![RCVS | SETTING VETERINARY STANDARDS]

University of London Accreditation Visit

The Royal Veterinary College (RVC) 21-23 January 2025

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

Accreditation Outcome for University of London (Royal Veterinary College)

University of London (Royal Veterinary College) submitted an application for accreditation of the following programme(s).

Foundation Degree (FdSc) in Veterinary Nursing

Following the meeting of Veterinary Nurse Education Committee on 23 April 2025, University of London (Royal Veterinary College) has been awarded full accreditation for five years. This decision reflects the compliance of the programme against the RCVS Standards Framework for Veterinary Nurse Education and Training. University of London (Royal Veterinary College) is next due for re-accreditation in academic year 2029/30, however, this may change subject to quality monitoring.

Classification of Accreditations

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

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

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

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

Terminal accreditation is instigated where a programme is significantly non-compliant with the standards and has been unable to address the concerns within a timely manner. Students completing a programme which is assigned terminal accreditation may be required to pass the RCVS pre-registration examinations, as well as all qualification requirements. VNEC will communicate additional conditions to the AEI as required, depending on the rationale for the decision being taken. The programme will move into an exit strategy and specific details and evidence will be requested by the

Veterinary Nursing Department to maintain oversight whilst the final students complete the programme. The provision is quality monitored in accordance with a high-risk provider.

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

Contents

List of Panel Members

Molly Down RVN - Student Representative

Steph Goddard RVN - Employer Representative

Abigayle Gomez RVN - RCVS Senior Qualifications Officer (Observer)

Gemma Irwin-Porter RVN - Chair

Nicci Johnson RVN - Educator Representative - Nicci Johnson RVN

Key Staff met

Laura Aguirre De Carcer - Assistant Registrar for Examinations and Assessments

Siobhan Baker - Assistant Registrar for Student Resolution and Compliance

Sarah Batt-Williams – Course Director

Adrian Boswood - Vice Principal Learning, Teaching and Assessment

Veronica Brewster - Head of Educational Development

Rob Butler - Director of Human Resources

Hayley Carne – Deputy Senior Tutor and Module Leader

Brian Catchpole - Academic Director of Assessments

Dan Chan - Head of Department for Clinical Science and Services

Sarah Channon - Associate Dean UG Teaching and Learning

Niamh Clancy - Module Leader

Nicki Coombes – Clinical Skills Centre Manager and OSCE Management Lead

Hannah Croall – Programme Management

Lauren Dee – Deputy Course Director

Kelly Druce – Module Leader

Nerys Evans – Registrar

Katie Gazey - External Examiner

Leslie Heaton Smith – Marketing and Development Director at The College of Animal Welfare

Cheryl Jackson - Assistant Registrar for Accreditation and Validation

Marie Jones - Senior Tutor, Delivery of OSCEs

Eileen Kelly - Accreditation and Validation Officer

Catherine Kendall – VN Student Training Coordinator

Matthew Lee - Deputy Director of Finance

Vicky Lilley - Clinical Educator

Karen Matthews – The College of Animal Welfare

Sam McGaw – Clinical Educator

Imelda McGonnell - Vice Principal Students

Rob Noad - Chair of Teaching Quality Committee

Lyn O'Byrne - Module Leader

Hilary Orpet – Course Director (maternity cover)

Laura Osler – Lead IQA for Veterinary Nursing at The College of Animal Welfare

Samir Patel – Head of Digital Learning

Matthew Pead – Academic Director of Assessments

Richard Scott - Director of Infrastructure Services

Steve Short - Head of Advice Centre

Christina Stobo - Assistant Registrar for Examinations and Assessments

Frank Taylor – Vice Principal at The College of Animal Welfare

Carly Thornton - External Examiner

Christine Thuranira-McKeever - Vice Principal Equality Diversity & Inclusion

Rachel Ward - Environmental Sustainability Manager

Beth Webster - Health & Safety Manager

Jennie Winterbottom - RVC Placements Manager

Perdi Welsh - Director of School of Veterinary Nursing

Evie Yon – Deputy Course Director

Summary of the Panel's findings

The Royal Veterinary College (RVC) is a member institution of the federal University of London. The University of London awards degrees to students registered by the member institution.

RVC was visited between 21 and 23 January 2025. Affiliated training practices were visited in November and December 2024. The following programme was under accreditation review:

Foundation Degree (FdSc) in Veterinary Nursing

The Visitors received a warm welcome from the staff and are grateful to all those who were responsible for preparing the visit, arranging the schedule, and providing supplementary information when requested. The enthusiasm, commitment, and pride of staff in what they do made it an interesting and enjoyable visit.

The team found the following:

The Royal Veterinary College is to be **commended** for:

- A strong commitment to enhancing resources and prioritising Equality, Diversity & Inclusion (EDI) for staff and students.
- Offering comprehensive and inclusive processes throughout the student journey, including supportive interview procedures for prospective students, thorough inductions to prepare students for learning at all stages, and inclusive assessment designs.
- A programme team whose expertise is enriched by the involvement of the Queen Mother Hospital for Animals (QMHA) clinicians, further strengthened by the RVC's commitment to supporting the professional growth and advancement of its members.
- Students can take advantage of a diverse array of opportunities, complemented by comprehensive support systems designed to enrich their overall experience.

Areas for further review included:

- Ensuring mechanisms are in place to meet the RCVS registration requirements.
- Reviewing methods to ensure consistency in providing feedback on assessments with multiple markers, including the use of moderation.
- Ensure that training practices TPs are being monitored and utilised in an effective manner.

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

Programme details

Requirements	Details
Name of organisation awarding the licence to practise qualification	The Royal Veterinary College (RVC).
Main address and contact details for the above organisation	Hawkshead Lane North Mymms Hertfordshire AL9 7TA
Name of Principal or Chief Executive Officer	Professor S W J Reid (President and Principal)
Name of Programme Lead	Hilary Orpet (Deputy director of Veterinary Nursing) and Sarah Batt-Williams
Proposed programme(s) title:	Foundation Degree (FdSc) in Veterinary Nursing
Address and contact details of proposed site/s for delivery of licence to practise qualification	The Royal Veterinary College Hawkshead Lane North Mymms Hertfordshire AL9 7TA
Pattern of delivery	Full time, 3-year programme
Intakes and student numbers	One intake per year, in September 58 students

Standard 1 – Learning culture

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

Education and training is valued and promoted in all learning environments, with diversity, inclusion and civility at the forefront and a clear commitment to sustainability.

Standard met			
Accredited education institutions, together with delivery sites and training practices, must:			
Requirements	Met	Part Met	Not Met
1.1 Demonstrate that the safety of people and animals is a primary consideration in all learning environments. *Evidence reviewed:* *RVC Health and Safety Policy Statement (PDF)* *A-Z Main H&S Policies (screenshot)* *Online accident reporting system (screenshot)* *Estates strategy 2023-30* *Clinical Audits (PDF)* *VNs implementing clinical audits* *New starters induction (screenshot)* *Managers' Induction Checklist for New Starters (PDF)* *Staff Induction Handbook (PDF)* *Mandatory online training courses for all new starters (screenshot)* *Staff Hub: Online Training	RVC LEARN* *Staff H&S Induction Checklist (PDF)* *VN School Central (staff area) LEARN* *Academic Probation Procedure (PDF)* *RVC Behaviours Framework (PDF)* *Human Resources - equality, diversity and inclusion* *Our Commitment to Equity, Diversity & Inclusion* *RVC Equality, Diversity and Inclusion Strategy 2024-2026 (PDF)* *Equality at the RVC* *Dignity at Work and Study Policy (PDF)* *Standard Operating Procedures (screenshots)* *Examples of SOPs* *General Risk Assessment Form (PDF)* *Risk Assessment Information on Intranet - (screenshot)* *Example Risk Assessment - Jungle (PDF) Workplace Activity* *Risk Assessment template (PDF)* *Clinical Skills Centre (LEARN)*	✓		

RVC Information Technology services			
IT Policies and Procedures on Intranet (screenshot)			
Information Security Policy (PDF)			
Information Handling Policy (PDF)			
Multi-Factor Authentication Service			
RVC Data and Digital Technology Strategy 2024-2026			
Online training for staff on LEARN			
Email about IT essential maintenance ref cyber threat			
Safeguarding Children and Adults at Risk Policy and Procedure (PDF)			
PREVENT at the RVC			
Creating a Safe and Respectful Community at the RVC			
Report and Support			
Policy and Code of Practice on Freedom of Speech and Academic Freedom (PDF)			
Welcome Week & Five Ways to BE Well - Calendar of events			
VN1: Overview			
KickStart Induction			
Animals in Teaching			
Working Safely with Animals Policy (PDF)			
Boltons Park Bio-Security Arrangements (PDF)			
Code of Conduct for Dogs on RVC Premises (PDF)			
Fire Safety documents on Intranet (screenshot)			
Fire Safety Policy (PDF)			
Personal Emergency Evacuation Plan -PEEP (PDF)			
Online training for staff on LEARN			
Fire safety course for students			
Evacuation Procedure from the Beaumont Sainsbury Animal Hospital (PDF)			
Boltons Park Farm Fire Emergency Arrangements (PDF)			
Ionising Radiation Information on Intranet (screenshot)			
Management of Work with Radiation (Compliance with IRR 2017) (PDF)			
Radiography - Local Rules Queen Mother Hospital for Animals SOP (PDF)			
Local Rules for Radiography Basement 2024 (PDF)			
Local Rules for Radiography Theatre New Machine 2024 (PDF)			
Local Rules for Radiography Dental 2024 (PDF)			
Staff and student interviews			
Health and safety policies, along with Standard Operating Procedures (SOPs), are up to date, with RVC providing robust mechanisms for subsequent reviews. Inductions for new starters are comprehensive with staff and student interviews providing insight into the level of detail included. Mandatory			

