



RCVS Standards Framework for Veterinary Nurse Education and Training

Updated August 2023

RCVS | SETTING
VETERINARY
STANDARDS



Introduction

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.

With grateful thanks to the Nursing Midwifery Council (NMC) for allowing us to adopt the structure and format of the Standards of Proficiency for Registered Nurses.

We would also like to take the opportunity to thank all the stakeholders that contributed to the development of the new framework. ●



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 and promoted in all learning environments, with diversity and inclusion at the forefront.

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:

- a Health and safety policy
- b Clinical and Delivery Site audits
- c Staff induction policy
- d Standard Operating Procedures
- e Risk assessments
- f e-safety policy
- g Safeguarding policies and procedures
- h Student inductions
- i Policy for onsite animals
- j Fire safety protocol
- k RPA reports
- l Compliance with IRR 2017

Guidance/Examples

There should be robust H&S policies in place for AElS/Delivery Sites/TPs/aTPs and appropriate risk assessments for both theory and clinical environments.

Staff and students should undertake a comprehensive induction process including e-safety and online communications.

TPs/aTPs should adhere to Schedule 3 when allocating students to rotas, including out of hours, to ensure that they are always supervised by an RVN or MRCVS (UK Practising).

A detailed safeguarding policy is required with appropriately trained safeguarding officers available.

TP/aTP approval paperwork and subsequent annual monitoring paperwork should be fit for purpose to support student nurse training and the implementation of risk/support rating depending on the findings at each review. Sufficient actions/recommendations should be implemented by the Delivery Site and regularly monitored for completion and compliance.

1.2 prioritise the wellbeing of people

This may be evidenced through:

- a Peer reviews
- b Continued Professional Development (CPD) documents/policies
- c Staff inductions
- d Staff reviews
- e Nominated staff member for wellbeing
- f Pastoral support
- g Staff Code of Conduct
- h Wellbeing policy
- i Wellbeing displays (physical and online)
- j Wellbeing initiatives
- k Mental Health First Aider Training
- l Mental health support procedures

Guidance/Examples

Regular staff appraisals should be completed and documented with appropriate channels followed in terms of additional training and/or support required.

Wellbeing resources should be available to students and staff to promote mental health and wellbeing. This could include online resources, a drop-in centre, support groups and a designated wellbeing officer.

Staff and student charters must be in place and fit for purpose.

Clinical Supervisor (CS) training and standardisation embeds wellbeing and promotes the work/life balance for both the CS and their students.

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Timetabling must be managed in such a way as to accord sufficient time for both staff and students to achieve the required outcomes.

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

This may be evidenced through:

- a Training practice (TP)/Auxiliary Training Practices (aTP) lists with risk assessments
- b VMD Registration
- c Policy for storage and disposal of POM-VS
- d Standard Operating Procedures
- e Policy for onsite animals
- f Facility audits
- g List of locations where qualifications are delivered
- h Schedule of quality monitoring activity
- i Inventory of clinical equipment and consumables
- j Student feedback

Guidance/Examples

Clinical learning environments should be fit for purpose with a range of equipment and supplies available to enable students to undertake practical sessions and prepare for practical assessments.

An inventory of equipment and supplies should be kept up to date, along with risk assessments for the area and relevant equipment.

TP/aTP approval and annual monitoring paperwork contains references to regular auditing of servicing of equipment documentation, health & safety policies, risk assessments and standard operating procedures (SOPs).

POM-V guidelines must be adhered to with appropriate guidance in place for storage and use to ensure clarity to all staff, students and examiners. Where POM-Vs are delivered to a premises, or where they are being stored on site overnight, the premises must be registered with the VMD.

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:

- a Standard Operating Procedures
- b Poster regarding consent
- c Consent guidance within pre-operative paperwork
- d Website content
- e Consent forms
- f TP/aTP approval forms

Guidance/Examples

To ensure client consent is addressed and clients are aware that they have the right to withdraw consent at any time, practices need to ensure that this is well publicised.

This could be covered with a dedicated section for student involvement on a consent form, using a poster about consent in the reception/waiting area/consult room, or another means that can be clearly evidenced i.e., an SOP.

1.5 promote client, public and animal safety and welfare and maintaining confidentiality.

This may be evidenced through:

- a Job descriptions
- b Staff reviews
- c Student feedback
- d Lesson observations
- e General Data Protection Regulation policy
- f Student observations
- g TP/aTP approval forms
- h TP/aTP risk assessments
- i Social media policy

Guidance/Examples

Job descriptions should be tailored to different roles within the teaching team rather than a generic one.

The opportunity for students and staff to complete online GDPR training should be considered to demonstrate that this has been embedded within all aspects of the programme.

GDPR policy is current and reviewed regularly.

GDPR/Data Protection is detailed within TP/aTP visit paperwork.

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:

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

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Guidance/Examples

The complaints procedure should be well documented within the Student Handbook, Programme Handbook and Placement Handbook.

Student induction processes/materials should refer to the complaints/concerns policies so that students are aware from the outset.

There should be a whistleblowing process in place so that students can notify educators/stakeholders in confidence and without fear of adverse consequences.

The AEI/Delivery Site should be able to evidence how student/staff feedback is utilised to make changes i.e., meeting minutes, course consultation.

Robust safeguarding measures should be in place to ensure the protection of vulnerable learners and adults.

1.7 ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised.

This may be evidenced through:

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

Guidance/Examples

The AEI/Delivery Site should be able to demonstrate that the complaints procedure is implemented and followed according to the policy.

Fitness to Practise Policy is available to all students from the outset of their programme and is embedded within lectures, tutorials and clinical practice.

Complaints and feedback policies are adhered to, and all relevant parties are kept well informed throughout.

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

This may be evidenced through:

- a Minutes of meetings
- b Clinical audit reports
- c Complaints procedure
- d Disciplinary Policy
- e Risk assessment and policy reviews
- e Accident records
- f Evidence of outcomes/actions and dissemination

Guidance/Examples

Relevant complaints and performance policies for both the AEI and Delivery Site to be current and fit for purpose with regular reviews. The wording must be carefully considered to reflect a no blame culture.

Meeting minutes, reports and outcomes should be disseminated to relevant parties in line with the policies and in a timely manner.

1.9 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:

- a Fitness to practise procedure
- b Student feedback
- c Module/unit handbook
- d Lesson plans referencing RCVS CoPC
- e Lesson observation feedback
- f Day One Skills Recording Tool
- g Learning logs
- h Reflective diaries
- i Tutorial records
- j Learner reviews
- k Student handbook
- l Placement handbook

Guidance/Examples

Students' professional behaviour should be monitored and encouraged in both clinical and theory environments. This can be implemented through the Day One Skills (DOS) recording tool or by separate means in a placement clinical tool or classroom behavioural tool.

Programme and Placement Handbooks should refer to, and embed, the *RCVS Code of Professional Conduct (CoPC)*.

Teaching and Learning Observations (TALO) should be carried out regularly for all teaching staff and suitable paperwork completed to demonstrate that the RCVS CoPC has been embedded within the learning environment.

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1.10 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:

- a Lesson observations records
- b Staff training records
- c CPD records
- d Self-Assessment Reports
- e Student feedback
- f External examiner reports
- g Equality, Diversity and Inclusion Policy
- h Reasonable adjustment policy
- i Conflict of interest forms for OSCEs
- j Complaints procedure

Guidance/Examples

Equality, Diversity and Inclusion (ED&I) policy to be fit for purpose and reviewed annually.

TALO reports to evidence how ED&I is embedded within the classroom environment.

Recruitment policy to ensure that underrepresented groups/individuals have the same access and opportunities as others.

