

Ulster University Accreditation Visit 1-3 October 2024

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

Accreditation Outcome for Ulster University

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

BSc (Hons) Veterinary Nursing (with Diploma in Professional Practice)

Following the meeting of Veterinary Nurse Education Committee on 23 April 2025, Ulster University has been awarded Provisional accreditation. This decision reflects the compliance of the programme against the RCVS Standards Framework for Veterinary Nurse Education and Training. Ulster University 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	1
Summary of the Panel's findings	3
Programme details	5
Standard 1 – Learning culture.....	6
Standard 2 – Governance and quality	14
Standard 3 – Student empowerment	22
Standard 4 – Educators and assessors	31
Standard 5 – Curricula and assessment.....	36
Standard 6 – Effective clinical learning	45

List of Panel Members

Sam Double RVN – Chair

Abigayle Gomez RVN – RCVS Senior Qualifications Officer (Observer)

Katie Norris RVN – Student Representative

Aislin O’Raw RVN – Employer Representative

Louise Sutherland RVN – Educator Representative

Tori Thornton RVN – RCVS Qualifications Assessor (Observer)

Kirsty Williams – RCVS Education Quality Improvement Manager (Observer)

Key Staff met

Professor Carol Curran OBE	Pro Vice Chancellor and Executive Dean of Faculty of Life and Health Sciences
Professor Aine McKillop	Associate Dean (Academic Quality and Student Experience) (Faculty of Life and Health Sciences)
Brian McAuley	Director of Faculty Operations (Faculty of Life and Health Sciences)
Professor Paul McCarron	Head of School of Pharmacy and Pharmaceutical Sciences
Dr Susan Hawthorne	Chair of Veterinary Nursing Curriculum Planning Group, Senior Lecturer
Bethan Pinhey RVN	Veterinary Nursing Course Director, Lecturer
Dr Deborah Lowry	Associate Head of School of Pharmacy and Pharmaceutical Sciences
Dr Kingston Rajiah	Member of Veterinary Nursing Curriculum Planning Group, Lecturer in Clinical Pharmacy and Pharmacy Practice
Dr Mohamed Elnaem	Member of Veterinary Nursing Curriculum Planning Group, Lecturer in Clinical Pharmacy
Sinead McPeake	Management Accountant (Faculty of Life and Health Sciences)
Claire Drummond	Head of Student Wellbeing

Professor Stephen McClean	Head of School of Biomedical Sciences
Declan Callaghan	Resourcing Partner, People and Culture
Grainne Dooher	Head of Centre for Quality Enhancement
Andy Jaffrey	Head of the Office for Digital Learning

Summary of the Panel's findings

- Ulster University was visited between 01/10/2024 and 03/10/2024. The following programmes were under accreditation review:

BSc (Hons) Veterinary Nursing (with Diploma in Professional Practice)

- 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 RCVS Panel was impressed by the vision of the team to contribute to a brighter future for Veterinary Nurses in the Northern Ireland veterinary industry. Ulster University is to be **commended** for:

The accessible wellbeing and support facilities, including the facilities within Blackboard Ultra to accommodate students with diverse needs, the staff culture prioritising wellbeing, and the open-door policy displayed by the staff.

The exceptional support of students, evident passion for their course, and the positive attitudes displayed by both staff and students including the collaborative interprofessional approach to education.

The commitment to sustainability especially regarding the alignment of the programme with the sustainability development goals and the use of renewable energy sources.

The proposal to incorporate an interactive component to the interview process for prospective students, ensuring their perceptions of the role of a Veterinary Nurse.

The use of data analysis in informing the quality of examinations and continued quality improvement mechanisms.

Areas for further review included:

- Compliance of the programme with the RCVS Registration Rules.
- Ensuring progression of learners and academic award are not hindered by some modules.
- Review of the reading lists and academic journals to be made available to learners.
- Consideration of students' diverse needs for practical assessments.

- Review of curricula and assessment with regard to weighting, stakeholder feedback, consistency of complexity of learning outcomes and consideration of unseen/closed book assessments.
- Expansion of the number of appropriately qualified and experienced educators from veterinary backgrounds.
- Structure, standard setting and marking of the summative practical assessment.