			✓		
	training for staff and students is provided both online and in person, where compliance is recorded to ensure all training modules are completed. When using staff-owned animals for teaching of handling and restraint, RVC demonstrated clear protocols to ensure the safety of both students and animals.				
1.2	Prioritise the wellbeing of people. *Evidence reviewed:* *Staff induction and development* *Staff Appraisal System - on intranet (screenshot)* *Staff Appraisal System - Appraiser Guidance (PDF)* *Staff Appraisal System - Appraisee guidance (PDF)* *Staff Development Policy and Procedures (PDF)* *Staff Development Programme on intranet (screenshot)* *Coaching at the RVC (screenshot)* *Continuing Professional Development - Veterinary CPD* *Staff CPD records (PDF)* *Peer review at the RVC (LEARN)* *The Royal Veterinary College Charter (PDF)* *RVC Behaviours Framework (PDF)* *HR Family Friendly Information on Intranet (screenshot)* *Display Screen Equipment (DSE) Assessment Form (PDF)* *Wellbeing at Work (Screenshot)* *Menopause at Work (Screenshot)* *Student Hub: Resources and Support (LEARN)* *Health and Wellbeing at the RVC* *Personal Tutors (LEARN)* *Being a VN tutor (LEARN)* *Supporting Students Toolkit (LEARN)* *2024 - RVC Tutor Guide: New Student Welcome and Induction. (PDF)* *Understanding Neurodiversity (LEARN)* *Advice Centre Team* *Managing wellbeing and your course of studies* *Student Performance and Development Policy (PDF)* *Academic Committee Handbook 2024-25 (PDF)* *Student Performance & Development (SPD) review of types of meetings (PDF)* *Health and Wellbeing at the RVC* *Personal Safety* *RVC Chaplaincy* *Creating a Safe and Respectful Community at the RVC* *Consent matters (LEARN)* *What support is available for mental health and wellbeing concerns?* *Screenshots of wellbeing displays*	✓			

			✓		
	Dignity at Work and Study Policy (PDF) *Care First (screenshot)* *Togetherall* *Our Commitment to Equity, Diversity & Inclusion* *Benefits and Rewards* *Sports and Wellbeing Centre (screenshot)* *Welcome Week and Five Ways to BE Well - Calendar of Events* *RVC Funds, Grants and Bursaries* *The University Mental Health Charter* *Royal Veterinary College wins award for its commitment to vet wellbeing* *Mental Health Support Procedures* *PREVENT at the RVC* *VN School Central (staff area) LEARN* *Leaving the College - Exit Interview* *Staff and student meetings* Wellbeing of staff and students within the RVC are prioritised with good access to resources both on the Virtual Learning Environment (VLE) - LEARN, and in-person with the Advice centre. During staff and student interviews, the advice centre was praised for the team's approachability and support for a variety of factors.				
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. *Evidence reviewed:* *All CAW TPs including RCVS TP number (XLS)* *Certificate RCVS Register of Veterinary Practice (PDF)* *Policy for storage and disposal of POM-VS: QMHA Waste disposal procedures (PDF)* *Standard Operating Procedures (PDF)* *Code of Conduct for Dogs of RVC Premises (PDF)* *Facility audits (PDF)* *Hawkshead Campus* *Camden Campus* *Schedule of quality monitoring activity (XLS)* *The Clinical Skills Centre SOP June 2024 (LEARN)* *CSC General Skills List Audit with equipment lists 2024 (PDF)* *Student Engagement Policy (PDF)* *Academic Quality Assurance and Enhancement Procedure - Student, Graduate and Employer Evaluation Surveys (PDF)* *Student feedback via course reps (LEARN)* *Academic Committee Handbook 2024-25 (PDF)*		✓		

	Student Engagement- You Said...We Did... *RVC Placement Agreement (PDF)* Risk assessments for animal handling and on-site resources are comprehensive; risk assessments specific to the QMHA were also well detailed. The Clinical Skills Centre (CSC) documents can be found within the building. All risk assessments are available in physical copy and on the VLE for students to refer to. New purpose-built buildings have recently been unveiled to provide additional study space and lecture theatres for students. Training practices (TPs) are audited by the College of Animal Welfare (CAW) to ensure their facilities remain suitable for student placements.				
1.4	Ensure clients understand the remit of the student veterinary nurse's involvement in the care of their animals and have the opportunity to withdraw consent. *Evidence reviewed:* *Supervision of SVN on placement in the QMHA SOP (PDF)* *QMHA Appointment pack (PDF)* *QMHA Consent and Estimate Form (PDF* *Exotics new first opinion client welcome pack (PDF)* *Exotics referral welcome letter and directions (PDF)* *Queen Mother Hospital for Animals* *Beaumont Sainsbury Animal Hospital - University Teaching Hospital* *Information for owners of pets at RVC Small Animal Referrals* *Beaumont Sainsbury Animal Hospital* *Example of Memoranda of Agreement (MOA) for CAW Training Practice) (PDF)* CAW TP visits ensure that appropriate paperwork is in place to give clients the opportunity to withdraw consent for SVNs working with their animals. Recent RCVS TP visits have validated this mechanism. Students may express a preference for completing their clinical training hours at the QMHA on-site clinical facility. Clients at the QMHA are provided with sufficient information about the presence of veterinary nursing students within the hospital. While there is no designated section on hospital documentation for clients to withdraw consent, they are given ample verbal opportunity to do so.	✓			

1.5	Maintain confidentiality in all aspects of the provision, ensuring client, public and animal safety and welfare is promoted. *Evidence reviewed:* *Data Protection Policy and Procedures (PDF)* *Information Technology (IT) Services* *Multi-factorial Authentication service* *VN Staff Central - design and deliver teaching LEARN* *Student Social Media Policy (PDF)* *Staff Social Media Policy (PDF)* *Admissions Policy and Procedures* *Misconduct Types, Examples and Sanctions Table (PDF)* This requirement was well evidenced in the documentation provided, with robust policies in place relating to both safety and welfare of staff and students.	✓		
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. *Evidence reviewed:* *Student Resolution and Compliance* *Student Complaints and Resolution Procedure (PDF)* *RVC General Complaints Resolution Procedure (PDF)* *Privacy Statement and Raising a Concern* *Grievance Procedure (PDF)* *Procedure in Respect of Professional Requirements (including Fitness to Study and Practise) (PDF)* *Public Interest Disclosure (PDF)* *Veterinary Nursing Course Handbook 2024-25 (LEARN)* *Student Voice Strategy (PDF)* *Student Engagement Policy (PDF)* *You Said... We Did (LEARN)* *Student interviews* RVC has demonstrated comprehensive, up-to-date policies regarding raising concerns or complaints on campus and within TPs. Although students could not recall exactly where the procedures were located, they were able to discuss the process of raising a concern or complaint. Students discussed their ability to raise areas of concern without fear of adverse consequences and felt empowered to do so.	✓		

1.7	Ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised. *Evidence reviewed:* *Dignity at Work and Study Ambassadors (PDF)* *Student Resolution and Compliance* *Student Complaints and Resolution Procedure (PDF)* *Complaint Review Panel (Students) (PDF)* *RVC Student Safety Risk Management Tool (PDF)* *RVC Academic Misconduct Procedures Workflow (PDF)* *Example of student complaints and misconduct process (PDF)* *Procedure in Respect of Professional Requirements (including Fitness to Study and Practise) (PDF)* *Safeguarding Children and Adults at Risk Policy and Procedure (PDF)* Alongside the evidence of formally raised concerns and complaints provided by RVC, robust procedures are in place should any member of staff or student need access to them.	✓		
1.8	Ensure incidents are fully investigated and learning reflections and actions are recorded and disseminated. *Evidence reviewed:* *Training events examples (PDF)* *Example of student complaints and misconduct process (PDF)* *Guidance for Reporting and Investigating Incidents (PDF)* *Actions following an incident investigation into exposure to cytotoxin agents at QMHA (screenshot)* *Examples of Message of the Day* Processes are in place to ensure incidents are fully investigated. RVC outlined systems that allow students to provide feedback on the reporting and investigation process, should they need to use this resource. This helps staff reflect on and enhance these processes.	✓		
1.9	Promote student engagement with the RCVS Codes of Professional Conduct to develop open and honest practitioners. *Evidence reviewed:* *Veterinary Nursing Course Handbook 2024-25 (LEARN)* *Veterinary Nursing Course Handbook 2024-25: Academic & Professional Development 1 (LEARN)*	✓		

	Lectures slides from Academic and Professional Development 1 (APD) module (PDF) *The Nursing Progress Log NPL (LEARN)* *Clinical Tool - (LEARN)* *Examples of Clinical Tool forms (PDF)* *Professionalism Contract (LEARN)* *Student Contract (PDF)* *Procedure in Respect of Professional Requirements (including Fitness to Study and Practise) (PDF)* RVC provided extensive evidence of promoting student engagement with the RCVS Codes of Professional Conduct (CoPC). This development begins in the student induction process and progresses throughout the course.			
1.10	Develop a learning culture that is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation. *Evidence reviewed:* *Admissions Policy and Procedures* *Our Commitment to Equity, Diversity & Inclusion* *RVC for All* *Widening Participation* *Visit Us - RVC for All* *Scholarships and Bursaries* *Staff mandatory training - Inclusion Essentials LEARN* *External Examiners* *FdSc BSc VN External Examiners Reports 2021-22 & 2022-23 (PDF)* *RVC 2023 FdSc NSS Results (PDF)* RVC provided extensive evidence to support this requirement. Staff were aware of lower scoring areas within the National Student Survey results which are currently under review within the VN team. RVC is also working to improve survey responses within cohorts.	✓		
1.11	Utilise information and data to promote and enhance equality of opportunities and widening participation. *Evidence reviewed:* *Application data* *Access and Participation Plan* *Royal Veterinary College Access and Participation Plan 2025-26 to 2028-29* *Widening Participation*	✓		

	Annual Quality Improvement Reporting Process (PDF) *2021-22 Annual Quality Improvement Report - FdSc & BSc Veterinary Nursing (PDF)* *RCVS Self-Assessment Report (SAR) 2022-2023(PDF)* *2023 FdSc-BSc VN Self-Evaluation Document (PDF)* *2023 FdSc-BSc VN Periodic Review Panel Report (PDF)* *RVC 2023 FdSc NSS results (PDF)* *Barometer Survey* *RVC Employee Engagement Survey 2024 (Screenshot)* This requirement was well evidenced through the documentation provided. The RVC demonstrated a robust access and participation plan with very granular information.			
1.12	Work to promote inter-professional education and inter-professional practice and support opportunities for research. *Evidence reviewed:* *Veterinary Nursing Programme Specification* *RVC Education Interest Group (screenshot)* *Interprofessional Education* *Inter-professional development initiative 2020* *The Veterinary Nursing website - publications* *Veterinary Nursing public engagement activities* *Veterinary Education PGDiploma* *Student interviews* Students have detailed strong links between the veterinary nursing and BVetMed students within clubs and societies as well as within the QMHA. Inter-professional groups are organised by both staff and students with staff detailing how student-led groups are usually better attended. Furthermore, research and publication output from staff and students is promoted on the RVC website to encourage further opportunities.	✓		
1.13	Promote evidenced-based improvement in education and veterinary nursing practice. *Evidence reviewed:* *Veterinary Nursing Programme Specification* *Veterinary Nursing Course Handbook 2024-25 LEARN* *Journal Club - Theatre Practice (PDF)* *The Theatre Practice Evidence Based Veterinary Medicine (EBVM) module assessment presentations (PDF)* *Clinical audits (PDF)* *Vet Compass - clinical benchmarking* *Staff interviews*	✓		