The AEI/Delivery Site should ensure there is a Special Educational Needs and Disability (SEND) policy in place and that it is disseminated to all educators.

Students should be provided with the opportunity to work with their peers in theory and clinical settings as well as being given to opportunity to peer review.

There should be a good relationship in place between the AEI and Delivery Site that fosters inter-professional collaboration and allows for the sharing of ideas and work.

1.11 advance equality of opportunity through effective use of information and data.

This may be evidenced through:

- a Self-Assessment Reports
- b External examiner reports
- c Student feedback
- d Stakeholder feedback
- e Minutes of staff and/or student meetings
- f National student survey data
- g Office for Students data, access and participation plans

Guidance/Examples

Completion and evaluation of Self-Assessment Reports (SARs).

External Examiner (EE) reports are reviewed and suggestions/actions implemented to improve programme delivery and equality of opportunity.

Regular stakeholder and feedback surveys/reports to be carried out and the information gathered used to effect change where required and feasible.

Minutes of both staff and student meetings to be collated and disseminated to relevant persons.

Active involvement with regulatory bodies to ensure the correct data is received/provided and good access for all learners is maintained.

1.12 work to promote inter-professional education and inter-professional practice and support opportunities for research collaboration

- a Programme level intended learning outcomes
- b Module/unit handbooks
- c Secondment policy and timetables
- d Guest (expert) speaker timetables
- e Research Committee meetings
- f Expert witness documentation
- g Group project work

Guidance/Examples

Evidence of regular CPD for staff with role specific courses/training being completed where applicable.

Members of the VN team are given the opportunity to be involved in research papers/projects, collaborate with external organisations and foster relationships between other academic teams.

The use of Guest Speakers for module/unit specific content and delivery.

The AEI and Delivery Site demonstrate good inter-professional communication and ongoing review of modules/units, assessments and clinical environments.

Standard 1 – Learning culture

1.13 promote evidenced-based improvement in education and veterinary nursing practise.

This may be evidenced through:

- a Research committee meetings
- b Programme level intended learning outcomes
- c Module/unit handbooks
- d CPD policy
- e Secondment Policy and timetables
- f Guest (expert) speaker timetables
- g Journal clubs
- h Clinical audits
- i Clinical governance
- j Quality improvement policies and procedures.

Guidance/Examples

Evidence guest speaker within Scheme of Work (SOW) and timetable.

Ensure learning outcomes for modules/units are current and level appropriate.

Ensure there is sufficient CPD allowance for staff to encourage advancement of knowledge and training relevant to their role.

Module/unit content is regularly reviewed to ensure that it is fit for purpose and teaching current practices. ●



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:

- a Office of Qualifications and Examinations Regulation (Ofqual) report and action plans
- b Office for Students report and action plans
- c Quality Assurance Agency (QAA) report and action plans
- d RCVS quality monitoring report and action plans
- e External examiners reports and action plans
- f minutes of validation/accreditation event and evidence of any conditions have been addressed
- g New programmes only: RCVS pre-accreditation support

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Guidance/Examples

Evidence of the following reports may be shown to demonstrate compliance:

- Office of Qualifications and Examinations Regulation (Ofqual)
- Quality Assurance Agency (QAA)
- RCVS Quality Monitoring
- EE reports
- Office for Students registration
- TP/aTP approvals and audits

The AEI/Delivery Site should also demonstrate that module content for regulatory and professional modules/units is current.

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

This may be evidenced through:

- a Completed action plans from regulatory, professional, and legal bodies

Guidance/Examples

Evidence of timely completion of actions set by all relevant regulatory, professional and education bodies.

2.3 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:

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

Guidance/Examples

Evidence to be provided to show mapping of the DOC/DOS within theory modules/units of the programme and competency throughout the DOS in practice through a relevant tool.

QAA benchmarks and programme outcomes must also be fully mapped.

AEIs may wish to present a spreadsheet indicating the mapping.

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

This may be evidenced through:

- a Module/unit documentation
- b Programme curriculum
- c Lesson observation records
- d Schemes of Work
- e Lesson planning documentation
- f Student and Clinical Supervisor handbooks

Guidance/Examples

The RCVS CoPC should be clearly embedded within the Programme Handbook, Module Handbooks, TALO paperwork, TP/aTP annual audit paperwork.

2.5 comply with the RCVS Veterinary Nursing Registration Rules.

This may be evidenced through:

- a Adequate placement provision/employment
- b Programme specification
- c Qualification Handbook

Guidance/Examples

Sufficient placement time should be allocated within the programme schedule to ensure the RCVS training hours requirements can be met.

Sufficient logging and authentication of hours should be evidenced for all students.

To ensure students who miss allocated placement time are not disadvantaged, there should be leeway within the programme timetabling for students to be able to make up missed training hours.

Fitness to Practise needs to be embedded within both theory and clinical work and can be evidenced in the Scheme of Work (SoW), Module/unit Handbooks, Placement Handbooks and Behavioural Evaluations.

Standard 2 – Governance and quality

- 2.6 adopt a partnership approach, with shared responsibility, evidenced by a Memorandum of Understanding between the approved education institution and the Delivery Site and between the Delivery Site and the training practice. This must be regularly reviewed and clearly stipulate the roles, responsibilities, and regulatory requirements.**

This may be evidenced through:

- a Memoranda of Understanding
- b Quality Assurance Procedures
- c Risk assessments
- d Review meeting minutes
- e TP/aTP handbook
- f Clinical Supervisor handbook
- g Delivery Site approval documents
- h TP/aTP secondment documents

Guidance/Examples

Detailed and current Memorandum of Understanding (MoU) between the AEI and Delivery Site, where applicable. Where the delivery is undertaken at the same location as the validating institution, the AEI must be assured that there is a clear definition of roles and responsibilities and that regulatory requirements are being met.

Detailed and current MoU between the Delivery Site and TP/aTP.

The Placement Handbook clearly defines the roles and responsibilities of the AEI, Delivery Site, TP/aTP, Clinical Supervisors and Students.

TP/aTP approval and monitoring paperwork stipulates allocated training time within placement hours and supervision of students by an RVN or MRCVS (UK Practising).

- 2.7 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:

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

Guidance/Examples

The AEI's commitment to address and recruit underrepresented students should be detailed within the recruitment policy.

Student entry requirements must be suitable for the level of qualification and original certificates should be available to view upon request.

The utilisation of different recruitment tools/platforms such as videos and social media could demonstrate an innovative approach to programme marketing and recruitment and could reach a more diverse audience.

Robust and fair Accredited Prior Learning (APL) and Recognition of Prior Learning (RPL) policies should be in place for those students who have undertaken previous qualifications.

The Equal Opportunities policy should be fair, current and adhered to.

2.8. 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:

- a Programme specification
- b Prospectus
- c Website
- d Social media
- e Careers leaflets
- f Equivalence policy

Guidance/Examples

The University/College websites clearly detail the programme entry requirements including any work experience requirement. The prospectus should also detail this information. AEIs are reminded that RCVS does not set entry criteria; each AEI must set the criteria specific to its own programme and determine relevant equivalencies.

Entry requirements for non-UK nationals should also be clearly detailed with support/guidance available on APL/RPL.

2.9 provide students with the information and support to enable them to

Standard 2 – Governance and quality

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:

- a fitness to practise policy
- b induction procedure
- c timetables
- d personal tutorial timetables
- e recruitment policy
- f Student interviews
- g Student handbook
- h RCVS registration guidance within documentation

Guidance/Examples

Fitness to Practise policy for Student Veterinary Nurses should encourage the disclosure of criminal convictions.

The AEI/Delivery Site will need to implement a policy for notifying the RCVS of any criminal conviction that may affect registration with the RCVS as a qualified veterinary nurse. This should include any convictions which occur whilst the student is on programme.