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	Ulster University
Main address and contact details for the above organisation	Cromore Road Coleraine Northern Ireland BT52 1SA
Name of Principal or Chief Executive Officer	Professor Paul Bartholomew
Name of Programme Lead	Bethan Pinhey RVN
Proposed programme(s) title:	BSc (Hons) Veterinary Nursing (with Diploma in Professional Practice)
Address and contact details of proposed site/s for delivery of licence to practise qualification	See main address
Pattern of delivery	Full-time on campus plus placement; four-year delivery
Intakes and student numbers	25 per year rising to 35 per year over a three-year period

Standard 1 – Learning culture

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

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

Standard met				
Accredited education institutions, together with delivery sites and training practices, must:				
	Requirements	Met	Part Met	Not Met
1.1	<p>Demonstrate that the safety of people and animals is a primary consideration in all learning environments.</p> <p><i>Evidence reviewed:</i></p> <p><i>Health and safety policy</i></p> <p><i>TP health and safety</i></p> <p><i>Staff induction policy</i></p> <p><i>Equality, Diversity and Inclusion Policy</i></p> <p><i>University wide policies and procedures</i></p> <p><i>Risk management policy and procedures</i></p> <p><i>Risk assessment example</i></p> <p><i>Acceptable use of IT code of practice</i></p> <p><i>Safeguarding policies and procedures</i></p> <p><i>Student inductions</i></p> <p><i>Fire and emergency procedures</i></p> <p><i>Compliance with IRR 2017</i></p> <p><i>Welfare of animals in our care</i></p> <p>Ulster University (UU) has provided evidence to demonstrate that the safety of people and animals is a primary consideration in all learning environments. However, the review process and updating of policies and procedures has not been completed for all policies presented, such as the Fire and Emergency Procedure.</p>		✓	
1.2	<p>Prioritise the wellbeing of people.</p> <p><i>Evidence reviewed:</i></p> <p><i>Staff induction programme</i></p> <p><i>Staff appraisal process</i></p> <p><i>Staff support services</i></p> <p><i>Maternity, paternity and adoption policies</i></p>	✓		

	<p><i>Mentoring policy</i> <i>Menopause policy</i> <i>Pastoral support</i> <i>Continuing professional development of staff</i> <i>Wellbeing policy</i> <i>Wellbeing information (physical and online)</i> <i>Inspire Workplace</i> <i>Dignity at work and study</i> <i>Work-life balance</i> <i>Risk assessments for display screen equipment/workstations</i></p> <p>UU clearly demonstrates that the wellbeing of people is a priority. All staff are encouraged to pursue interests relevant to their profession and are given the time to do so. Wellbeing support services are comprehensive and available 24/7 for staff and students. Staff operate an open-door policy to support their colleagues as well as the students.</p>			
1.3	<p>Ensure that facilities and physical resources, including those used for clinical learning, comply with all relevant legislation including UK animal care and welfare standards.</p> <p><i>Evidence reviewed:</i> <i>Risk management policy and procedures</i> <i>Risk assessment example</i> <i>Equipment list</i> <i>Consumable and equipment lists</i> <i>Faculty of Life and Health Sciences Statutory Health, Safety & Wellbeing Committee</i> <i>Policy for storage and disposal of POM-V and CD</i> <i>TP/aTP lists including RCVS TP number</i> <i>TP/aTP approval and monitoring records</i> <i>Delivery site approval forms</i> <i>VMD registration of TP/aTP</i> <i>Library resources</i></p> <p>The panel are reasonably assured that the current development of facilities, the plans for the building of the new clinical veterinary nursing facility, and the purchase of physical resources will comply with relevant legislation.</p>	✓		
1.4	<p>Ensure clients understand the remit of the student veterinary nurse's involvement in the care of their animals and have the opportunity to withdraw consent.</p> <p><i>Evidence reviewed:</i></p>	✓		