		✓		
	Staff interviews evidenced the drive RVC has for research within the institution. Staff are heavily encouraged to undertake additional research projects and qualifications with all new teaching personnel having access to the Post Graduate Certificate in Veterinary Education (PGCert VetEd). Journal clubs have been introduced for staff and students to increase inter-professional collaboration within the VN team. Students undertake research throughout their course in the form of a knowledge summary which they are actively encouraged to publish.			
1.14	Demonstrate a reasonable commitment to environmental sustainability, including consideration of the impact of delivering the programme on the environment. *Evidence reviewed:* *RVC Strategic Plan 2022-2026* *RVC Environmental Sustainability Strategy* *RVC Environmental Sustainability Policy (PDF)* *Environmental Sustainability Monthly Updates (screenshot)* *Annual Sustainability Update 2023 (PDF)* *Sustainability report: Student Development Committee Summer Meeting May 2024 (PDF)* *Green Impact - Students Organising for Sustainability* *RVC Green Teams Information (QMHA)(PDF)* *Eco Campus accreditation* *Paperless guide (PDF)* *Objective Structured Clinical Examination (OSCE) marking* *Journal Club (AAHW1)- Sustainability in Veterinary Practice slides (PDF)* *Student presentations (Theatre Practice Module) that include sustainability* The RVC has demonstrated a notable level of environmental sustainability awareness. Within the QMHA, waste training is evident with multiple recycling points located around the site including for medication blister packs and batteries. Within the CSC, consumables are recycled where possible and green teams are involved in implementing new disposal methods for waste around the RVC site.	✓		

Conclusion:

RVC clearly prioritises the health and wellbeing of all staff, students, and animals, with robust procedures and policies in place. Wellbeing and inclusivity resources are extensive with

accessibility notable both in-person and on LEARN. Inter-professional collaboration opportunities are wide-ranging offering students a well-rounded education. Sustainability awareness is at the forefront of the RVC, where training and procedures continue to grow.

Overall, this standard has been met.

Commendations:
Enhancing resources and prioritising on Equality, Diversity & Inclusion (EDI) for staff and students.

RVC's dedication to promoting environmental sustainability, demonstrated through its proactive execution of initiatives across the campus and within QMHA.

Suggestions:
None.

Actions:
None.

Standard 2 – Governance and quality

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

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

Standard met				
Accredited education institutions, together with delivery sites and training practices, must:				
	Requirements	**Met**	**Part Met**	**Not Met**
2.1	Comply with all relevant legal, regulatory, professional, and educational requirements. *Evidence reviewed:* *The OfS Register* *Royal Veterinary College: 2019-2020 access and participation plan monitoring* *Provider impact report (PDF)* *Access and Participation Plan* *Royal Veterinary College: TEF 2023 Outcomes* *Applications Data: Transparency Return 2023* *Annual Quality Improvement Reporting Process* *Annual Quality Improvement Reporting Process (PDF)* *2021-22 Annual Quality Improvement Report-FdSc & BSc Veterinary Nursing (PDF)* *RCVS Reaccreditation Application 2019 (PDF)* *RVC Accreditation Report July 2019 (PDF)* *RCVS Action Plan Response Nov 2020 (PDF)* *2023 FdSc-BSc VN Self- Evaluation Document (PDF)* *2023 FdSc- BSc VN Periodic Review Panel Report (PDF)* *RCVS Self-Assessment Report 2022-2023(XLS)* *RVC OSCE Report May 2023 final (PDF)* *RVC OSCE Action Plan Response 4.6.23 (PDF)* *RCVS Progress Review Letter: July 2023 (PDF)* *RCVS accreditation pre support meeting 11.09.23 (PDF)* *FdSc BSc VN External Examiners Reports 2021-22 & 2022-23 (PDF)* *Mapping document RCVS DOS, DOC, & QAA to FdSc modules (XLS)*		✓	

	The vast amount of evidence submitted demonstrates compliance with the relevant legal, regulatory, professional, and educational requirements. However, there are currently no mechanisms in place to record and confirm that all students have completed 2990 educational hours before applying for RCVS registration.				
2.2	Provide all information and evidence required by regulators in a timely manner, i.e., within published timescales. *Evidence reviewed:* *Completed action plans from regulatory, professional, and legal bodies* Evidence was submitted in a timely manner. Additional evidence requested both before and during the event was also provided in a timely manner.	✓			
2.3	Comply with the RCVS Code of Professional Conduct for Veterinary Nurses. *Evidence reviewed:* *Veterinary Nursing Course Handbook 2024-25 LEARN* *Veterinary Nursing Programme Specification* *Module outlines (LEARN)* *Lectures slides from Academic and Professional Development 1 (APD) module (PDF) covering the Code of Professional Conduct (CoPC)* *Clinical Tool - (LEARN)* *Examples of Clinical Tool forms (PDF)* *RCVS Nursing Progress Log (PDF)* *Tutorial form templates (PDF)* *Mapping document RCVS DOS, DOC, & QAA to FdSc modules (XLS)* The evidence provided clearly outlined the inclusion of the RCVS Code of Professional Conduct for Veterinary Nurses within the module outcomes.	✓			
2.4	Comply with the RCVS Veterinary Nurse Registration Rules. *Evidence reviewed:* *Veterinary Nursing Course Handbook 2024-25 LEARN* *Combined 2024-25 VN timetable with new modules (PDF)* *Module and Assessment Overview FdSc (PDF)* *Veterinary Nursing Programme Specification* *Applied Animal Health and Welfare I Module Overview Example (LEARN)* *Clinical Tool - (LEARN)*		✓		

	Additional evidence: student interviews. Students demonstrated, during the interviews, their awareness of the RCVS Veterinary Nurse Registration Rules, and this is also embedded throughout the provided evidence. However, there are currently no mechanisms in place to record and confirm that all students have completed 2990 educational hours before applying for RCVS registration.			
2.5	Adopt a partnership approach, with shared responsibility, evidenced by a memorandum of understanding (MOU) between the accredited education institution and the delivery site and between the delivery site and the training practice. This must be regularly reviewed and clearly stipulate the roles, responsibilities, and regulatory requirements. *Evidence reviewed:* *Veterinary Nursing Programme Specification* *RVC as a University of London Federation Member* *Memorandum of Agreement RVC & CAW: FdSc in Veterinary Nursing Sep 2022 (PDF)* *RVC & CAW FdSc in Veterinary Nursing- Financial Annex (PDF)* *Collaborative Provision* *Academic Quality Assurance and Enhancement Procedure for Collaborative Provision (PDF)* *CAW RVC Meeting Notes 18 Sep 24 Final Redacted (PDF)* *Memorandum of Agreement between the College of Animal Welfare and the Queen Mother Hospital for Animals (PDF)* *RVC as a Member Institution of the Federal University of London. Ordinance 5 - Federation Membership and Funding Federal Activities (PDF)* *University of London Quality Enhancement Review (QER)* A Memorandum of Agreement between CAW and the QMHA is in place with a good relationship clearly demonstrated between all parties. This is supported by monthly meetings between CAW and the RVC. Evidence provided demonstrates that clinical supervisors (CSs) have access to online platforms for training and support.	✓		
2.6	Ensure that recruitment, selection, and retention of students is open, fair, and transparent, and includes measures to understand and address underrepresentation. *Evidence reviewed:* *Admissions Policy and Procedures (PDF)*	✓		

		How do we select applicants for our Veterinary Nursing degrees 2024 entry (PDF)			
		How do we select applicants for our Veterinary Nursing degrees 2024 entry (PDF)			
		RVC for All			
		Access and Participation Plan			
		Assessment of Prior Learning Policy (PDF)			
		Entry Requirements for FdSc			
		Multiple Mini Interview example - Ethics Station (PDF)			
		Equality at the RVC			
		Our Commitment to Equity, Diversity & Inclusion			
		Student Hub: Resources and Support Learn			
		Supporting Students Toolkit (LEARN)			
		Interview Day Correspondence for Applicants			
		Advice Centre Team			
		The recruitment process of students was well evidenced with exceptionally good awareness of EDI demonstrated throughout the application process, recruitment, selection, and the retention of students. The panel agreed the RVC's approach, and support offered to potential and recruited students, was a thorough, supportive, and inclusive process.			
2.7	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. *Evidence reviewed:* *Veterinary Nursing Programme Specification* *RVC Undergraduate Prospectus 2025-26 (PDF)* *Admissions Policy and Procedures* *Entry Requirements for FdSc* *UCAS Page - RVC FdSc Veterinary Nursing* *Dispensary Station Nursing MMI Station (PDF)* *Access and Participation Plan* *Our Commitment to Equity, Diversity & Inclusion* Entry criteria are appropriate for the level of an FdSc programme to ensure numeracy, literacy, science, written and spoken English, and mathematics also meet the requirements. There are also clear and appropriate criteria in place for overseas students. The student recruitment process supports this.	✓			
2.8	Demonstrate a robust process for the recognition of prior learning (RPL). *Evidence reviewed:* *Admissions Policy and Procedures*	✓			

			✓		
	Assessment of Prior Learning Policy (PDF) *Student Transfer Between Undergraduate Taught Courses within the RVC (PDF)* *Entry requirements for the FdSc in Veterinary Nursing.* *Veterinary Nursing Programme Specification* The RVC has an effective policy in place and assesses each student on an individual basis to ensure entry requirements are being met.				
2.9	Provide accurate and accessible information to students enabling them to understand and comply with relevant governance processes and policies. *Evidence reviewed:* *Overview: Welcome Week (LEARN)* *Veterinary Nursing Course Handbook 2024-25 (LEARN)* *Student Contract (PDF)* *Procedure in Respect of Professional Requirements (including Fitness to Study and Practise) (PDF)* *Interview Day Correspondence for Applicants (PDF)* *KickStart Induction (LEARN)* *Veterinary Nursing Welcome Week Programme 2024 (PDF)* *Additional evidence: student interviews.* Students were aware of and described utilising the RVC LEARN platform to access policies and processes. Access to the LEARN platform was provided to the panel and contained extensive information in an easy-to-follow layout, with detailed student handbooks available outlining information about the course. Health and safety considerations are also covered here as well as other policies and governance processes.	✓			
2.10	Have robust, effective, fair, impartial, and lawful fitness to practise procedures to swiftly address concerns, and where appropriate notify the RCVS, as regulator, about the conduct of students that might compromise public and animal safety and protection. The procedure must include disclosure of criminal convictions that may affect registration with the RCVS. *Evidence reviewed:* *Admissions Policy and Procedures* *Procedure in Respect of Professional Requirements (including Fitness to Study and Practise) (PDF)* *Student Resolution and Compliance* *The Royal Veterinary College Charter (PDF)* *2024 Criminal Convictions (screenshot)*	✓			

