Range: 0-1836.8, avg: 82

Average number of CPD Hours over 3 years							
	All	Compliant	Non-Compliant	Group 1	Group 2	Group 3	Group 4
	82	101	26	99	42	44	36



Meeting	Veterinary Nurses Council
Date	13 November 2019
Title	Update from the CPD Working Party – RCVS Communication Plan
Classification	Unclassified
Summary	This paper outlines the RCVS communication plan in regards to promoting the changes to the CPD Policy
Decisions required	None
Attachments	None
Author	Jenny Soreskog-Turp Senior Education Officer 0207 202 0701 j.soreskog-turp@rcvs.org.uk

CPD policy and process change communications plan

(Content and timeframe subject to change reflecting the need to embed the changes)

Context

Following work to explore the efficacy of traditional CPD [CPD Literature Review 4 December 2015 Author Dr Simon Wallace], a comparative summary of CPD requirements for ten organisations as well as a pilot [CPD Research 4 December 2015] and a pilot study with vets and VNs, a decision has been taken to change two elements of CPD policy:

- The introduction of outcome-focused CPD, 'Plan, Do, Record, Reflect'. It will be introduced in January 2020 and becomes mandatory from January 2022.
- A change from hourly CPD targets over three years to an annual target. The targets will be 35 hours per year for vets, and 15 hours for VNs. This policy change becomes mandatory when it is introduced in January 2020.

There is also a move from the existing CPD recording platform ('PDR'), to 'OneCPD, a new platform that is being developed to support the policy changes and make it simpler and more intuitive to record CPD, in particular the 'reflect' element.

Objectives

1. Educate and inform members about the changes to CPD policies
 - a. Outcomes-based CPD – 'plan, do, record, reflect'
 - b. Annual hourly targets for CPD (35 hours for vets, 15 hours for VNs), instead of targets over three years.
2. Inform members about the new CPD recording platform, One CPD.
3. Encourage early adoption of the CPD platform.

Objectives and messaging

TIMING	OBJECTIVE	MESSAGING	CONTENT NEEDED
CPD POLICY CHANGES			
Pre-launch	Educate and inform members about the changes to CPD policies	We are introducing 'reflection' to CPD requirements for vets and VNs - 'plan, do, record, reflect'. This will ensure that all learning is focused on the outcomes that can be implemented with patients and practice.	
		To help you manage your CPD, hourly targets are now annual, instead of over three years. This comes into effect on 1 January 2020 and is mandatory for vets and VNs.	
	Provide support.	The change will apply across the veterinary and VN professions from January 2020. However we recognise that there are likely to be some exceptional circumstances that mean it may not be possible to achieve this straight away. Find out more [link to website].	List of possible 'exceptions' and how to apply for exemption
	Provide evidence for the change	The policy change mirrors that of other professions including dentistry and medicine. Research shows that reflection is integral to effective learning [add references to research papers].	A summary of extracts from research paper
	Communicate that the change was 'done with' not 'done to'.	The move to outcomes-based CPD was developed in consultation with vets and VNs over a two year period [add reference to pilot - link?].	A summary of the pilot process and outcomes
Launch	Help members imagine and plan how they can fulfil the 'reflection' element of their CPD. Encourage early adoption of new CPD. Provide practical 'how to' support.	To help you manage the change to outcomes-focused CPD and understand what it means for you, there is a range of resources available on the website. Find out more.	Real-life examples of 'reflection', case studies of how outcome-focused CPD, and scenarios that bring to life abstract concepts
Ongoing	Maintain focus and awareness of change amongst members and newly qualified vets and VNs.	There are resources available to help support you achieve your CPD targets. [Link to web page]	Resources as developed above
CPD PROCESSES - ONECPD PLATFORM			
Pre-launch	Educate and inform members about the OneCPD platform.	OneCPD launches January 2020 and replaces the existing PDR with immediate effect.	
		All content from the PDR will automatically be ported over to the OneCPD app.	FAQs - what this means for me
	Communicate that the change was 'done with' not 'done to'.	Vets and VNs have been involved in the user testing for the new platform. Their feedback has been integral in ensuring it is as intuitive as possible and meets members' needs.	'You said - we did' - summary of changes implemented
Launch	Encourage early adoption	OneCPD is now available to use. The app can be downloaded for Android [link] and iOS [link]. There is also a desktop version, accessible [here].	
	Provide support	RCVS has created how-to-use guides for the OneCPD platform, available on the RCVS website [here]. OneCPD helps facilitate reflective practice; there are a range of features including voice notes and images to help make your life simpler.	How-to guide including features and benefits
	Provide technical support	There is also technical assistance available within the platform, and on the website.	Technical FAQs
Ongoing	Provide help and support for members.	Regular reminders with links to support resources on website.	Resources as developed above