Students should be advised of the Fitness to Practise Policy within the recruitment and induction processes. This can be evidenced within the Recruitment Policy, Induction Materials, Timetabling and Student Interviews.

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

This may be evidenced through:

- a RPL/APL Policy
- b RPL/APL documentation
- c RPL/APL decision recording
- d RPL/APL guidance on website

Guidance/Examples

The AEI/Delivery Site will need to ensure that their APL/RPL policy is fit for purpose and is implemented where necessary. The policy will need to indicate the criteria for decision making.

Any decisions should be documented and disseminated to relevant parties.

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:

- a Student handbook
- b Programme handbook
- c TP/aTP handbook
- d Fitness to practise policy
- e RCVS enrolment guidance
- f RCVS Registration guidance
- g Clinical supervisor handbook
- h RCVS CoPC references within relevant documentation

Guidance/Examples

Students should be well informed regarding programme requirements and governance of their qualification, including registration rules and requirements with the RCVS. This can be evidenced in:

- Student Prospectus
- Recruitment Documentation
- Student Handbook
- Programme Handbook
- Evidence of inclusion of the Fitness to Practise Policy within the induction process and throughout the programme.
- Support mechanisms in place for students at the end of their programme regarding registration with the RCVS as a qualified veterinary nurse. This should include advice and guidance for students wishing to raise a concern or on the occasion an error is made.

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:

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

Guidance/Examples

HE Fitness to Practise Policy for Veterinary Nurse Students in place and fit for purpose.

Students made aware of the Fitness to Practise Policy during induction and regularly referred to during tutorials and within professional modules/units.

Student Code of Conduct reviewed and, where applicable, signed by students.

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Academic malpractice policy in place and procedures implemented and adhered to with detailed documentation and record keeping.

Requirement for disclosure to the RCVS in the event of an adverse finding by the AEI is to be incorporated within the relevant policies.

2.13 confirm that students meet the required programme outcomes in full and are eligible for academic and professional award.

This may be evidenced through:

- a Board of Examiners meeting minutes
- b Student progression meeting minutes
- c Exit award details

Guidance/Examples

Clear mapping of the RCVS DOC/DOS within course content and delivery.

Board of Examiners meeting minutes with decisions on student progression/outcomes detailed. Where the exit award has been awarded this process should be clearly detailed.

Student progress review meeting minutes with outcomes detailed.

HE Fitness to Practise Policy for Veterinary Nurse Students embedded within the induction process and throughout the course.

Professional requirements detailed within the Programme and Placement Handbooks.

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

This may be evidenced through:

- a Course reviews
- b Student feedback
- c TP/aTP quality monitoring paperwork
- d Risk assessments
- e Health and Safety Policy
- f Centre Sampling Policy
- g AEI visit documentation (site visit or site review documentation)
- h Memorandum of Understanding
- i External Examiner reports
- j External Quality Assurance reports
- k Standard operating procedures
- l e-safety policy
- m Student training regarding online safety

Guidance/Examples

On campus reviews of the Delivery Site to be carried out by the AEI as per the audit cycle to ensure facilities and learning environments are safe, effective and fit for purpose.

Robust and valid quality assurance processes in place and adhered to for all elements of the programme. These processes should be detailed within relevant quality assurance documentation and policies.

Regular student and stakeholder feedback to be sought and changes actioned where required.

MoU between the AEI, Delivery Sites and TP/aTPs regularly reviewed to ensure they are fit for purpose and benefit all parties, clearly indicating responsible persons.

EE reports reviewed and disseminated within the team. Any areas for concern discussed and actioned.

Health & Safety policies and procedures read, and declaration signed by all staff upon employment. Review of Health and Safety policies and procedures, including risk assessments to be carried out annually.

2.15 appoint appropriately qualified and experienced people for programme development and delivery.

This may be evidenced through:

- a Staff lists
- b Staff development plan
- c Staff in-house training records
- d Job descriptions
- e Staff time allocation
- f Recruitment policy
- g External Examiner/Adviser recruitment policy

Guidance/Examples

Staff recruitment processes are robust to ensure that appropriately qualified persons are interviewed and considered, and the relevant personnel are involved with selection and recruitment.

Job descriptions and person specifications are utilised for specific roles, rather than generic, to ensure role specific requirements and responsibilities are met.

2.16 where an Accredited Education Institution is not yet fully accredited, or at the

Standard 2 – Governance and quality

discretion of Veterinary Nurse Education Committee, facilitate the attendance of the RCVS at the trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place for the relevant cohort of students.

This may be evidenced through:

- a Proposed dates for trial/mock examination

Guidance/Examples

Dates for trial/mock OSCEs/practical assessments to be detailed within the SoW and dates made available to the RCVS upon request to allow quality monitoring activities to be carried out.

2.17 where an Accredited Education Institution plans to make any changes to its provision, including assessment, the RCVS must approve all changes prior to implementation.

This may be evidenced through:

- a Correspondence with RCVS regarding proposed changes

Guidance/examples

Appropriate and timely correspondence to be submitted to the RCVS in light of any proposed changes to programme delivery or assessment methods. AElS are required to submit proposals for programme changes at least three months prior to the relevant Veterinary Nurse Education Committee meeting. The submission must include tracked changes versions of all documentation where the change would be referenced.

Accredited education institutions must:

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

This may be evidenced through:

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

Guidance/Examples

Evidence of market research demonstrating the requirement for the provision and continued growth.

The completion of SARs to evidence recruitment and retention figures for both student veterinary nurses and TPs/aTPs.

Institution's annual report containing audited accounts.

Stakeholder feedback from TPs/aTPs regarding the demand for student veterinary nurses and the role of TPs/aTPs in supporting continued demand.

Marketing strategy is in place to promote veterinary nursing and the provision at the AEI/Delivery Site. This could include media campaigns, social media posts, school careers events and ensuring the institution's website reflects the facilities and learning environments on offer.

Evidence of continued financial input to ensure the continued growth of the provision. ●



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:

- a Induction handbooks
- b Induction timetables
- c Induction materials for DOS recording platform

Guidance/Examples

Students are provided with an Induction handbook and an induction timetable which allows for full understanding of the academic and placement requirements of the course.

Students attending campus should be given a tour of the facilities including the location of resources beneficial to their programme i.e., the library and clinical skills area.

Placement Handbooks should be provided detailing the roles and responsibilities of all parties with inclusion of the Fitness to Practise policy. An induction session on placement requirements and the opportunity to ask questions would be beneficial, as well as guidance on wellbeing support available to students.

Final OSCE criteria should be provided including 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:

- a Practical, equipment, consumables and animal collection resource list
- b Library resources
- c ILT resources
- d Timetabled resources
- e Clinical placement audits
- f TP/aTP risk assessments

Guidance/examples

TP/aTP approval paperwork should assess whether the TP/aTP provides suitable resources for the students including relevant textbooks.

Supporting texts, e-books, and journals should be available via the library/e-library.

The clinical skills area should be well-equipped providing students with the facilities and resources to develop their skills whilst not in practice.

3.3 are provided with timely and accurate information about curriculum, teaching, supervision, assessment, practice placements and other information relevant programme.

This may be evidenced through:

- a Programme handbooks
- b Student handbooks
- c Timetables
- d Schemes of work
- e Module handbooks
- f Placement correspondence

Guidance/Examples

There should be evidence of good communication channels between students and the academic team.

SoW should be completed and available prior to the start of each term.

Standard 3 – Student empowerment

The programme handbook and placement handbook should detail timelines in relation to assignment delivery and submissions, examination scheduling and practical assessments.

All information may be available on an e-learning platform.