	<p><i>Memorandum of Agreement 2024 with TPs 2024</i> <i>Pharmacy Experiential Learning Handbook 2024 Appendix 6</i> <i>Community Pharmacy Training Sign Example 2024</i> <i>TP Approval Form 2024</i> <i>Student name badges</i> <i>Ulster University student veterinary nurse training practice signage</i></p> <p>The panel are reasonably assured that clients will be given the opportunity to withdraw consent if student veterinary nurses are involved in the care of their animals as stated in the Memorandum of Agreement (MOA).</p> <p>Evidence included a current poster used for pharmacy students; the panel would suggest that when a poster is created for veterinary nursing students it details the right for clients to withdraw consent.</p>			
1.5	<p>Maintain confidentiality in all aspects of the provision, ensuring client, public and animal safety and welfare is promoted.</p> <p><i>Evidence reviewed:</i> <i>Staff appraisal process</i> <i>Data Protection</i> <i>Multi-factor authentication</i> <i>Memorandum of Agreement</i> <i>Placement handbook</i> <i>Bullying and harassment policy</i> <i>Staff social media protocols</i> <i>Student social media policy</i></p> <p>UU has ensured that confidentiality is maintained in all aspects of the provision through various policies, including student and staff social media polices, MOAs, and details in the placement handbook. The panel are reasonably assured that the Day One Skills (DOS) recording tool will be audited regularly to ensure client confidentiality is maintained.</p>	✓		
1.6	<p>Ensure students and educators understand how to raise concerns or complaints and are encouraged and supported to do so in line with local and national policies without fear of adverse consequences.</p> <p><i>Evidence reviewed:</i> <i>Adviser of studies meetings</i> <i>Staff student consultative committee (SSCC) meetings</i> <i>Course handbooks</i> <i>Complaints procedure</i></p>	✓		

	<p><i>Whistle Blowing policy</i></p> <p><i>Social Media policy for students</i></p> <p><i>Safeguarding policy</i></p> <p><i>Wellbeing policy</i></p> <p><i>Student discipline</i></p> <p><i>Staff disciplinary procedure</i></p> <p>UU has comprehensive complaints procedures in place and all staff and students are aware of how to follow these procedures. The supportive nature of all staff assured the panel that complaints are encouraged without fear of adverse consequences.</p>			
1.7	<p>Ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised.</p> <p><i>Evidence reviewed:</i></p> <p><i>Student complaints</i></p> <p><i>Fitness to practise policy</i></p> <p><i>Fitness to practise investigation example</i></p> <p><i>Alleged student misconduct in a TP</i></p> <p><i>Safeguarding policy</i></p> <p><i>Wellbeing policy</i></p> <p><i>Student discipline</i></p> <p><i>Staff disciplinary procedure</i></p> <p><i>Criminal conviction declarations whilst a student at Ulster University</i></p> <p>The panel are assured that UU has policies in place to ensure concerns or complaints are dealt with effectively.</p> <p>A detailed fitness to practise (FtP) example from the Pharmacy course shows that concerns have been dealt with effectively and application of the FtP policy ensures wellbeing is prioritised. However, due to the nature of the course proposal being new for veterinary nursing students, there is not yet evidence available of complaints and the UU FtP policy has not yet been published as a finalised version.</p>		✓	
1.8	<p>Ensure incidents are fully investigated and learning reflections and actions are recorded and disseminated.</p> <p><i>Evidence reviewed:</i></p> <p><i>Fitness to practise investigation example</i></p> <p><i>Health and safety investigation</i></p> <p><i>Student complaints procedure</i></p> <p><i>Staff disciplinary policy</i></p> <p><i>Risk assessment and policy reviews</i></p>		✓	

	<p><i>Continuing professional development plans</i></p> <p>The panel are assured that there are policies in place to investigate incidents and that the team at UU will learn and reflect from these. However, due to the nature of the course proposal being new for veterinary nursing students there is not yet evidence of the investigation of incidents for this programme. The FtP Policy requires finalisation to ensure that incidents related to FtP can be fully investigated - please see associated action 1.7</p>			
1.9	<p>Promote student engagement with the RCVS Codes of Professional Conduct to develop open and honest practitioners.</p> <p><i>Evidence reviewed:</i> <i>Course handbook</i> <i>Fitness to practise policy</i> <i>Records of Training</i></p> <p>The panel are reasonably assured that student engagement with the RCVS Codes of Professional Conduct (CoPC) will be promoted and this is evidenced throughout the <i>course handbook</i>. The UU delivery team confirmed that the RCVS CoPC will be included in the induction programme.</p>	✓		
1.10	<p>Develop a learning culture that is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation.</p> <p><i>Evidence reviewed:</i> <i>Monitoring of teaching and learning</i> <i>Staff training records</i> <i>Student support services</i> <i>Reasonable adjustment example</i> <i>Student feedback</i> <i>External examiners reports</i> <i>Equality, diversity and inclusion policy</i> <i>Complaints procedure</i> <i>National Student Survey (NSS) results</i></p> <p>It is evident that UU has developed a learning culture with equity, diversity and inclusion (EDI) at its core. There are robust policies in place and EDI is promoted through staff training, with a wide range of support services available.</p>	✓		