	Public Interest Disclosure (PDF) The RVC has robust policies in place which include support meetings with the individual involved as well as input from the RVC advice centre. It was noted that the link title '*RCVS Register*' within the policy directs to a veterinary surgeon information page. A link could be provided to the RCVS veterinary nursing fitness to practise guide which is available online. Reasonable adjustments are discussed, if appropriate, with formal reviews and procedures in place if misconduct is suspected. The policy is being reviewed this year in accordance with RVC policy on review of documentation.			
2.11	Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award. *Evidence reviewed:* *Veterinary Nursing Programme Specification* *Assessment and Award Regulations* *Examination Board Minutes (PDF)* Outcomes are agreed by a Board of Examiners. Students who do not meet the required programme outcomes in full may be awarded exit awards such as a Certificate in Higher Education Animal Welfare and Care.	✓		
2.12	Undertake regular reviews of all learning environments and provide assurance that they are safe, effective, and fit for purpose. *Evidence reviewed:* *2021-22 Annual Quality Improvement Report-FdSc & BSc Veterinary Nursing (PDF)* *Module Review Template (PDF)* *Module reviews - examples* *Clinical Skills Centre* *RVC Health and Safety Policy Statement (PDF)* *Health and Safety Organisation and Arrangements (PDF)* *FdSc BSc VN External Examiners Reports 2021-22 & 2022-23 (PDF)* *IT Policies and Procedures on Intranet (screenshot)* The site tour of the RVC campus included the CSC and the QMHA, demonstrating a variety of learning environments that are safe and fit for purpose. Local health and safety documentation such as risk assessments and signage are clearly displayed and easily accessible. Policies are in place	✓		

	for regular review of documentation relating to health and safety.				
2.13	Have safe and effective recruitment processes in place to ensure appropriate personnel are recruited to support programme delivery. *Evidence reviewed:* *Recruitment guidance (screenshot)* *Job Opportunities at the RVC* *Job Descriptions and Person specifications (PDF)* *Academic Quality Assurance and Enhancement Procedure - External Examiners (PDF)* The RVC has appropriate recruitment guidance in place with job descriptions regularly reviewed by the Human Resources department as well as course directors. Annual appraisals allow job descriptions to be regularly assessed and adjusted.	✓			
2.14	Where an accredited education institution is not yet fully accredited, or at the discretion of the Veterinary Nurse Education Committee, facilitate the attendance of the RCVS at a trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place for the relevant cohort of students. *Evidence reviewed: N/A*	**n/a**			
2.15	Where an accredited education institution plans to make any changes to its provision, including assessments, the RCVS must approve all changes prior to implementation. *Evidence reviewed:* *Academic Quality Assurance & Enhancement Procedures (AQAEP): Overview of the annual and cyclical monitoring and review of courses and approval of changes to courses (PDF)* *Academic Committees* *Decision letter from RCVS (PDF)* The evidence confirms that RCVS is informed about any programme changes, and the RVC adheres to the proper procedures for implementing these changes.	✓			
2.16	Provide evidence that adequate market demand and finances are in place and are sufficient to sustain and develop the programme and have been approved by the AEI. *Evidence reviewed:* *Course costings (PDF)*	✓			

List of Veterinary Nursing Teaching Staff +qualifications and Academic Quality Staffing (PDF) *List of Affiliated Training Practice by cohort (PDF)* *Recruitment targets* *Tuition Fees* Evidence has been provided to demonstrate that the programme is currently financially stable. During the panel discussions, the RVC demonstrated its awareness of how the cost-of-living crisis could be impactful in the future, but the panel were satisfied that measures would be put in place to support students and staff on the programme.			

Conclusion:

Overall, there are effective governance systems in place to ensure compliance with legal, regulatory, professional, and educational requirements but implementation of a mechanism to confirm students' educational hours are being met is required to confirm all students are meeting the required 2990 hours as per the RCVS Veterinary Nurse Registration Rules 2017.

The learning environments available to students at the RVC were safe and suitable with a clear supportive and inclusive approach being endorsed by staff to support students both on and off site to support effective learning.

This standard has been met.

Commendations:
Comprehensive support is provided and readily available for low-income applicants.

Students noted the presence of various feedback mechanisms and robust procedures for addressing and implementing feedback within their programme.

Thorough, supportive, and inclusive interview processes are in place for prospective students.

Suggestions:
2.10 - A link to the RCVS Fitness to Practise guide for veterinary nurses could be provided within the fitness to practise policy document

Actions:
2.1 & 2.4 – Implementation of a mechanism to monitor and confirm all students have met the 2990 hours to meet the RCVS Veterinary Nurse Registration Rules 2017.

Standard 3 – Student empowerment

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

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

Standard met				
Accredited education institutions, together with delivery sites and training practices, must ensure that all students:				
	Requirements	**Met**	**Part Met**	**Not Met**
3.1	Are well prepared for learning in theory and practice having received relevant inductions. *Evidence reviewed:* *Veterinary Nursing Course Handbook 2024-25 LEARN Welcome 2024 (PDF)* *KickStart Induction* *Welcome Week & Five Ways to BE Well - Calendar of events* *FdSc/BSc Veterinary Nursing (VN) Year 1 2023-24VN1: Induction Week overview* *VN Welcome Week Programme 2024 (PDF)* *Introduction to RVC LEARN and IT set up (LEARN)* *Academic and Professional Development 1 module LEARN* *Clinical Skills Centre (LEARN)* *RCVS NPL -NPL induction 2024 (PDF)* *The Nursing Progress Log NPL (LEARN)* *Introduction to the Clinical Tool - VN1 - 2024 (PDF)* Inductions are comprehensive for students during their first year and refresher weeks at the beginning of subsequent years. Online training is also undertaken via the LEARN platform. During the tour of facilities, staff explained the health and safety inductions which are mandatory for students before any laboratory teaching.	✓		
3.2	Have access to the resources they need to achieve the RCVS Day One Competences, Skills and Professional Behaviours	✓		

	for Veterinary Nurses, and programme outcomes required for their professional role. *Evidence reviewed:* *Animals in Teaching* *Library resources* *IT Services* *Clinical Skills Centre (LEARN)* *CSC General Skills List Audit with equipment lists 2024 (PDF)* *Example of placement allocation for Internal Quality Assurance (IQA) (XLS)* *Student assessment of placement (PDF)* *Student meetings* Tours of the RVC library demonstrated a comprehensive range of physical and e-books across a variety of veterinary and non-veterinary topics. Short and long-term laptop loans are readily available to students if required. The CSC provides a large learning space for students to work collaboratively with their peers as well as receive taught practical sessions. This space is where the OSCE examinations take place allowing students to familiarise themselves prior to the assessment. Student questioning revealed a lack of confidence in animal handling and restraint before their first placement block. The panel recommends that the RVC enhances its teaching with live animals for students in the earlier years.			
3.3	Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, clinical practice, and other information relevant to the programme in an accessible way for students' diverse needs. *Evidence reviewed:* *Veterinary Nursing Course Handbook 2024-25 LEARN* *Term Dates 2024-2025 (screenshot)* *Combined 2024-25 VN timetable with new modules (PDF)* *Programme Specifications* *Using TimeEdit Viewer (Student) (PDF)* *TimeEdit Veterinary Nursing Yr 1 (PDF)* *Exam Timetables* *Module and Assessment Overview FdSc (PDF)* *Examinations and Assessment* *Marking schemes* *Assessment and Award Regulations* *Accessibility statement*	✓		

	Accessibility on Learn (Screenshot) *Accessibility for neurodivergent students (PDF)* *Neurodivergent Learning Support Resources for Staff and Students (LEARN)* *QMHA & BSAH information LEARN* *My Guide to Assessment (LEARN)* *RVC Confirmation of Placement - Student Letter (PDF)* *Student meetings* Handbooks and all relevant information regarding the course are available to students on the LEARN platform. Accessibility was confirmed during student interviews where they reiterated and praised the vast level of resources. Regular tutorials are in place for any additional information to be relayed to students. Placement details are evidenced within these resources including the opportunity of experiencing practice in the QMHA.			
3.4	Work with and learn from a range of people in clinical practice, preparing them to provide care to a range of animals with diverse nursing requirements. *Evidence reviewed:* *List of Veterinary Nursing Teaching Staff +qualifications and Academic Quality Staffing (PDF)* *QMHA rota (Screenshot)* Students have the opportunity to work with a range of people throughout their course from peers to professionals. Working within the QMHA allows students to access a variety of professionals, some of whom guest lecture within the course, which further increases familiarity and learning opportunities. The VN team discussed plans to implement a fixed QMHA placement block for all students, which would further elevate the quality of learning. Staff within the veterinary nursing team collectively hold various qualifications and certificates allowing students to benefit from their knowledge and expertise.	✓		
3.5	Are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation-based learning appropriate for the programme as necessary for safe and effective practice. *Evidence reviewed:* *VN Yr 1 2024-25 LEARN* *Example of a CAL 1* *Example of CAL 2* *Example of a quiz*	✓		

	Example of Padlet use *Intro to Pharmacy SLIDES 2023-4 (PDF)* *APD1 Introduction to ethics 2024-25 (PPT)* *Module and Assessment Overview FdSc (PDF)* *Clinical Skills Centre (LEARN)* Students are assessed using a range of methods including unseen assessments and presentations. The CSC contains various models and equipment to enhance learning, and this space is available outside of working hours for those students approaching OSCE examinations. To facilitate this out of hours process, an agreement is signed between the student and CSC team to ensure they are safe, and lone working is never permitted.			
3.6	Are supervised and supported according to their individual learning needs, proficiency, and confidence. *Evidence reviewed:* *Student Support Services* *Admissions Policy and Procedures* *Reasonable Adjustments -Policy and Procedure* *Disability, learning difference & long-term health differences* *RCVS Professional Behavioural Tool (LEARN)* Tutorials with personal tutors are planned more frequently throughout the students' first year, then regularly throughout the rest of their time at the RVC including whilst undertaking placement blocks. Due to the nature of the timetable, students consistently have teaching one day a week, meaning they are receiving constant face-to-face contact with staff, allowing for any concerns to be raised. This approach is utilised for all third year students, promoting access to support.	✓		
3.7	Are allocated and can make use of protected supported learning time including blended learning and recording completion of the RCVS Day One Skills for Veterinary Nurses when in practice. *Evidence reviewed:* *Combined 2024-25 VN timetable with new modules (PDF)* *TimeEdit Veterinary Nursing Yr1 (PDF)* *AAHWI & APD1 Timetable C21 Sept-Dec 2024 (PDF)* *Veterinary Nursing Programme Specification* *Memorandum of Agreement between the College of Animal Welfare and the Queen Mother Hospital for Animals (PDF)* *Examples of the NPL progress charts (PDF)* *The Nursing Progress Log (NPL) (LEARN)*	✓		