RISKS	RISK OWNER	MITIGATION
Reason for move to 'outcomes-focused' CPD is not clearly understood by the profession.	Education	Communication - moving in-line with other comparable professions (include examples)
		Need for meaningful CPD that focuses on how learning is applied to patients and practice
Lack of understanding about what 'reflection' comprises.	Education	Content (in-app and website) explaining what it is, what it isn't, with real-life scenarios
Members are wary about posting reflection following the Dr Bawa-Garba case.	Education/Professional Conduct (?)	Statement from RCVS re: what reflection will be used for. Is it possible to give categorical answer to this question - yes/no for use in a disciplinary case?
Data security of OneCPD platform.	Digital	Reassurance from digital re: security that has been put in place
QR codes - potential risk of RCVS endorsement of events if a QR code is produced.	Education	Either disclaimer re: QR code not equating to endorsement/approval of event (negative), or limited roll-out of QR codes for certain categories of event (definition needed from Education)
Lack of member support for move from 3 year CPD hourly targets to annual.	Education	Evidence-based communication - why has the change been made, which other professions work this way
Low adoption rate for OneCPD app.	Education	Clear and consistent communications focusing on platform features, user benefits and technical support available from RCVS
Overwhelming demand for support.	Education/Digital	Make support available-on-demand, with communications to signpost