3.4 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.

- a Practice rotas
- b TP/aTP Approval forms
- c Expert witness forms/statements
- d Handbooks detailing utilisation of expert witnesses

Guidance/Examples

Guest speakers to be utilised where applicable to encourage inter-professional learning.

The incorporation of external visits to establishments such as Pet Crematoriums, veterinary hospitals and animal rescue centres in conjunction with the relevant theory.

Witness statements to be encouraged in practice to demonstrate that students are given the opportunity to learn from a variety of professionals in practice.

3.5 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:

- a Programme handbooks
- b TP handbooks
- c Assessment plans
- d Module/Unit descriptors
- e Clinical supervisor handbook
- f List of clinical skills resources

Guidance/Examples

Technology enhanced and simulation-based learning to be evidenced with module handbooks, SoW and assessment materials and methodologies.

A good range of mannequins and equipment within the clinical skills area to enable students to perform tasks less commonly encountered in practice, such as CPR.

3.6 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:

- a TP/aTP staffing lists
- b TP/aTP student timetabled hours/rotas
- c Clinical placement audits
- d Training Practice handbook
- e Student TP feedback
- f Audit strategy for clinical placement tutorials
- g Clinical placement visit strategy

Guidance/Examples

Where students are registered as apprentices, it is expected, in accordance with this requirement, that students are actively supported until they have achieved their qualification.

Placement handbook details specific role responsibilities.

Students are always supervised in practice by an RVN, or MRCVS (UK Practising) and TP/aTP paperwork shows evidence of and compliance with this requirement.

Clear lines of communication are maintained between students and the academic/ placement team when students are on placement.

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

This may be evidenced through:

- a Individual learning plans
- b TP/aTP student reports
- c Reasonable adjustment policy
- e Student support services
- f Special Educational Needs support
- g Clinical placement tutorial records

Guidance/Examples

SEND facilities and support are available to students.

Learning styles of students are assessed throughout the programme to ensure that a diverse range of teaching styles and tools are implemented to benefit all students.

Tailoring student needs to TP/aTP placements and employment and encouraging students to disclose any additional learning needs they require, in accordance with reasonable adjustments and Fitness to Practise policies.

Standard 3 – Student empowerment

3.8 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:

- a Timetables
- b Audit of blended learning time
- c Audit of Day One Skills recording tool
- d Practice rotas
- e Memoranda of Understanding
- f TP handbook
- g Clinical supervisor handbook

Guidance/Examples

Timetables and SoW clearly state blended learning allocations and requirements.

Blended learning materials and time allocation are auditable and monitored regularly.

MoU between Delivery Site and TPs/aTPs clearly stipulates the requirement for students to be able to complete and record competency in the RCVS DOS during placement/employment in a TP/aTP.

TPs/aTPs to demonstrate, within tutorials, the allocation of time given to student veterinary nurses to undertake blended learning and the logging of DOS.

Good IQA processes in place to monitor the logging of DOS and be able to identify non-compliance.

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:

- a Group tutorial records
- b Student feedback
- c Programme specification
- d Student handbook
- e Personal tutor allocations
- f Personal tutor timetables
- g Learner reviews
- h Learner tutorials

Guidance/Examples

Students should have access to a dedicated tutor for each academic year and should be notified each term/year who their tutor will be.

Regular communication between students and tutors should be evidenced within tutorial documents and emails.

The allocation of specific tutors should be detailed within the programme handbook.

Time should be allocated to each tutor to carry out termly tutorials with the addition of telephone/email correspondence when required.

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:

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

Guidance/Examples

Relevant policies/handbooks including withdrawal and suspension of studies procedures, interruptions to study due to health concerns or maternity/paternity leave policies should be reviewed regularly and adhered to. Evidence of discussions and outcomes should be detailed within student progress meeting minutes, academic progress review board minutes and individual tutorial paperwork.

Fitness to Practise should be referred to and students advised accordingly.

Guidance, pastoral support, and wellbeing support services should be readily available, and students informed of how to access these services.

3.11 have their diverse needs respected and considered across all learning environments.

This may be evidenced through:

- a Equality and diversity policy
- b Reasonable adjustment policy
- c Fitness to Practise
- d Fitness to study policy

Guidance/Examples

Equality, diversity and inclusion policy is fit for purpose and adhered to.

There is a suitable 'Reasonable Adjustment' policy in place.

Fitness to Practise is incorporated within all aspects of the programme and documented within policies and handbooks.

Equality, diversity and inclusion training is regularly undertaken by academic staff.

Disability guidance is provided to TPs/aTPs and academic and placement staff demonstrate a proactive and inclusive approach to individual needs.

Standard 3 – Student empowerment

3.12. are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.

- a Equality and Diversity policy
- b Reasonable adjustments policy
- c Special considerations policy
- d Student feedback
- e Safeguarding policy

Guidance/Examples

There is a suitable 'Reasonable Adjustment' policy in place.

Fitness to Practise is incorporated within all aspects of the programme and documented within policies and handbooks.

Evidence of placement support is recorded i.e., tutorial records.

Disability guidance is provided to TPs/aTPs and academic and placement staff demonstrate a proactive and inclusive approach to individual needs.

Students are notified of the extenuating circumstances form and provided with adequate guidance on eligibility and completion of this form.

Reasonable adjustments policy for theory and practical exams is adhered to with requirements and learning needs considered on a case-by-case basis.

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

This may be evidenced through:

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

Guidance/Examples

The AEI/Delivery Site and TP/aTP foster a culture of support and inclusion, and this is evidenced within documentation such as student handbooks; the equality, diversity and inclusion policy; Student Charter and the Student Code of Conduct.

Further evidence of safeguarding measures could include wellbeing services, the opportunity for students to provide feedback and speak confidentially and the provision of clubs and groups which promote a sense of community.

There should also be processes in place to protect students when online, with sufficient social media and bullying and harassment policies.

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:

- a Student handbook
- b Programme handbook
- c Personal tutoring system
- d Personal tutorial time tables and records
- e Student Support Policy
- f Student feedback
- g Wellbeing lectures/sessions
- h Induction timetable
- j Meeting minutes from social groups
- k Online resources

Guidance/Examples

Wellbeing services available to students, including online support and drop-in sessions.

Wellbeing screensavers on university computers/netbooks.

Marketing materials such as posters and flyers displayed/distributed around campus.

Student support policy in place.

Discussions regarding mental health and wellbeing documented within individual tutorials and evidence of signposting to the range of services available.

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:

- a Personal tutor handbook
- b Personal tutorial records
- c Evidence-based professional practice procedures
- d Module/Unit descriptors
- e Programme Handbook
- f Student feedback
- g Assessment examples
- h Guidance provided regarding the RCVS DOS
- i Professional Behaviour Evaluation policy

Guidance/Examples

Learning styles to be assessed on a regular basis so that students are aware of how they learn and can tailor their own learning and revision processes.

Encourage students to lead tutorial sessions and use reflective cycles/tools to enable them to become independent practitioners. This could be evidenced within tutorial records.

Standard 3 – Student empowerment

Encourage the use of the professional behaviour evaluation within tutorials so that students can reflect on their own performance.

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:

- a Peer assessment
- b TP/aTP handbook
- c Student representative meetings
- d Reflective logs
- e Professional behavioural tool
- f Guest (expert) lecturer timetables
- g Mentor programmes
- h Assessment examples
- i Expert witness statements
- j Documentation detailing guidance regarding expert witnesses

Guidance/Examples

Guest speakers utilised where applicable to encourage best practice and provide knowledge and expertise in specific fields.

The use of ‘buddy or support’ systems where 2nd and 3rd year students provide support and guidance to newly enrolled students.