	RVC Confirmation of Placement - Student Letter (PDF) and RVC Placement Agreement (PDF) The MOU agreement provided between CAW and the TPs states the minimum allocated protected time students should receive per week whilst on placement. During teaching on campus, adequate time is allocated within the timetable for self-directed study.			
3.8	Are assigned and have access to a nominated academic tutor/lead for each part of the programme. *Evidence reviewed:* *Tutorial system* *VN1 Placement Tutorials Block 1 Tutorial Record Form example (PDF)* *Tutorial tracker MASTER (PDF)* *Veterinary Nursing Programme Specification* *Being a VN tutor (LEARN)* *2024 - RVC Tutor Guide: New Student Welcome and Induction. (PDF)* *Veterinary Nursing Course Handbook 2024-25 LEARN* *Tutor meetings (PDF)* Each tutor is assigned up to a maximum of 15 students across all three cohorts. Students have the opportunity to request the same tutor throughout their time at the RVC, and this is facilitated wherever possible. Tutors have access to a wide range of resources and CPD to aid them in guiding the students through their time at the RVC.	✓		
3.9	Have the necessary support and information to manage any interruptions to the study of programmes for any reason. *Evidence reviewed:* *Veterinary Nursing Course Handbook 2024-25 LEARN* *Student Performance and Development (SPD) Process Information (LEARN)* *Student Performance and Development Policy (PDF)* *Student Support Services (LEARN)* *Managing wellbeing and your course of studies (LEARN)* *General Regulations for Study and Awards (PDF)* *Procedure in Respect of Professional Requirements (including Fitness to Study and Practise) (PDF)* *Veterinary Nursing Course Handbook 2024-25 LEARN* *Interrupting your studies LEARN* *Student interviews*	✓		

	Comprehensive and up-to-date policies are in place to allow students to manage any interruptions to their learning. During student interviews, although they were unable to explain where exactly they would find these policies, students were confident in being able to ask staff for assistance with these processes where needed. RVC may want to consider implementing processes to ensure students are familiar with the locations of essential documentation.			
3.10	Have their diverse needs respected and considered across all learning environments, with support and adjustments provided in accordance with equalities and human rights legislation and good practice. *Evidence reviewed:* *Our Commitment to Equity, Diversity & Inclusion* *Admissions Policy and Procedures* *Creating a Safe and Respectful Community at the RVC* *Procedure in Respect of Professional Requirements (including Fitness to Study and Practise) (PDF)* Evidence provided meets the requirements of this standard. The panel was impressed with the considerable number of EDI adaptations in place for students throughout the course. This includes different resources and separate adjustments for neurodiverse students.	✓		
3.11	Are protected from discrimination, harassment, incivility, and other behaviours that undermine their performance or confidence. *Evidence reviewed:* *Our Commitment to Equity, Diversity & Inclusion* *RVC Equality, Diversity and Inclusion Strategy 2024-2026 (PDF)* *Student Complaints and Resolution Procedure (PDF)* *Student Engagement Policy (PDF)* *Creating a Safe and Respectful Community at the RVC* *PREVENT at the RVC* *Report and Support* *Safeguarding Children and Adults at Risk Policy and Procedure (PDF)* *Policy and Code of Practice on Freedom of Speech and Academic Freedom (PDF)* *Health and Wellbeing lectures slides (PDF)* *Health and Wellbeing at the RVC* *Procedure in Respect of Professional Requirements (including Fitness to Study and Practise) (PDF)*	✓		

		✓		
	The Royal Veterinary College Charter (PDF) *Staff meetings* RVC policies are up-to-date and comprehensive towards discrimination and harassment of students, which can be found on LEARN for all to access. During interviews, staff elaborated on adaptations the RVC has made to the interview process for prospective students to reduce discrimination. This included flexible interview times for those students with additional responsibilities.			
3.12	Are provided with information and support that encourages them to take responsibility for their own mental and physical health and wellbeing. *Evidence reviewed:* *Veterinary Nursing Course Handbook 2024-25 LEARN* *2024 - RVC Tutor Guide: New Student Welcome and Induction. (PDF)* *Being a VN tutor (LEARN)* *Health and Wellbeing lectures slides (folder)* *The Professional Veterinary Nurse* *About Learning and Wellbeing at RVC* *Five Ways to Be Well* *Student meetings* RVC provides many resources for students which enable them to take responsibility for their mental and physical health, including online information and in-person centres. Students reported the approachable nature of the Advice Centre for a variety of support.	✓		
3.13	Are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice. *Evidence reviewed:* *Veterinary Nursing Course Handbook 2024-25 LEARN* *Academic and Professional Development 1 Module outline 2024-25 (PDF)* *Academic and Professional Development 2 module overview 2024-25 (PDF)* *Academic and Professional Development 3 module overview 2024-25 (PDF)* *Assessment for APD1 LEARN* *Assessment for APD2 LEARN* *Assessment for APD3 LEARN* *My Guide to ...Assessment LEARN*	✓		

	Student Course Reps LEARN Reflection is embedded throughout the programme within assessments and through the Nursing Progress Log (NPL). RVC provided a wide range of evidence both in the documentation and during the panel discussion to support this requirement.			
3.14	Have opportunities throughout their programme to collaborate and learn with and from peers and other professionals, and to develop supervision and leadership skills. *Evidence reviewed:* *Year 1 Assessment pages (LEARN)* *Year 2 Assessment pages (LEARN)* *Year 3 assessment pages (LEARN)* *Veterinary Nursing Course Handbook 2024-25 LEARN* *Student meetings* During interviews, students highlighted the significant collaboration opportunities the RVC provides both across the VN cohorts and with the BVetMed students. This is delivered via timetabled teaching, student forums and placements within the QMHA. Students are also able to collaborate and learn from external companies and guest lecturers. RVC provides extensive networking through its experienced team to enable students to learn from a variety of sectors of the profession.	✓		
3.15	Receive constructive feedback throughout the programme to promote and encourage reflective learning. *Evidence reviewed:* *Veterinary Nursing Course Handbook 2024-25 LEARN* *Feedback Policy and Guidance (PDF)* *My Guide to ...Assessment LEARN* *Examples of feedback to students (PDF)* *Student meetings* Feedback is provided to students for all assessments, both formative and summative. During student meetings, inconsistencies were noted between peers for a variety of assessments which aligned with panel findings from reviewing RVC assessments during the event. The panel advises RVC to establish mechanisms to ensure consistency of feedback for students within the same assessment.		✓	

| 3.16 | Have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice with clear outcomes.
Evidence reviewed:
Student Engagement Policy (PDF)
Academic Committee Handbook 2024-25 (PDF)
Academic Quality Assurance and Enhancement Procedure - Student, Graduate and Employer Evaluation Surveys (PDF)
Academic Committees
Clinical Tool
Academic & Professional Development 1
APD1 Module Review Form 2023-24 (PDF)
Record of tutorials
Student meetings

RVC highlighted a variety of opportunities available for students to provide feedback on their course. Student representatives are well utilised within monthly meetings with members of the VN team, to raise feedback from their peers. Students praised the 'you said, we did' initiative, which enables RVC to demonstrate closed feedback loops.

The panel highlighted the low response rate for end-of-module surveys. The VN team explained that this is because students feel they can easily approach tutors and senior management to share feedback throughout the modules, reducing the perceived need to complete formal surveys. | ✓ | | |
| 3.17 | Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.
Evidence reviewed:
Clinical Tool - behavioural tool
Introduction to the NPL and Clinical Tool

The RCVS Professional Behaviours are embedded within modules and assessments as well as the NPL. Students are reminded of these behaviours prior to completing their placement blocks. | ✓ | | |

Conclusion:

Overall, the RVC provides a well-rounded, supportive environment for students throughout their programme. Wellbeing resources are extensive and accessible for students whilst they are on campus as well as during placement blocks. Students have a wide range of opportunities to work with their peers and like-minded professionals. Planned further collaboration of VN students with the QMHA would allow more exposure to experienced professionals and role models within the

profession. Students are encouraged to provide feedback on their course through a variety of avenues, with closed feedback loops enhancing the student experience.

Overall, this standard is met.

Commendations:

Comprehensive inductions to equip students for learning at all stages of their programme.

Student wellbeing and inclusion are prioritised, with a variety of resources and support available, continuously reviewed to ensure effectiveness. Students continued to utilise a range of support whilst on placement.

Students have access to a broad range of opportunities, including serving as course representatives and undertaking placement within the QMHA.

Students have access to a range of disability support systems including diagnosis of dyslexia and neurodivergent support.

Suggestions:

3.2 – Consider enhancements to the live animal teaching for handling and restraint prior to placement blocks.

3.9 – Consider implementing processes to ensure students are familiar with locations of essential documentation.

Actions:

3.15 – Demonstrate mechanisms are in place to ensure consistency of feedback for students within the same assessment.