Tactical plan

TIMING	CONTENT	OBJECTIVES	PERSONNEL
COMS & MARKETING ACTIONS			
To be sent on w/c 9 September	A press release regarding the talk from academics from the University of Maastricht regarding outcomes-based CPD	To use as a platform to highlight the academic and professional case for moving to an outcomes-based CPD system	Mamae to attend to take notes and to write up release. Jacob also attending to film the talk.
To be sent on w/c 16 September	A press release about the upcoming BVNA Congress in October - including info about our promotion of CPD platform and policy changes	To set out the fact that these will be promoted at the event	Luke or Mamae to draft in conjunction with Events Team
By w/c 30 September	A key messaging document to be produced setting out the rationale and benefits behind the following: an outcomes-based CPD model, changes to the annual CPD requirements; and, the development of the One CPD platform to support these changes. Document also to include Q & A about key issues (eg data security, use reflective comments in disciplinary cases etc) as well as game-planning for potential hostile questions about the changes	While this key messaging document may not necessarily be made public, it will act as an important template for all our future communications about the CPD policy changes	Jo to lead on the document in liaison with Education and IT and with support from Luke and Mamae
By w/c 30 September	Blog to be written on behalf of Professor Stephen May (RCVS Council member and past-President) about the rationale behind outcomes-based CPD drawing upon his previously published research	To help strengthen the rationale and arguments behind changing to a more outcomes-focused CPD model	Mamae to produce initial draft of blog for Stephen's input
By w/c 30 September	Contact to be made with <i>Vet Record</i> to see if it would be willing for the RCVS to publish research papers from Stephen (written on behalf of the College) on the Features section of the College website	As above - strengthening the rationale behind the changes	Luke to make contact with Adele Waters and to upload the relevant information if approved
By w/c 7 October	The CPD page of the RCVS website to be updated to include information about the policy changes and One CPD platform in time for BVNA Congress - including the addition of new FAQs where applicable. This can draw heavily from the key messaging document in summary form.	To be ready in time for BVNA Congress and to act as a 'one-stop-shop' for summary information about the coming changes	Luke, Mamae, Jo and Christine to lead on this in liaison with Education Team
By w/c 7 October	3 to 4 case studies which drive home and illustrate the rationale/ benefits of outcomes-based CPD to be interviewed and written-up and published on the website	Case studies to be sourced from those who took part in the pilot and will reflect how they came about to seeing the advantages of the model - perhaps even from initially being sceptical of the proposition	Luke and Mamae to liaise with Jenny ST to source appropriate people to approach for the case studies and then carry out interviews
By w/c 7 October	The organisation and promotion of a webinar (to take place in November or December) led by Linda PC and Stephen May (?) to talk about the coming CPD policy changes, the rationale behind them and the One CPD platform	This will be another means of reaching out to the profession to communicate the rationale behind the changes and perhaps deal directly with some	Luke and Mamae to find appropriate dates for the webinar and promote via vet press and social media
By w/c 7 October	Handout literature to be produced for BVNA Congress summing up key messages and promoting case studies and webinar	Something for visitors to BVNA Congress to take away with them and share with colleagues	Jo to coordinate the content in conjunction with Jacob
By w/c 14 October	A press release promoting RCVS activities at London Vet Show to be distributed		Luke and Mamae to organise
By w/c 21 October	A series of 3/4 'talking head' videos to be produced featuring key spokespeople (eg Linda PC, Stephen May and Susan Paterson) each answering a key question about the policy changes and app. These will be drip fed out to the profession via social media in the weeks prior to London Vet Show on 14 November	A visually arresting and short-form way of tackling some of the key and difficult questions arising regarding our policy changes	Jo to coordinate with technical support from Alex and Jacob
By w/c 4 November	Fictitious 'scenarios' to be produced for the website which could cover areas such as illustrating reflective CPD, outlining where concessions on the annual CPD requirement might be made in regards to caring responsibilities etc	These scenarios will fill the gaps where we may not yet have any case studies to illustrate a particular aspect of the changes but it would be useful to get them across in a digestible and 'human' way	Jo and Mamae/ Luke to liaise with Education – and potentially Prof Con – to work these scenarios up for publication on the website
By w/c 11 November	A scripted video to be produced in time for London Vet Show covering the principles of the policy changes, the advantages of One CPD and how it will support the changes and comments from those who took part in the pilot	Overall aim is to encapsulate why these changes are coming, why they are beneficial and how members of the profession can prepare for them	Jo to coordinate with scripting support from Emma and technical support from Alex and Jacob
By w/c 11 November	A podcast to be produced featuring a round-table discussion about policy changes and One CPD and its advantages for the profession	This will be an opportunity to take a discursive look at the changes, talk about the advantages and perhaps deal with some of the difficult questions that arise from the changes	Luke, Emma and Mamae to coordinate speakers and discussion chair as well as the recording and publication of podcast
By w/c 11 November	A social media campaign to be developed and launched at London Vet Show to run up until the end of the year urging members of the profession to prepare for and familiarise themselves with the coming changes. The campaign will draw upon all the previously developed resources as outlined above.	This will be a means of continuously drip-feeding the profession with information about the changes and One CPD in the run-up to Christmas and New Year through use of dynamic media and clear messaging	Mamae and Luke to work on campaign messaging and timings and produce plan in due course
By w/c 11 November	Updated handout literature to be produced for London Vet Show incorporating additional details and resources developed since BVNA Congress	As above	Jo to coordinate in conjunction with Jacob

Meeting	VN Council & Council
Date	13 November 2019
Title	RVN Preliminary Investigation Committee Chair's Report to Council
Classification	Unclassified
Summary	This report sets out the work of the Registered Veterinary Nurse (RVN) Preliminary Investigation Committee (PIC).
Decisions required	None
Attachments	None
Authors	<p>Sandra Neary Professional Conduct Officer 020 7202 0730 s.neary@rcvs.org.uk</p> <p>Gemma Crossley Head of Professional Conduct 020 7202 0740 g.crossley@rcvs.org.uk</p>

Registered Veterinary Nurses Preliminary Investigation Committee

Chair's Report to VN Council

Introduction

1. Since the last Report to Veterinary Nurses Council there have been no meetings of the RVN Preliminary Investigation Committee. The meetings scheduled to take place on 3 September and 15 October 2019 were cancelled, as there were no new cases referred and no decision required on ongoing cases. The next scheduled meeting is on 26 November 2019.