The use of peer reviews and discussion forums to promote discussions within peer groups.

Students are provided with suitable placement practices to enable them to work collaboratively with a range of veterinary professionals.

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

This may be evidenced through:

- a Feedback policy/procedures
- b Clinical Supervisor records
- c Feedback records
- d Evidence-based professional practice procedures
- e Module/Unit descriptors
- f Programme Handbook
- g Assessment examples
- h Formative assessment procedures
- i Clinical placement tutorial records
- j Learner reviews
- k Professional Behaviour Evaluations
- l DOS sampling plans

Guidance/Examples

Students to be provided with various feedback opportunities throughout their programme i.e., course consultative, placement feedback and assessment feedback.

Feedback policies and procedures are followed and there is appropriate dissemination of information.

Tutorials should be carried out in practice and evidence is reviewed by the IQA team on a regular basis as per the IQA strategy.

Advice and guidance on feedback and support available is detailed with module and programme handbooks.

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:

- a Student surveys
- b Student representative meetings
- c Use of National Student Survey
- d Study Skills Policy
- e Clinical placement evaluations
- f Personal tutor records

Guidance/Examples

Student surveys undertaken at appropriate points in the programme.

Students to be provided with various feedback opportunities throughout their programme i.e., course consultative, placement feedback and assessment feedback.

Student representative meetings to be carried out and meeting minutes recorded and disseminated.

Documented evidence of appropriate consideration of feedback and any subsequent changes to policies, procedures or provision.

3.19 are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.

- a Completed Professional Behaviour Evaluations
- b Professional behaviour guidance to students
- c Professional behaviour guidance to Clinical Supervisors
- d IQA sampling policy

Standard 3 – Student empowerment

Guidance/Examples

Encourage the use of the professional behaviour evaluation within tutorials so that students can reflect on their own performance.

If the professional behaviour evaluation is not within the DOS platform used by the AEI, then it must be implemented in another format.

Encourage peer discussions regarding professional behaviour and fitness to practise within tutor groups and online forums. ●



Standard 4

Educators and assessors

Standards

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 are appropriately qualified and experienced and always act as professional role models.

This may be evidenced through:

- a CV and CPD records
- b Professional development plans
- c Student feedback
- d Lesson observations, walk through and teaching reviews
- e Staff Codes of Conduct
- f RCVS registration status of personnel (where required)

Guidance/Examples

Staff CVs and CPD records are reviewed during the interview process and at each staff performance review, ensuring personnel are suitably qualified and remain current.

Suitable budget and CPD policy in place to encourage staff to complete training and CPD relevant to their role and to the benefit of the provision.

Staff Charter and Code of Conduct to be read and signed by all staff.

Standard 4 – Educators and assessors

Robust and supportive TALO Protocol in place with provision for additional support for newly appointed members of the team.

Peer lesson observations are to be encouraged and monitored, ensuring that good practice is shared, and the correct clinical content is incorporated into sessions.

Staff are supported by the AEI/Delivery Site with their RCVS registration and professional CPD requirements.

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

This may be evidenced through:

- a CPD records
- b CPD policy
- c Professional development plans
- d Annual appraisal process
- e Induction procedures
- f Evidence of Clinical Supervisor training
- g Evidence of Clinical Supervisor standardisation
- h Completed reviews of Clinical Supervisor suitability (CV, CPD, registration checks)
- i Mental health first aid training
- j Examiner training and standardisation procedures

Guidance/Examples

Staff Induction Checklist to be completed for all staff to demonstrate a detailed and diverse induction process.

Role specific inductions and work shadowing are to be encouraged to ensure all roles and responsibilities are fully understood.

Further training needs identified during the interview process and at subsequent performance reviews. Further training to be encouraged and supported and detailed within the staff CPD policy and contracts, relevant to each job role. It is expected that those undertaking a teaching role complete training specific to teaching and pedagogy, whereas quality assurance personnel will be required to undertake quality assurance training.

Staff are provided with adequate time for lesson preparation and are appointed a mentor for additional support and guidance.

Mentoring training to be undertaken and mentoring paperwork to be completed at each session.

All clinical supervisors must complete clinical supervisor training and be issued with certificates of attendance. Subsequent clinical supervisor standardisation should be completed a minimum of every 12 months with further training and support for those identified as higher risk.

IQA reviews of clinical supervisor CPD, CV and registration checks to be carried out as per the sampling strategy and risk banding of the clinical supervisor or training practice.

4.3 have their diverse needs respected and considered and are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.

- a Staff induction policy
- b Equality and Diversity policy
- c Recruitment policy
- d Staff support services
- e Disability policy
- d Health and safety policy

Guidance/Examples

Robust policies in place and adhered to including:

- Recruitment policy
- Staff induction policy
- Equality and Diversity policy
- Staff support services
- Disability policy
- Health and safety policy

A mentoring system could be utilised to ensure new staff are well supported. All staff to be provided with the opportunity to give feedback on their employer and the programme without fear of judgment or fear of adverse consequences.

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:

- a Staff timetables
- b Clinical placement rota
- c Job descriptions
- d Staffing allocations
- e Memoranda of Understanding
- f Tutorial records

Guidance/Examples

Suitable staff time allocations in place and all members of the team are fully considered. The allocation should include reference to all role specific requirements.

Staff are provided with the opportunity to return to practice or carry out clinical placement work in order to maintain their knowledge and skill levels in practical fields and in line with RCVS CPD requirements.

Standard 4 – Educators and assessors

Role specific job descriptions to be used to ensure all staff understand their key roles and responsibilities and can plan their time accordingly.

4.5 respond effectively to the learning needs of individuals.

This may be evidenced through:

- a Student Feedback
- b Student representative meeting minutes
- c Personal tutorial timetables / minute
- d Clinical placement records
- e Reasonable adjustments records
- f Lesson observations
- g Student support services
- h Special educational needs support

Guidance/Examples

Encourage the completion of learning styles, enabling clinical supervisors and educators to highlight individual learning needs.

Provide educators and assessors with constructive feedback and implement support and action plans where required.

Time to be allocated to educators and clinical supervisors within work time to complete necessary documentation and provide one-to-one support to students.

SEND support available to staff along with reasonable adjustments where applicable.

4.6 are supportive and objective in their approach to student supervision, assessment and progression, and appropriately share and use evidence to make decisions on student assessment and progression.

This may be evidenced through:

- a Qualification assessment strategy
- b Schedule of planned assessment
- c Clear evidenced-based rationale for calculation of pass mark / cut score in assessment
- d Clinical placement records/action plans
- e Day One Skills recording tool
- f Meeting minutes
- g Day One Skills IQA strategy
- h Self-assessment report
- i Tutorial records

Guidance/Examples

The completion of SARs and course reviews with subsequent implementation of changes following review of the data and feedback collected.

Robust and supportive IQA strategy in place for assessments, placement records and the recording of the DOS.

A clear schedule is in place for all planned assessments and this is readily available to all students and clinical supervisors.

Clear evidenced-based rationale for calculation of pass mark/cut off for assessments.

Students provided with the opportunity to give feedback on the provision and make recommendations for change.

Students provided with tutorial time with their tutor in the academic setting and with their clinical supervisor in placement.

Visit strategy in place and well executed when students are on placement to ensure communication and support is maintained and any issues/concerns can be addressed in a timely manner.

Individual learning plans could be implemented for all learners with regular review by the VN team.

Learning styles and emotional intelligence methodologies could be implemented and reviewed at the beginning of each academic year.

4.7 liaise collaborate and action constructive feedback generated by colleagues and students and stakeholders to enhance their teaching,assessment and to share effective practice.