1.11	<p>Utilise information and data to promote and enhance equality of opportunities and widening participation.</p> <p><i>Evidence reviewed:</i> <i>Widening access and participation plans</i> <i>Marketing strategy</i> <i>Employers Advisory Board (EAB)</i></p> <p>UU demonstrates commitment to the use of data to promote and enhance equality of opportunities and widening participation which was evident through the <i>widening access and participation plan</i>, use of attrition data to inform recruitment processes, and the <i>UU marketing strategy</i>.</p>	✓		
1.12	<p>Work to promote inter-professional education and inter-professional practice and support opportunities for research.</p> <p><i>Evidence reviewed:</i> <i>Interprofessional education opportunities</i> <i>Guest speakers</i> <i>Veterinary Education networking opportunities</i></p> <p>UU is to be commended for its approach to interprofessional education, demonstrated through its collaborative culture with the other schools within UU.</p> <p>Students have access to a wide range of guest speakers within the school such as pharmacy, human nursing and medicine, providing an excellent opportunity for interprofessional education for veterinary nursing students.</p>	✓		
1.13	<p>Promote evidenced-based improvement in education and veterinary nursing practice.</p> <p><i>Evidence reviewed:</i> <i>Programme learning outcomes</i> <i>Module descriptors</i> <i>University CPD policy</i> <i>Guest speaker</i> <i>Quality improvement policies and procedures</i> <i>Veterinary Education networking opportunities</i></p> <p>It is clear that Ulster University is committed to providing CPD opportunities for staff such as the opportunities to attend veterinary specific conferences. It was evident that the opportunities to engage</p>	✓		

	<p>with evidence-based pedagogical training and peer learning were numerous and diverse.</p> <p>Evidence-based improvements in education are implemented by UU, however, it is suggested that some module reading lists are updated to include more up to date material and access given to relevant veterinary sector journals to ensure evidence-based nursing practice, please see associated action3.2.</p>			
1.14	<p>Demonstrate a reasonable commitment to environmental sustainability, including consideration of the impact of delivering the programme on the environment.</p> <p><i>Evidence reviewed:</i> <i>Sustainability at Ulster University</i> <i>Environment sustainability policy statement</i> <i>Education for Sustainable Development (ESD)</i> <i>Waste disposal</i> <i>Sustainably and procurement</i> <i>Evidence of internal teams/groups promoting environmental sustainability</i></p> <p>UU is to be commended for its commitment to environmental sustainability and the alignment of the programme with the university's sustainability development goals. The panel were impressed by the renewable energy on the campus provided by wind turbines.</p>	✓		
<p>Conclusion:</p> <p>This Standard is met.</p> <p>The university has demonstrated a commitment to fostering a learning culture that prioritises the safety and wellbeing of students, staff, clients, and animals. The panel commends the emphasis on upholding the values of the RCVS Code of Professional Conduct, with education and training promoted across all learning environments. Additionally, the university has shown clear dedication to sustainability, equality, diversity, and inclusion. These values are reflected in the programmatic approach, ensuring that the learning culture remains respectful, supportive, and forward-thinking.</p> <p>There are some actions associated with this standard, such as ensuring all policies and procedures are reviewed in a timely manner and ensuring that clients are aware they can withdraw consent, which upon completion will strengthen this programme.</p>				
<p>Commendations:</p> <p>Ulster University is to be commended for the staff culture which prioritises wellbeing.</p>				

The university should be commended for its interprofessional education commitment, which fosters a collaborative culture across the various schools within the university.

Ulster University has a clear commitment to sustainability which it is to be commended for.

Suggestions:

1.4 Consider referencing the opportunity for clients to withdraw their consent of student involvement with their animal upon generation of a training practice poster.