RVN Concerns received / registered

2. Between 22 August 2019 and 30 October 2019 there were four new Concerns received against RVNs. Of these four new Concerns:
 - Two are currently under investigation by the Case Examiner Group (a veterinary and lay member on RVN PIC and a Case Manager);
 - Two are in the process of being assessed.

RVN Preliminary Investigation Committee

3. There have been no new concerns considered by the RVN PIC between 22 August and 30 October 2019.

Ongoing Investigations

4. In the previous report to VN Council, the RVN PIC Chair reported on one case that the Committee had referred to the RVN Disciplinary Committee for a public hearing. This case related to a police caution which the RVN had accepted in relation to the theft of veterinary drugs from a practice. Since the referral of the matter to the RVN Disciplinary Committee, the Crown Prosecution Department had the caution withdrawn to enable the police to carry out a criminal investigation. In the light of this development, the Committee decided to adjourn listing the case pending the outcome of the criminal prosecution. The outcome of the trial is still awaited.

Health Concerns

5. There are currently two RVNs being managed in the context of the RCVS Health Protocol.

Performance Concerns

6. There are currently no RVNs being managed in the context of the RCVS Performance Protocol.

Referral to Disciplinary Committee

7. Since the last report to VN Council, the RVN PIC has not referred any cases to the RVN Disciplinary Committee.

Training

The RVN PIC, PIC, Veterinary Investigators and members of the Professional Conduct team are due to take part in a day of training on 7 November 2019.

Meeting	Veterinary Nurses Council
Date	13 November 2019
Title	Period of Supervised Practice update
Classification	Unclassified
Summary	This paper provides information on the number of veterinary nurses who have undertaken a Period of Supervised Practice (PSP), those who are currently undertaking a PSP and the numbers who have been exempted from the PSP.
Decisions required	None
Attachments	None
Author	Annette Amato Deputy Head of Veterinary Nursing 020 7202 0713 a.amato@rcvs.org.uk

Background

1. When the RCVS opened the Register of veterinary nurses in 2007, it was agreed that veterinary nurses returning to the RCVS Register following a period of absence totalling five years or more would need to undertake a Period of Supervised Practice (PSP) before being permitted to apply to restore their names to the Register.
2. The requirement to undertake a PSP was also applied to any person wishing to Register as a veterinary nurse who had achieved a veterinary nursing qualification and not registered within five years of qualification.
3. The purpose of the PSP is to provide an opportunity for those returning to veterinary nursing to update and refresh their knowledge and skills before joining or re-joining the register. During the PSP the returning nurse works with a named mentor (an experienced RVN or veterinary surgeon) in order to update their knowledge and skills and re-gain their confidence to work fully as a registered VN.
4. The PSP must be completed over a minimum of 17 full-time weeks or the part time equivalent i.e at least 595 hours. It normally takes place within an RCVS-approved training practice (TP) or a practice approved at general practice or hospital standard under the RCVS Practice Standards Scheme. Most PSPs are completed within one year. Where this has not been possible, an application to extend is considered on provision of evidence of continued support from the practice, with relevant information on the progression of the action plan.
5. The first registrations for the PSP were in 2013. The table below shows the number of registrants for the PSP for each calendar year. A total of 171 veterinary nurses have completed the PSP and restored to the register, with 27 nurses currently undertaking the PSP.
6. Feedback from veterinary nurses who have undertaken the PSP is generally very positive.

PSP Start Date (Year)	Returning nurses (5 + years unregistered)	Not registered on qualifying (Achieved 5+ years before)	PSP completed Now RVN	PSP not completed (inactive)	PSP still ongoing
2013	1	2	3	-	
2014	10	3	13	-	
2015	33	1	31	3	
2016	43	3	43	3	
2017	41	3	38	6	
2018	39	1	36	-	4
2019 (to 31 Oct)	30	1	7	-	23

PSP Exemption

7. At its meeting in May 2018, VN Council approved a PSP exemption policy. This allows certain nurses who were removed from the register for five years or more to apply to re-join the register without the need to complete a PSP. Exemption is considered where the applicant had previously been on the RCVS Register and has significant experience working as a veterinary nurse outside the UK.
8. Applications for PSP exemption are considered by a Working Group appointed by VN Council.
9. Since the introduction of the PSP exemption scheme, four applications have been considered by the Working Group. All applications have been approved. Currently two of these applicants have restored to the Register.