Standard 4 – Educators and assessors

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

Standard met			
Accredited education institutions, together with delivery sites and training practices, must ensure that all educators and assessors:			
	Requirements	**Met**	**Part Met**	**Not Met**

	Requirements	Met	Part Met	Not Met
4.1	Are appropriately qualified and experienced and always act as professional role models. *Evidence reviewed:* *Curriculum Vitae for core VN teaching team* *CPD records for core VN teaching team (PDF)* *Staff Training and Development Policy and Procedures (PDF)* *Regulations for Boards of Examiners (PDF)* *Curriculum Managers* *List of Veterinary Nursing Teaching Staff +qualifications and Academic Quality Staffing (PDF)* *James Bee Student Choice Awards (23-24) (LEARN)* *RVC VN Awards* *External Examiners* *RVC Examiners forum* It was very clear from the evidence provided that all academic and QMHA staff are suitably qualified to deliver on the programme. All staff are compliant with the RCVS CPD requirements including reflection. Although the clinical TPs are facilitated by the College of Animal Welfare (CAW), RVC should consider holding CVs and RCVS CPD logs to ensure CAW staff are suitably qualified and compliant with RCVS CPD requirements. The care and enthusiasm of all of the panel members was clearly evident.	✓		
4.2	Receive relevant induction, ongoing support, education, and training which includes training in equality, diversity, and inclusion. *Evidence reviewed:* *New starters induction (screenshot)* *Staff Induction Handbook (PDF)* *CPD records for core teaching team (PDF)* *Induction and Probation Process - Non-Academic (PDF)*	✓		

	Academic Probation Procedure (PDF) *Academic Career Profile Framework (PDF) and Guidance* *Notes for Managers and Staff (PDF)* *Appraisal system (Screenshot & PDF)* *A to Z - Human Resources* *RVC Behaviours Framework (PDF)* *RVC Equality, Diversity and Inclusion Strategy 2024-2026 (PDF)* *Royal Veterinary College wins award for its commitment to vet wellbeing* *RVC Examiners Forum* *VN Staff Assessment Guidance* *Clinical Supervisor standardisation and training (screenshot)* *Completed reviews of clinical supervisor suitability (CV, CPD, registration checks)* *Regulations for Boards of Examiners (PDF)* *Commitment to University Mental Health Charter Programme (PDF)* *College Executive Committee Proposal paper- University Mental Health Charter (PDF)* *Mandatory online training courses for all new starters (screenshot)* *Additional Evidence (prior to visit)* *The VN Marker Allocation Exam Timetable 2024-25 was provided as the link within LEARN would not allow the panel to access.* *Additional evidence (during accreditation)* *Teaching Fellow Matrix* The evidence provided demonstrates clear and robust policies covering staff induction and CS training and standardisation. RVC is in the final phase of developing a sexual harassment online staff training course following an update to the Worker Protection Act 2023. RVC provides the opportunity for staff to undertake the Postgraduate Certificate in Veterinary Education free of charge to teaching personnel and support staff wishing to undertake further qualifications. Senior management at the RVC has introduced the Teaching Track Fellow which further promotes progression for the veterinary nursing team.				
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.	✓			

	Evidence reviewed:				
	New Starters Induction (PDF)				
	A to Z - Human Resources				
	Staff Induction Handbook (PDF)				
	Equity, Diversity & Inclusion Policies				
	Recruitment guidance (screenshot)				
	Staff support (Wellbeing at Work)				
	Human Resources policies				
	Neurodivergent Learning Support Resources for Staff and Students (LEARN)				
	Mentoring Scheme for staff (Screenshot)				
	Menopause at work (Screenshot)				
	Report and Support				
	Policy for Working with Display Screen Equipment (DSE) (PDF)				
	RVC has a range of policies in place to ensure that all staff are supported in accordance with equality, diversity, and inclusion.				
4.4	Have sufficient time allocation within contracted hours to fulfil all aspects of their roles.	✓			
	Evidence reviewed:				
	2024 VN Course and Project leads and co/deputy leads (PDF)				
	Email regarding Work Allocation system (PDF)				
	https://www.officeforstudents.org.uk/data-and-analysis/trac-data/				
	TimeEdit Veterinary Nursing Yr 1 (PDF)				
	Combined 2024-25 VN timetable with new modules (PDF)				
	Meetings with staff (in person)				
	During staff interviews, the team confirmed that they had sufficient time to fulfil their roles. It was evident that the established team communicates collaboratively and effectively, ensuring support is provided when needed.				
	RVC has a workload model in place to monitor teaching workloads.				
4.5	Respond effectively to the learning needs of individuals.	✓			
	Evidence reviewed:				
	Tutorial tracker MASTER (PDF)				
	Study Skills				
	Being a VN tutor (LEARN)				
	Supporting Students Toolkit (LEARN)				
	Course Rep Meeting Agenda and Notes (PDF)				

		You Said... We Did (LEARN) (PDF) *Student Performance and Development Policy (PDF)* *Advice Centre data on nursing student appointments (PDF)* It was clear from the evidence provided and during both staff and student meetings that a range of procedures are in place to support students from an academic and pastoral perspective.			
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. *Evidence reviewed:* *Disability* *Disability, learning difference & long-term health differences* *Reasonable Adjustments -Policy and Procedure* *How Exams are Marked* *Assessment Guidance: Marking Summative Assessments (LEARN)* *INSET Day - VN 6th July 23 (PDF)* *Standard Setting the MCQs July 2024 (PDF)* *Staff Development Events (LEARN)* *RVC Examiners Forum* *Regulations for Boards of Examiners (PDF)* *Additional evidence (during accreditation)* *Samples of marked coursework* Robust mechanisms ensure accurate decision making on student progression following assessment. Additionally, procedures are in place to consider EDI in relation to assessment and progression.	✓		
4.7		Liaise, collaborate, and action constructive feedback generated by colleagues, students, and stakeholders to enhance their teaching and assessment and to share effective practice. *Evidence reviewed:* *RVC CAW Meeting Notes 18 Sep 2024 (PDF)* *Placement Provider Survey - Template (PDF)* *Placement Provider Survey - Results (XLS)* *FdSc BSc VN External Examiners Reports 2021-22 & 2022-23 (PDF)* *Academic Quality Assurance and Enhancement Procedure - Student, Graduate and Employer Evaluation Surveys (PDF)* *Peer review at the RVC (LEARN)*	✓		

	Additional Evidence (prior to visit) *The EE report for 2023/24* RVC holds monthly meetings with CAW personnel to discuss students on clinical placement, ensuring transparency between both institutions and consistency in communication with students. Low responses to requests for TPs to complete feedback surveys were noted.			
4.8	Respond effectively to concerns and complaints about public protection and animal welfare and student performance in learning environments and are supported in doing so. *Evidence reviewed:* *Student Complaints and Resolution Procedure (PDF)* *Procedure in Respect of Professional Requirements (including Fitness to Study and Practise) (PDF)* *RVC General Complaints Resolution Procedure (PDF)* RVC has robust policies and procedures for reporting of concerns and complaints.	✓		
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 holds a recognised teaching qualification. *Evidence reviewed:* *Curriculum Vitae and CPD for programme leaders* The programme lead is an RVN with suitable qualifications as well as clinical and academic experience.	✓		

Conclusion:

The team is comprised of a diverse range of experienced and suitably qualified staff to deliver the programme. The programme effectively utilises QMHA staff to provide specialised clinical expertise, which serves as a distinct unique selling point of the programme. It is evident that RVC has robust policies in place to support both new and established academics.

This standard is met.

Commendations:

The expertise of the programme team is complemented by the involvement of clinicians from the QMHA, who deliver specialised content within the programme.

The development and introduction of an additional pathway, the Teaching Fellow Track, enables VN staff to advance and progress further in their careers within RVC.

Suggestions:

4.7 – Consider improving mechanisms to increase completion of clinical placement feedback surveys.

Actions:

None.

Standard 5 – Curricula and assessment

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

	Standard met			
	Accredited education institutions, together with delivery sites and training practices, must ensure:			
	Requirements	**Met**	**Part Met**	**Not Met**
5.1	Curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, regulatory requirements, and programme outcomes. *Evidence reviewed:* *Veterinary Nursing Programme Specification (LEARN)* *Veterinary Nursing Course Handbook 2024-25 (LEARN)* *Mapping document RCVS DOS, DOC, & QAA to FdSc modules (XLS)* *VN OSCE blueprinting document - 2024-25 (XLS)* All RCVS Day One Competences (DOC) and Skills (DOS) for Veterinary Nurses and QAA HE Benchmarks have been clearly mapped to module learning outcomes. A clear and transparent OSCE blueprint was also provided.	✓		
5.2	Programmes are designed, developed, delivered, evaluated, and improved based upon stakeholder feedback. *Evidence reviewed:* *Annual Quality Improvement Reports (PDF)* *Periodic Review: Self Evaluation Document & Periodic Review Panel Report (PDF)* *RCVS audit of OSCE: OSCE Report May 2023 (PDF) & OSCE Action Plan Response (PDF)* *Academic Committee Handbook 2024-25 (PDF)* *Course Management Committee meeting (CMC) minutes (PDF)* *Appendix 2 Survey FdSc BSc Vet Nursing 2022-23. (PDF)* *Placement Provider Survey (PDF)* A number of processes are in place for review of the programme and associated provision.	✓		

	Clear module descriptors were provided, which include collaborative review and input from clinicians within QMHA to ensure content is current and up to date. Stakeholder feedback is collated and RVC discussed mechanisms to try to increase the response rate to obtain feedback from the graduate survey.			
5.3	Curricula and assessments remain relevant in respect of contemporary veterinary nursing practice, with consideration of ongoing developments within the professions and international healthcare communities. *Evidence reviewed:* *Veterinary Nursing Course Handbook 2024-25 (LEARN)* *Module Reviews* *External Examiners* *Placement Provider Survey (PDF)* *22-23 FdSc and BSc Vet Nursing AQIR Appendix 1 (PDF)* *Module and Assessment Overview FdSc (PDF)* *Periodic Review: Self Evaluation Document & Periodic Review Panel Report (PDF)* *Additional Evidence (prior to visit)* *The EE report for 2023/24* It is evident from the module descriptors that RVC has included a range of assessment types, including both modern and traditional methodologies, ensuring inclusivity is at the forefront. The excellent utilisation of facilities and clinicians within QMHA ensures that RVC students are exposed to contemporary veterinary nursing practice and the curricula mirrors this also. The designated INSET day for veterinary nursing staff in July 2023 highlights RVC's commitment to providing dedicated opportunities for the VN team to review the programme.	✓		
5.4	Curricula and assessments are appropriately weighted in accordance with the type and length of programme. *Evidence reviewed:* *Programme Specifications* *Combined 2024-25 VN timetable with new modules (PDF)* *Assessment and Award Regulations* *Module and Assessment Overview FdSc (PDF)*	✓		