This may be evidenced through:

- a Policy for recruitment and training of assessment staff / moderators
- b Practice Principal meeting minutes
- c Standardisation meeting minutes
- d External examiner reports
- e Individual learning plans
- f Practice Principle meetings
- g Teaching observations
- h Student feedback
- i Stakeholder feedback
- j Meeting minutes with actions and dissemination plans
- k RCVS or internal action plans and responses
- l Examiner observations

Guidance/Examples

Regular team meetings carried out to ensure that decisions can be made on individual student progress for both classroom and clinical placement requirements.

Standard 4 – Educators and assessors

Review of course consultative, student feedback, clinical placement feedback and stakeholder feedback to be carried out with the VN team at appropriate intervals with decision making and outcomes documented and disseminated.

EE/EQA reports to be disseminated to relevant staff and discussions held regarding the findings and any suggestions/actions that need to be addressed.

Individual learning plans could be implemented for all learners and regularly reviewed and actioned by the VN team.

TP/aTP surveys to be carried out to promote continued support and provide an opportunity for TPs/aTPs to generate stakeholder feedback, encouraging future programme development.

RCVS action plans and responses to be completed in a timely manner with all correspondence documented and recorded.

Observation of teaching and learning policy to be fit for purpose and measures in place for any additional support and training.

4.8 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:

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

Guidance/Examples

The AEI/Delivery Site to adhere to their complaints procedure and ensure all complaints are dealt with in a non-biased and timely manner.

Fitness to Practise embedded within all documentation including student handbooks, MoU, programme handbooks and placement handbooks.

TPs/aTPs to be evaluated regularly on their risk rating based on clinical supervisor training, CPD records, placement support and DOS progress.

Minutes of meetings, action plans and responses to be clear and transparent and disseminated where applicable.

4.9 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.

a CV and CPD records

Guidance/Examples

Relevant experience and qualifications to be evidenced within CV.

RVN status to be confirmed via the RCVS registration check online.

CPD records up to date and role specific CPD undertaken and encouraged.

Consideration of a succession plan to identify individuals with the experience and leadership requirements for ongoing support of the current programme lead and future progression opportunities. ●



Standard 5

Curricula and assessment

Standards

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 are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks for Veterinary Nurses and programme outcomes.

This may be evidenced through:

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

Guidance/Examples

Clear mapping of the DOC/DOS, QAA HE Benchmarks and Programme Outcomes to modules/units.

DOC/DOS detailed within programme syllabus and handbook.

Module/unit aims and objectives, and the attributed assessments, are pitched at the right level i.e., a Level 6 assessment is not used for a Level 4 module.

5.2 programmes are designed, developed, delivered, evaluated and improved based upon stakeholder feedback.

- a Self-assessment reports
- b Annual programme reviews
- b Periodic programme reviews
- c Regulatory reports
- d Programme meeting minutes
- e Quality and Standards meeting minutes
- f Stakeholder meeting minutes
- g Action plans following stakeholder meetings
- h Evidence of implementation of feedback

Guidance/Examples

Regular stakeholder feedback and review is undertaken and evaluated to ensure course provision is current and fit for purpose. Stakeholders should include students, educators and assessors and training practices.

SARs carried out and provided to the RCVS for VNEC consideration.

Collaborative partnerships to be regularly reviewed and ensure all parties are happy with the relationship.

Regular VN team meetings carried out and minutes kept. Stakeholder feedback to be discussed when applicable and the team encouraged to offer ideas and suggestions on improvements/actions based on said feedback.

EE reports and responses to be considered and suggestions/actions implemented in a timely manner.

IV reports pre- and post- assessment to be carried out and suggestions/actions implemented.

OSCE stations to be regularly reviewed and training events held for examiners to ensure a standardised approach to delivery and assessment.

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

This may be evidenced through:

- a Curriculum meeting minute
- b External examiner reports
- c Stakeholder feedback
- d Module/unit documents

Standard 5 – Curricula and assessment

Guidance/Examples

EE reports and responses to be considered and suggestions/actions implemented in a timely manner.

IV reports pre- and post-assessment to be carried out and suggestions/actions implemented.

Mapping of DOC/DOS to modules/units.

Clinical facilities are fit for purpose and the equipment used is current, such as X-ray machines and realistic mannequins.

Recommended reading lists are regularly reviewed and updated to reflect current versions of textbooks and journals.

The curriculum is reviewed periodically to incorporate current practice and develop students' awareness of current best practice.

5.4 curricula and assessments weigh theory and practice learning appropriately to the programme.

This may be evidenced through:

- a Programme specifications
- b Mapping to RCVS Veterinary Nursing Registration Rules
- c Module/unit documents
- d Timetables
- e Assessment matrices

Guidance/Examples

Programme specifications detailed within programme handbook and module handbooks.

RCVS Veterinary Nursing Registration Rules mapped to relevant modules/units to ensure sufficient completion of training hours.

Evidence of balanced timetables to allow knowledge and understanding of theory and sufficient time to learn and log the RCVS DOS within a practical environment.

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

This may be evidenced through:

- a Timetables
- b Assessment strategies
- c Curriculum map (include vertical and horizontal integration)
- d Programme handbooks
- e Module/unit documents

Guidance/Examples

Clear mapping of DOC/DOS to modules/units.

Course structure reflects year of study and allows for smooth transition to subsequent years.

Each SoW is clearly laid out with all modules/units and assessment plans detailed for transparency.

The programme should demonstrate learner progression through increasing complexity of assessments in each year of the programme. All learning outcomes should be achievable and clearly evidenced within the curricula and assessments.

5.6 curricula and assessments are structured and sequenced to enable students to manage their theory and practice learning experience effectively, with progression determined at appropriate points.

This may be evidenced through:

- a Timetables
- b Clinical placement plans
- c Assessment matrix/ overview
- d DOC/DOS Mapping
- e Student progress reports
- f Student handbook
- g Assessment plans
- h Board of Examiners/progression meeting minutes

Guidance/Examples

Assessment schedules are provided to all students and detailed with the programme handbook and module handbooks.

SoW clearly details module and assessment requirements.

DOC/DOS clearly mapped to modules/units and assessments.

Sufficient allocation of time for both theory and practical requirements to ensure completion of all RCVS registration requirements.

Discussions regarding student progression are minuted and available for reference.

Standard 5 – Curricula and assessment

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

This may be evidenced through:

- a Student feedback
- b Moderation meeting minutes
- c Exam Board minutes
- d Examination rules
- e Examination Policy and procedure documents
- f Examples of assessment material for each different assessment methodology
- g Assessment blueprint
- h Assessment strategy
- i Statement of proposed interpretations and uses of the examination/assessment
- j Assessment rationale
- k Examiner handbook
- l Student handbook
- m Security policies

Guidance/Examples

DOC/DOS clearly mapped to all assessments.

Suitable delivery of content and time allocated for the embedding of knowledge and understanding prior to each assessment window.

Assessments are appropriate and relevant to both the academic level and the module aims. The learning outcomes for each module must be fully assessed.

OSCE/Practical assessment planning and implementation evidence student's safe and effective acquisition of a range of skills and competences as defined in the RCVS DOS and DOC. In order for the assessment to summatively assess these elements of a student's training, all of the RCVS DOC and DOS must have been successfully achieved prior to entry for the practical assessment.

Student Examination Guidelines, support systems, reasonable adjustments and feedback processes to be detailed within the programme and module handbooks.

Examiner training to be provided along with an examiner handbook to ensure a standardised approach to assessment.

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

This may be evidenced through:

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

Guidance/Examples

Practical placements are provided to each student by the AEI/Delivery Site and routine monitoring carried out to ensure each TP/aTP meets the requirements for student veterinary nurse training.

Each student is provided with a clinical supervisor to assist and support them with the completion of the DOS.