	Assessment Rules - Guidance for design of assessment in modules (PDF) The evidence provided clearly shows the breakdown and weightings for each assessment within each module which encompasses the RVC *Assessment Rules – Evidence for design of assessment in modules*. The programme follows the RVC rules around design of units and associated assessments. The assessment load appears to be proportionate with the credit point allocation per unit.			
5.5	Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity, with due consideration of assessment timings and clear progression points. *Evidence reviewed:* *Combined 2024-25 VN timetable with new modules (PDF)* *Examples of student assessment* *Veterinary Nursing Course Handbook 2024-25 (LEARN)* *Assessment VN1 2023-24 LEARN* *Assessment VN2 2023-24 LEARN* *Assessment VN3 2023-24 LEARN* *FdSc Course Assessment Plan 2024-25 (XLS)* *Veterinary Nursing Programme Specification (LEARN)* In each academic year, students have dedicated academic and clinical placement weeks. The evidence provided demonstrates the use of scaffolding approaches in both theoretical and practical delivery and assessment.	✓		
5.6	A range of assessments, which align with the learning outcomes, are delivered, within the educational setting, to accurately measure the knowledge, skills and understanding outlined in the programme. *Evidence reviewed:* *Module and Assessment Overview FdSc (PDF)* *Mapping document RCVS DOS, DOC, & QAA to FdSc modules (XLS)* *Examination & Assessments* *Common Grading Scheme Long Answer Question (LAQ)* *Common Grading Scheme (Reflective Writing)* *College 0-10 Marking Scheme* *Mark Scheme for Oral Presentations*	✓		

	Assessment and Award Regulations *Regulations for Boards of Examiners* *Procedure to ensure the Security of Examinations and* *Assessment (PDF)* A range of inclusive assessments are used which align with the learning outcomes. Common RVC grading schemes are used throughout all assessments. Following the release of feedback, students have the opportunity to meet with their personal tutor for more detailed feedback. Students complete all written examinations on campus facilitated by an external company (TeamCo). This company provides standardised laptops, invigilation and incorporates any reasonable adjustment requirements into the delivery of the examinations.			
5.7	At least one summative assessment must be in the form of an Objective Structured Clinical Examination (OSCE) or similarly robust, objective and evidence-based form of practical examination to test the safe and effective acquisition of a broad range of skills and competences outlined in the RCVS Day One Competences and Skills for Veterinary Nurses. *Evidence reviewed:* *Assessment and Award Regulations 2024-25 FdSc BSc VN-Year 3 (PDF)* *RVC VN Guide to OSCE document (PDF)* *OSCE Briefing for New Assessors (Vet Nursing) (PDF)* *Assessment Guidance 2024-25 VN Year 3 Academic and Professional Development (APD) 3 (LEARN)* *Guide to Veterinary Nursing Practicals (LEARN)* *How to Complete a Marksheet (PDF)* *Student Instructions OSCEs (PDF)* *VN OSCE blueprinting document - 2024-25 (XLS)* *Procedure to ensure the Security of Examinations and* *Assessment (PDF)* Students have a formative OSCE opportunity and receive feedback which will feed forward to the summative OSCE. There are regular reviews of the OSCE assessment, and the panel saw evidence of recent changes following review. Each station may be assessed by 2 or more assessors, standardisation is achieved by a lead assessor for that station ensuring all assessors are familiar with the station prior to the exam.	✓		

	Monitoring of student DOS and hours completion prior to the OSCE is undertaken; this assessment expectation is clearly communicated to students.			
5.8	Students are assessed practically across clinical practice settings and learning environments as required by their programme with relevant observations undertaken. *Evidence reviewed:* *The Nursing Progress Log NPL (LEARN)* *Examples of NPL Progress Charts (PDF)* *My Guide to ...Assessment (LEARN)* *My Guide to ...Assessment - eDOPS guidance (LEARN)* *Meeting with students (in person)* Students are provided with an NPL completion recommendation for each placement block rather than a specific target. Students' NPL completions are shared with the whole cohort, using student numbers to ensure confidentiality. CAW reviews the NPL completion for each student within each clinical placement block and provides updates to the RVC during their collaborative monthly meetings. Observations of CSs in TPs is undertaken by the quality assurance team at CAW.	✓		
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. *Evidence reviewed:* *Academic Quality, Regulations & Procedures: Examinations & Assessment* *Code of Practice for Pre-Meetings to Boards of Examiners (PDF)* *Regulations for Boards of Examiners (PDF)* *Assessment Rules - Guidance for design of assessment in modules (PDF)* *How Exams are Marked* *Mark Schemes* *Student Resolution and Compliance* *My Guide to ...Assessment* *Invigilators Induction (PDF)* *Student Resolution and Compliance* *Academic Quality Assurance and Enhancement Procedure - External Examiners (PDF)*	✓		

	Example assessment blueprints (PDF)				
	RVC has robust quality assurance procedures including the use of cross institution common grading matrices to support assessment decisions.				
	The ongoing refinement of standard setting for multiple choice question examinations, using the Modified Cohen method, clearly demonstrates the programme team's commitment to robust quality assurance in assessments.				
5.10	Moderation processes are in place and demonstrate that assessment is fair, reliable, and valid, and the integrity of the assessment is upheld. *Evidence reviewed:* *Assessment and Award Regulations* *Regulations for Boards of Examiners (PDF)* *Standard Setting Procedure - Modified Cohen (PDF)* *Invigilators Induction (PDF)* *Code of Practice for Pre-Meetings to Boards of Examiners (PDF)* *Responsibilities and Guidance on annual activity for Course Directors (PDF)* *How Exams are Marked* *Coursework reviewed during the visit.* The use of multiple markers for some assessments is undertaken which reflects the workload consideration of individual markers. Currently there may also be multiple moderators for each assessment, which may involve one marker of the assessment moderating another marker's assessment decisions. It was noted, however, that there were inconsistencies noted in the type and amount of feedback being provided to students. There was no evidence to suggest that moderators raised concerns about inconsistencies in feedback within assessments; the moderation protocol should be reviewed to address this.		✓		
5.11	Mechanisms are in place to minimise bias in all assessments. *Evidence reviewed:* *How Exams are Marked* *Regulations for Boards of Examiners (PDF)*	✓			

	Academic Quality Assurance and Enhancement Procedure - External Examiners (PDF) *Assessment Rules-Guidance for Design of Assessment in Modules (PDF)* *Alternative Routes to Progression and Graduation for Students with Complex Disability Related Needs (PDF)* Assessments are anonymised to minimise bias. If identifiable information is found in the assessment, then the examination team is notified, and the information is redacted. Within all examination boards, students are referred to by their student number and gender-neutral pronouns are used due to small numbers of male students.				
5.12	Adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice. *Evidence reviewed:* *Disability, learning difference & long-term health differences* *Reasonable Adjustments -Policy and Procedure* *"Allowable reasons for granting of extensions to submission deadlines"* *Student Support Services* *Procedure in Respect of Professional Requirements (including Fitness to Study and Practise) (PDF)* *Exam Provisions* *Meeting with students (in person)* Currently there are a number of different processes for a student to request extensions for assessments, however, a notification of extenuating circumstances (NEC) policy is being developed. A new streamlined process would be advantageous for all students.	✓			
5.13	Students' self-reflections contribute to, and are evidenced in, assessments. *Evidence reviewed:* *NPL (Nursing Progress Log) LEARN* *Assessment VN1 2023-24 APD1 LEARN* *Assessment VN1 2023-24 APD1 LEARN* *Assessment: Academic & Professional Development 2 (LEARN)* *Assessment: The Professional VN (LEARN)* Self-refection is included within some modules, although this could be strengthened with the use of a self-reflective	✓			

	template for all summative written coursework style assessments. This would allow students the opportunity to use reflections from one assessment to improve for future assessments. Students are encouraged to go to the advice centre and are given the opportunity for optional tutor meetings to discuss feedback.			
5.14	There is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses. *Evidence reviewed:* *Assessment and Award Regulations* From the evidence provided, it is clear that there is no compensation within modules mapped to the DOC/DOS.	✓		
5.15	Ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen (closed book) examination as an element of the assessment strategy. *Evidence reviewed:* *Module Outlines (LEARN)* *Mapping document RCVS DOS, DOC, & QAA to FdSc modules (XLS)* *Module and Assessment Overview FdSc (PDF)* *Assessment and Award Regulations* All modules that include reference to the DOC include an unseen examination.	✓		

Conclusion:

It was evident from the documentation provided, as well as the staff and student interviews, that the RVC places students at the centre of its delivery. In the main, there are some robust policies and procedures in place to ensure curricula and assessments are delivered to a high standard. Further review of moderation process will strengthen this standard.

This standard is met.

Commendations:

The inclusive design of assessments is regularly reviewed, including the recent revision of the OSCE assessment to incorporate an additional rest station.

The involvement of QMHA staff in curriculum development ensures that the curriculum remains current and up to date.

Suggestions:

5.6 – Consider developing contextualised grading matrices for each coursework assessment to support students.

5.12 – Consider further development of a more formal process by which students apply for an extension to assessments.

5.13 – Consider including a self-reflective template for all summative assessments.

Actions:

5.10 –Review the moderation policy and implement procedures to ensure accurate and objective moderation.

Standard 6 – Effective clinical learning

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

Standard partially met			
Accredited education institutions, together with delivery sites and training practices, must:			
	Requirements	Met	Part Met	Not Met
6.1	Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses, across both delivery site and practice settings. *Evidence reviewed:* *Clinical Skills Centre (CSC) (LEARN)* *All CAW TPs including RCVS TP number (XLS)* *Example of Training Practice (TP) Visit Report Form (PDF)* *CSC General Skills List Audit with equipment lists 2024 (PDF)* *Example of Memoranda of Agreement (MOA) for CAW Training Practice) (PDF)* *Letter to CAW TPs ahead of placement student starting (PDF)* *Letter to non-CAW TPs ahead of placement student starting (PDF)* *Support Assessment of Training & Placement Practice (PDF)* *Schedule A Document - signed (PDF)* *RVC Placement Confirmation Agreement- Non-CAW TP (PDF)* The RVC has the CSC which provides students with a range of physical practical equipment for a range of skills. The CSC opening hours are suitable for supporting students both self-directing their study with the use of colour coded written aids, as well as guided sessions from lecturers. The learning facilities available at the RVC adequately support and deliver the DOS. Students are involved in the placement process with students' requirements carefully considered with expectations of not more than one hour of travel time. Placement officers from CAW will contact practices on a student's first day to ensure the student is happy. CAW will		✓	

	go on practice visits and meet with students. Placement allocation is included in the agendas for the monthly RVC and CAW meetings. CAW carries out annual risk banding of TPs and CSs during routine audits. The use of auxiliary TPs (aTPs) is noted: CAW explained during the panel discussions that a student would not be placed within an aTP for more than one block and the use of an aTP could be due to a student's transportation limits. It is noted on a TP visit audit that there were out of date actions in relation to an aTP which could impact the learning of that student.				
6.2	Ensure that students are enrolled with the RCVS prior to undertaking clinical practice to comply with legislation. *Evidence reviewed:* *Veterinary Nursing Course Handbook 2024-25 (LEARN)* *Enrolment with the RCVS - process (PDF)* *RVC VN Clinical Coaches (LEARN)* *Fees and Funding* Students are made aware of RCVS enrolment processes and fees before joining the RVC and are reminded of this upon induction. All students are enrolled with the RCVS at the start of their first year under guidance from the Programme Lead.	✓			
6.3	Ensure students are actively learning and adequately supervised in all clinical learning environments. *Evidence reviewed:* *Examples of the NPL progress charts (PDF)* *The Nursing Progress Log (NPL) (LEARN)* *Example of Training Practice (TP) Visit Report Form (PDF)* *Combined 2024-25 VN timetable with new modules (PDF)* *Example of Placement Allocation (PDF)* *CAW IQA Procedures Handbook VN August 2024 (PDF)* *Job descriptions for educators, assessors, and support staff* *Student assessment of placement (PDF)* *Example of Training Practice (TP) Visit Report Form (PDF)* *CAW IQA Procedures Handbook VN August 2024 (PDF)* *RVC NPL Moderation Report (PDF)* *Examples of placement tutorial records (PDF)* *Evidence of student support plan tutorial (PDF)* *Examples of Memoranda of Agreement (MOA) for CAW Training Practice) (PDF) & RVC Placement Confirmation Agreement - non-CAW TP (PDF)*	✓			