DOS recording tool is utilised and quality assurance processes are in place to ensure completion and compliance.

Student observations are carried out either in placement or clinical skills area and feedback provided.

5.9 processes are in place to establish a high degree of validity and robustness to support the decisions made based on the results of the assessment.

This may be evidenced through:

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

Guidance/Examples

Pre and post IV reports to be completed for all assessments and suggestions/actions to be discussed and implemented.

Standard 5 – Curricula and assessment

There is a robust IQA strategy in place to monitor completion and compliance of the DOS and ensure students are being taught best practice and to the correct level of assessment.

Grading criteria for each level of the programme to be regularly reviewed for currency and validity and to ensure that each module is set to the correct level with appropriate assessments.

Policies and procedures should be in place to demonstrate the validity and reliability of assessments, including those required for the OSCE.

5.10 moderation processes are in place and demonstrate that assessment is fair, reliable and valid.

This may be evidenced through:

- a Student feedback
- b Moderation meeting minutes
- c Exam Board minutes
- d Moderation protocol
- e Internal verification meetings
- f External examiner reports
- g Responses to action plans,
- h Sampling strategy
- i DOS sampling plans

Guidance/Examples

Internal moderation documents are in place and adhered to with sufficient training for those undertaking IV activities.

Examination and assessment policies for the AEI are adhered to and regularly reviewed for validity.

EE reports are completed and disseminated to relevant staff for review and discussion. Any suggestions/actions should be evaluated, and an appropriate course of action should ensue.

Assessment protocols should be in place and adhered to for all assessment methods.

A standardised approach to moderation should be followed for all assessments so that outcomes are fair and valid.

Exam board meetings are carried out at appropriate intervals and students discussed on a case-by-case basis where any discrepancies in moderation occur to ensure a fair and reliable outcome.

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

This may be evidenced through:

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

Guidance/Examples

Effective policies and procedures should be in place for the following:

- Moderation processes
- Examiner training
- Standardisation sessions
- Invigilation arrangements
- Grading criteria and pass marks

Suitable sample sizes should be reviewed according to cohort size so that fair assessment marking can be ascertained.

Pre and post IV reports to be completed for all assessments and suggestions/actions to be discussed and implemented.

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:

- a Reasonable adjustment policy documentation
- b Mitigating circumstances policy
- c Records of reasonable adjustment
- d Fitness to practise policy

Guidance/Examples

Reasonable adjustment policy is in place and adhered to.

Mitigating circumstances policy is in place and adhered to and students are advised of the relevant documentation to complete, and support offered where required.

Fitness to Practise Policy is embedded within all elements of the programme.

SEND services are available to all students.

Standard 5 – Curricula and assessment

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

This may be evidenced through:

- a Moderation policy
- b Day One Skills recording tool
- c Schedule of activity
- d Moderation reports
- e Clinical Supervisor observation records
- f DOS sampling plans

Guidance/Examples

There is a robust IQA strategy in place to moderate the completion of the DOS as evidenced via the AEI's chosen recording platform.

All sampling is documented, and feedback provided to students and clinical supervisors in a timely manner with support and guidance offered as required.

A visit strategy should be in place for the academic/IQA team to visit students on placement so that they and clinical supervisors can be observed in practice.

Observations and other appropriate assessment methodologies must be utilised to determine students' competence, and this must be documented.

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

This may be evidenced through:

- a Student feedback forms
- b Tutorial reports
- c Clinical placement reports
- d Reflective logs
- e Example assessments
- f Quality assurance reports
- g Professional behaviour evaluations

Guidance/Examples

Students should be actively encouraged to take ownership of tutorials with clinical supervisors and tutors to demonstrate self-reflection.

Reflective elements are embedded within programme and module requirements and students are provided with opportunities within theory sessions to discuss ideas and rationales with their peers and tutors. This can be evidenced on lesson plans and in TALO reports.

There is evidence of self-reflection within the DOS recording platform.

Students are actively encouraged to take part in discussion forums and peer reviews to encourage reflective practice.

Reflection should be detailed within a variety of assessment methods, as well as reflection on feedback following assessment.

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

This may be evidenced through:

- a Module specifications
- b candidate handbooks
- c Student programme handbooks

Guidance/Examples

Module specifications are clearly detailed with no compensation. Where this is outside of the usual approach for the AEI, it is expected that a relevant derogation is documented.

Programme and student handbooks contain relevant information regarding DOC/DOS.

5.16 ensure modules/units 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:

- a Module/unit mapping
- b Assessment methods
- c Assessment compensation policy

Guidance/Examples

Clear mapping of the DOC/DOS is evident within modules/units and assessments.

A variety of assessment methods should be utilised and should include unseen examination processes. These methods should be detailed within programme and module handbooks. ●



Standard 6

Effective clinical learning

Standards

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:

- a TP/aTP list including RCVS TP number
- b TP/aTP approval and monitoring documentation for UK practices
- c TP/aTP approval and monitoring documentation for international practices
- d Centre approval forms
- e Consumable and equipment lists
- f Memoranda of Understanding
- g TP/aTP risk assessments

Guidance/Examples

Clinical learning facilities on campus should be fit for purpose and equipped with equipment that is relevant to training and widely used in practice.

An inventory of clinical equipment and consumables is well maintained, and stock rotation/stock take carried out regularly.

Ensure students are well prepared for the placement environment.

TP/aTP approval and monitoring documents should be available and RCVS TP/aTP numbers detailed within the documentation.

Appropriate support/risk monitoring in place with an appropriate policy to ensure any high support/risk practices are closely monitored and supported.

Documentation for any international practices is robust and specific health and safety requirements for each country is relevant to the requirements of student nurse training.

Approval of TPs is at the discretion of the AEI; it is important that clinical facilities, resources and equipment are reviewed in accordance with specific programme requirements and outcomes.

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

- a Enrolment policies and procedures

Guidance/Examples

Enrolment policy in place as well as enrolment requirements detailed within the entry requirements and Programme Handbook so that students are aware of the process and requirements.

Clear timeframes in place to ensure that there are no delays to enrolments and students will be enrolled prior to commencing placement or employment.

6.3 ensure students are actively learning and adequately supervised in all clinical learning environments.

This may be evidenced through:

- a TP/aTP Rotas
- b Programme timetables
- c Clinical placement records
- d Job descriptions for educators, assessors and support staff
- e Student feedback
- f Quality assurance reports
- g Clinical placement evaluations

Guidance/Examples

Where students are registered as apprentices, it is expected, in accordance with this requirement, that students are actively supported until they have achieved their qualification.

TP/aTP approval and annual monitoring paperwork details RVN/MRCVS (UK Practising) supervision of student veterinary nurses when in practice.

Standard 6 – Effective clinical learning

IQA sampling policy is in place and implemented to ensure regular logging of the DOC/DOS on the relevant platform.

The Placement Handbook details roles and responsibilities of all parties i.e., Clinical Supervisor and Student Veterinary Nurse to ensure active learning and supervision.

Clinical Supervisor (CS) training and standardisation incorporates roles and responsibilities of the CS to ensure that they are aware of their responsibilities as a CS and how to support students with their learning in practice.

TP/aTP rotas reflect adequate time allocated for training and tutorial time for CSs and SVNs.

6.4 ensure clinical learning environments are provided for every student, within a RCVS listed training practice or auxiliary training practice, for a minimum duration of hours as stipulated in the RCVS Veterinary Nurse Registration Rules.

This may be evidenced through:

- a Clinical placement lists
- b Memoranda of Understanding
- c Registers
- d Record of Employment
- e Programme specification
- f Time tables
- g International clinical placement lists
- h Self-Assessment Reports

Guidance/Examples

The AEI/Delivery Site can demonstrate the retainment of TPs/aTPs for student training.