				✓		
	Additional Evidence: *Student support plan supplied.* *Student interviews* The evidence provided demonstrates students' DOS completion is monitored closely to ensure regular progress is being made and support put in place, if required, in a timely manner. Students receive regular tutorials and support plans are utilised as needed. CSs have access to online support via CAW for training and support. Student interview feedback gave mixed views on the NPL progress logs, some found this caused anxiety, stress, and pressure to get tasks completed before the results were released each month, whereas others found it useful to know they were on par with their peers.					
6.4	Ensure clinical learning environments are provided for every student; these must be allocated for placement students. Clinical training must be undertaken within a RCVS listed training practice or auxiliary training practice, for a minimum duration of hours as stipulated in the RCVS Veterinary Nurse Registration Rules. *Evidence reviewed:* *All CAW TPs including RCVS TP number (XLS)* *Student Placement Allocation for block 3 C19 (PDF)* *Example of placement allocation for Internal Quality Assurance (IQA) XLS* *Examples of Memoranda of Agreement (MOA) for CAW Training Practice) (PDF) & RVC Placement Confirmation Agreement - non-CAW TP (PDF)* *Example of Completed Record of Hours (PDF)* *Programme Specifications* *Combined 2024-25 VN timetable with new modules (PDF)* *Veterinary Nursing Course Handbook 2024-25 (LEARN)* All students have placements within an RCVS listed TP or aTP and CAW has a dedicated team who support students in both finding and supporting them during their placement. CAW liaises regularly with the RVC and placement allocations is included in these meetings. Students felt supported in this process and continued to feel supported whilst out on placement. Student clinical hours logging was evidenced to support meeting the minimum duration of hours as stipulated in the RCVS registration rules.			✓		

	It was noted on a TP visit that there were outstanding actions that were significantly overdue in relation to a TP audit that had not been recently reviewed by CAW, which could impact the learning of that student.				
6.5	All students must have sufficient time within the programme to achieve the RCVS Veterinary Nurse Registration Rules hours requirement, with the opportunity for contingencies if required. *Evidence reviewed:* *Combined 2024-25 VN timetable with new modules (PDF)* *Programme Specifications* *APD Module Overviews (PDF)* *Student Support Plan: C20 - 2nd year RVC Support Plan Oct 2024* *Veterinary Nursing Course Handbook 2024-25 (LEARN)* *Clinical Supervisor Handbook (VN) (PDF)* *Clinical Placement Information: Absence from practice (LEARN)* *General Regulations for Study and Awards (PDF)* *Student Performance and Development Policy (PDF)* Students have clinical placement blocks embedded throughout the course which allows for an additional four weeks available for contingencies; the course provides ample time to achieve the 1800 clinical training hours.	✓			
6.6	Ensure all students are allocated a clinical supervisor responsible for confirming competency in the RCVS Day One Skills for Veterinary Nurses. All clinical supervisors must be RVN or MRCVS (UK practising), be experienced and able to demonstrate an experienced level of clinical skills and ongoing professional development. *Evidence reviewed:* *Example RVN CC Job Description* *Clinical Coach risk rating and support -CAW IQA Procedures Handbook VN - August 2024 (PDF)* *Support Assessment of Training Placement Practice (PDF)* *CAW IQA Procedures Handbook VN August 2024 (PDF)* *Example of TP Visit Report Form (PDF)* *RVC and CAW Employer leaflet (PDF)* *Student Placement Allocation for block 3 C19 (PDF)* *Examples of Memoranda of Agreement (MOA) for CAW Training Practice) (PDF) & RVC Placement Confirmation Agreement - non-CAW TP (PDF)* *All CAW TPs including RCVS TP number (XLS)*		✓		

	Evidence of Clinical Supervisor training and standardisation from CAW (PDF) All students are allocated a CS in practice which is overseen by CAW and all CSs are risk assessed. CSs have access to the CAW online learning platform for support and training. It was noted by the panel that some CS training is out of date for active students; the documents provided do not support CAW's processes for ensuring CSs have in date training whilst actively supporting a student.				
6.7	Maintain accurate records of student clinical learning environment attendance and when applicable, provide these to the RCVS. *Evidence reviewed:* *Example of Completed Record of Hours (PDF)* *RVC process for registering with the RCVS (PDF)* *Clinical Tool Completion Checklist & Hours Recorded Spreadsheet (PDF)* *Additional evidence: student interviews.* Evidence submitted supports the correct completion of documentation of clinical learning hours, which was confirmed by the students during discussions.	✓			
6.8	Ensure there is sufficient TP support available for all recruited students. *Evidence reviewed:* *Student Placement Allocation for block 3 C19 (PDF)* *All CAW TPs including RCVS TP number (XLS)* *Examples of Memoranda of Agreement (MOA) for CAW Training Practice) (PDF) & RVC Placement Confirmation Agreement - non-CAW TP (PDF)* *Schedule A Document - signed (PDF)* *Evidence of communication with primary affiliated delivery sites (PDF)* *CAW IQA Procedures Handbook (VN) - August 2024* *TP/aTP approval and monitoring records and action plans* *RCVS Self-Assessment Report (SAR) (xls)* *Training practice recruitment (PDF)* *RVC and CAW Employer leaflet (PDF)* The evidence supports that there are sufficient TPs and aTPs available for all students. Students can also request to be placed in the QMHA, and this is well supported.	✓			

6.9	Ensure the TP or aTP is an RCVS listed practice. *Evidence reviewed:* *All CAW TPs including RCVS TP number (XLS)* Evidence submitted supports that all TPs and aTPs are RCVS listed practices.	✓		
6.10	Ensure that use of TPs not affiliated to the AEI is agreed with the primary AEI, and a robust memorandum of understanding (MOU) is in place with the TP. *Evidence reviewed:* *Letter/Agreement to non-CAW TPs ahead of placement student starting (PDF)* *Support Assessment of Training and Placement Practice (PDF)* Evidence submitted supports a robust agreement process.	✓		
6.11	Ensure clinical learning experiences are adapted to the student's stage of learning, competences, and programme outcomes. *Evidence reviewed:* *QMHA rota (Screenshot)* *QMHA & BSAH information (LEARN)* *Clinical Placement Information (LEARN)* *RVC NPL Moderation Report (PDF)* *Support Assessment of Training & Placement Practice (PDF)* *Veterinary Nursing Course Handbook 2024-25 (LEARN)* *VN Central (LEARN)* *Clinical Supervisor standardisation and training (screenshot)* *Examples of placement tutorial records (PDF)* *Reasonable Adjustments -Policy and Procedure* *Student Performance and Development Policy (PDF)* *Advice Centre Team* *Additional evidence: student interviews.* Students are given opportunity to undertake their placements at the QMHA and student feedback is positive surrounding this opportunity. CAW provides access to its virtual learning environment to CSs for training and support. Students have unlimited access to the RVC online learning platform 'LEARN' containing information regarding placements, the NPL and learning outcomes. There is good demonstration of online resources supporting the learning experiences of students; details provided by		✓	

	CAW suggest a robust system in supporting the clinical learning experiences which are adapted to the student's stage of learning. A visit to an aTP indicated that students may be placed for extended periods of time, which contradicts the information provided by CAW to the panel that students would only be placed for one block (either block 1 or block 2). CAW must ensure that the use of aTPs is effectively monitored, and clear communication is provided to students and the aTP to ensure that the students clinical learning is fully supported.			
6.12	The veterinary team contribute to the learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct. *Evidence reviewed:* *Example of Training Practice (TP) Visit Report Form (PDF)* *NPL (Nursing Progress Log) LEARN* *Expert Witness Statement Template (PDF)* *Examples of Memoranda of Agreement (MOA) for CAW Training Practice) (PDF) & RVC Placement Confirmation Agreement - non-CAW TP (PDF)* *Veterinary Nursing Course Handbook 2024-25 (LEARN)* *CAW IQA Procedures Handbook VN August 2024 (PDF)* *Additional evidence: student interviews* Both the RVC and CAW actively monitor student progression with their DOS completion whilst on placement. Students have regular tutorials, TP visits from a placement officer and 3rd Year only for weekly lectures, online, with an RVC lecturer during third year placements. Students fed back that they felt supported whilst on placement and referenced feeling confident in reaching out to their tutor for support as well as utilising the LEARN platform.	✓		

Conclusion:

In the main, students are provided with safe, effective, and inclusive clinical learning opportunities and are actively learning from a range of people in a variety of settings, however, improvements can be made. Students felt supported whilst at the RVC and while on clinical placements and felt able to access supportive systems.

CSs have access to online training via CAW but the process for ensuring this is completed when an active student is present was not consistently demonstrated. The use of aTPs also needs further effective monitoring to ensure student learning is not being impacted. The team at CAW has a clear

supportive process for finding placements for students and the placement team are commended for their support to each student.

This standard is partially met.

Commendations:
The process for gathering student placement preferences, alongside the overall placement procedure, is outstanding.

Suggestions:
6.3a – Review the consistency across all documentation regarding the use of the terms clinical supervisor and clinical coach.

6.3b – Consider clarifying the benefits of the NPL progress reports to ensure students fully understand their purpose.

Actions:
6.1 & 6.4 – Ensure outstanding TP actions are followed up and reviewed appropriately.

6.6 – Ensure all clinical supervisor training is in date for active students.

6.11 – Ensure the use of an aTP is suitable for supporting student learning and progression and is reviewed regularly in an effective manner.