Student, Placement and Programme Handbooks detail minimum placement hours and the process for recording and making up absences to ensure the minimum number of RCVS training hours are achieved.

There is a process in place to audit training hours to ensure the minimum number are being met by each student to allow for registration as a Veterinary Nurse.

Secondment documents are in place and reviewed for all practices that require students to gain some DOC/DOS evidence in different locations.

Where international TPs/aTPs are utilised, there should be evidence of sufficient communication between the AEI/Delivery Site and the practice to ensure they are fully aware of the registration requirements as these may differ from their own country's requirements.

6.5 all students must have sufficient time within the programme to achieve the VN Registration Rules hours requirement.

- a Timetables
- b Planned placement model
- c Programme specification
- d Individual learning plans
- e UK clinical placement lists
- f International clinical placement lists

Guidance/Examples

Student, Placement and Programme Handbooks detail minimum placement hours and the process for recording and making up absences to ensure the minimum number of RCVS training hours are achieved.

The course structure is well balanced to allow sufficient time to gain all required theory and practice hours to meet RCVS registration requirements. This should also include any blended learning requirements.

6.6 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:

- a CVs
- b Records of co-ordination and continuity of support and supervision
- c Records of CPD to support role
- d Job description
- e TP/aTP approval forms
- f Clinical Supervisor checks made by provider

Guidance/Examples

TP/aTP paperwork details key staff within practice that will be involved in student training and that those persons have suitable Clinical Supervisor Training/Standardisation and keep up to date with RCVS CPD requirements.

The IQA team regularly audit and monitor Clinical Supervisors i.e., sampling CPD records, CVs and job descriptions and carrying out direct observations, to ensure their assessment practice is current and fit for purpose.

Support/risk banding assessments are completed to ensure appropriate monitoring/support is in place for new/high risk Practices or Clinical Supervisors.

MoUs are in place with each TP/aTP and regularly reviewed to ensure that they are fit for purpose.

Standard 6 – Effective clinical learning

The Placement Handbook stipulates the role of the Clinical Supervisor in practice to ensure roles and responsibilities are clear and transparent to all parties.

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

This may be evidenced through:

- a Registers
- b Records of Employment
- c Records of training

Guidance/Examples

Student registers for theory and placement requirements are maintained and available for audit.

Absence policy is in place to ensure that the correct process for absence recording is followed, and students are aware of when they need to make up hours.

6.8 there must be sufficient TP support available for all recruited students.

- a TP/aTP lists
- b MOUs
- c Secondment agreements and records
- d Evidence of communication with primary affiliated centres
- e TP/aTP visit strategy

Guidance/Examples

The AEI/Delivery Site can demonstrate the retainment of TPs/aTPs for student training. The number of recruited students should not exceed the number of affiliated training practices available to support clinical learning.

MoUs are in place with each TP/aTP and regularly reviewed to ensure that they are fit for purpose.

Secondment documents are in place and reviewed for all practices where students are required to rotate to different branches or TPs/aTPs.

6.9 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.

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

Guidance/Examples

All TPs/aTPs utilities are RCVS accredited practices and relevant support/risk assessments are in place to ensure appropriate support and guidance is provided.

MoUs are in place with each TP/aTP and regularly reviewed to ensure that they are fit for purpose.

A placement tracker may be utilised to monitor the allocation of placements and any issues/concerns that may arise.

6.10 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.

- a Communication records
- b Memoranda of understanding

Guidance/Examples

Communication between Delivery Sites is maintained and archived appropriately for future reference/transparency.

MoUs and Secondment documents are in place with each TP/aTP and are regularly reviewed to ensure that they are fit for purpose.

A placement tracker may be utilised to monitor the allocation of placements and any issues/concerns that may arise.

6.11 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).

- a International placement policies
- b Approval and monitoring records
- c International training practice lists

Guidance/Examples

Where international placement practices are utilised, there should be an appropriate policy in place detailing the requirements for the TP and the processes that will be followed to ensure any differing requirements i.e., Radiation Protection that may differ from the UK are suitable to support training requirements of UK student veterinary nurses.

International TP/aTP approval and annual monitoring documents are completed and maintained with relevant support/risk assessments completed.

Standard 6 – Effective clinical learning

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

This may be evidenced through:

- a Rotas
- b Timetables
- c Day One Skills recording tool audits
- d Clinical placement records and action plans
- e Individual learning plans
- f Student handbooks
- g Placement handbooks
- h Clinical Supervisor training and standardisation

Guidance/Examples

Encourage the completion of learning styles for learners to highlight individual learning needs.

Discuss and promote learning styles and different coaching methods within CS Training and Standardisation materials/sessions.

Evidence of time allocated to educators and clinical supervisors within work time to complete necessary documentation and provide one-to-one support to students.

SEND support available to students along with reasonable adjustments where applicable.

Clear guidance and targets detailed within Placement Handbook for the logging and completion of DOS.

Evidence of regular tutorials between students and Clinical Supervisors/Tutors detailing discussions regarding academic and DOS progress with clear actions and support mechanisms in place where required.

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

This may be evidenced through:

- a Clinical placement records
- b Staff Codes of Conduct
- c Staff rotas / timetables
- d Witness statements
- e Team meeting minutes
- f TP/aTP approval and audit forms
- g Memoranda of Understanding
- h TP/aTP risk assessments

Guidance/Examples

Discuss and promote professional collaboration and learning from members of the veterinary team within CS training and standardisation materials/sessions.

Implement the use of documented witness statements for observation of DOS in practice where required.

The Placement Handbook should detail and encourage learning from other members of the veterinary team, supporting the role of the Clinical Supervisor.

TP/aTP approval and monitoring paperwork details the recommendation for students to gain experiences from the veterinary team.

The RCVS CoPC should be embedded and referred to within the Placement and Student Handbooks with clear links to the clinical environment and experiences gained. ●

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.

Glossary

Centre:

Also referred to as a Delivery Site. 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:

Also referred to as a Centre. 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.

External examiner:

A required part of the HE quality assurance process, an external examiner will be external to and independent of the Institution and who has relevant subject expertise and appropriate qualification in order to provide feedback and guidance on all aspects of the programme.

Glossary

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 Registered 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 Codes of Professional Conduct (CoPC):

Details the professional responsibilities of Veterinary Surgeons and Registered Veterinary Nurses, as regulated by the Royal College of Veterinary Surgeons.

RCVS Day One Competences, Skills and Professional Behaviours for Veterinary Nurses (DOC/DOS/PB):

The minimum essential requirement that is expected of all student veterinary nurses to have met in order to join the RCVS Register of Veterinary Nurses. This requirement ensures they are safe and competent to practise on Day One.

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.

Glossary

Schedule 3:

Specific section of the Veterinary Surgeons Act (1966) defining allowances for Registered Veterinary Nurses and Student Veterinary Nurses.'

Secondary affiliation:

An affiliation with a training practice approved by another Centre offering clinical placement to students.

Self-assessment reports (SAR):

A detailed breakdown of programme outcomes, provided to the RCVS every year by every AEI. Each Delivery Site must be separately reported.

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. Where a TP does not fully meet the required criteria, they may be defined as an auxiliary Training Practice (aTP).

Unseen examination:

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

Veterinary Medicines Directorate (VMD):

The government body responsible for ensuring the safe and effective use of veterinary medicines. The VMD provides guidance for prescribing and supplying veterinary medicines, including requirements for registration and inspection of premises. Where

Glossary

AEIs utilise Prescription Only Medicine – Veterinarian (POM-V), this must comply with the VMD regulations.

Veterinary Nurse 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. ●