Actions:

1.1 Demonstrate that policies and procedures are reviewed regularly, and ensure recorded dates are accurate.

1.7 Submit the finalised fitness to practise policy for veterinary nursing students.

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	<p>Comply with all relevant legal, regulatory, professional, and educational requirements.</p> <p><i>Evidence reviewed:</i></p> <p><i>Assuring Academic Standards of Awards</i></p> <p><i>Ulster University QAA audit</i></p> <p><i>Course committee meeting minutes</i></p> <p><i>University evaluation report and feedback from external assessors on panel</i></p> <p><i>Completed action plans from university evaluation event</i></p> <p><i>Written confirmation of course validation</i></p> <p><i>Agenda for RCVS meeting</i></p> <p><i>RCVS pre-accreditation visit notes</i></p> <p><i>RCVS assessment meeting notes</i></p> <p><i>Curriculum mapping to meet RCVS Day One Competences, Skills, Professional Behaviours and QAA Benchmark Statements for Veterinary Nursing</i></p> <p><i>Employers Advisory Board membership</i></p> <p><i>External examiners selection and appointment</i></p> <p><i>External examiners reports</i></p> <p><i>Health and safety policy</i></p> <p><i>Staff social media protocols</i></p> <p>UU has shown adherence to regulatory, legislative, professional, and educational standards. After a successful university validation, UU submitted its application and maintained compliance with the regulatory body throughout the process. The university also sought advice from subject matter experts and received professional input within the past month from employers via their Veterinary Nursing Advisory Board.</p>	✓		

	<p>Review of the curricula and assessments and associated actions in Standard 5 means that revision of some modules and assessments will be necessary under the UU post-validation quality assurance processes.</p>			
2.2	<p>Provide all information and evidence required by regulators in a timely manner, i.e., within published timescales.</p> <p><i>Evidence reviewed:</i></p> <p><i>Submission of Notification of Intent</i></p> <p><i>Submission of University evaluation documentation</i></p> <p><i>Submission of completed action plans from evaluation event</i></p> <p><i>Submission of RCVS accreditation document</i></p> <p>Throughout the application UU has provided the necessary evidence and documentation within the required timescales, demonstrating compliance with the action plans.</p>	✓		
2.3	<p>Comply with the RCVS Code of Professional Conduct for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i></p> <p><i>Academic and Professional Development module, VET101</i></p> <p><i>Professional Behaviours mapping</i></p> <p><i>Course handbook</i></p> <p><i>Placement handbook</i></p> <p><i>Work experience good practice</i></p> <p><i>Student charter</i></p> <p><i>Day One Skills recording tool audits</i></p> <p>UU has reasonably assured the panel that the CoPC for Veterinary Nurses is comprehensively integrated into the program, beginning with student induction.</p>	✓		
2.4	<p>Comply with the RCVS Veterinary Nurse Registration Rules.</p> <p><i>Evidence reviewed:</i></p> <p><i>Programme regulations</i></p> <p><i>Course specification</i></p> <p><i>Course handbook</i></p> <p>UU clearly states within documentation the required compliance with the RCVS Veterinary Nurse Registration Rules, however, it is not yet evident that students will need to complete their required academic hours to complete the qualification, as well as their clinical placement hours.</p>			✓

2.5	<p>Adopt a partnership approach, with shared responsibility, evidenced by a Memorandum of Understanding between the accredited education institution and the delivery site and between the delivery site and the training practice. This must be regularly reviewed and clearly stipulate the roles, responsibilities, and regulatory requirements.</p> <p><i>Evidence reviewed:</i> <i>Memorandum of Agreement</i> <i>Quality enhancement procedures</i> <i>Risk management policy and procedures</i> <i>TP/aTP handbook</i> <i>Clinical supervisor handbook</i></p> <p>Although UU currently has no affiliated Training Practices/Auxiliary Training Practices (TPs/aTPs), the panel found the provided documentation robust, ensuring a shared responsibility between the university and prospective TPs. There is a clear review policy for TPs and CSs, ensuring roles, responsibilities, and regulatory requirements are maintained.</p>	✓		
2.6	<p>Ensure that recruitment, selection, and retention of students is open, fair, and transparent, and includes measures to understand and address underrepresentation.</p> <p><i>Evidence reviewed:</i> <i>Ulster University admissions policy</i> <i>Entry requirements for the course</i> <i>Accredited Prior Learning (APL) policy</i> <i>Applications from disabled applicants</i> <i>Widening access and participation plans</i> <i>Application process</i> <i>Work experience requirement and interview for applicants</i> <i>Student attrition data</i> <i>Promoting inclusion</i> <i>Staff recruitment timeline</i> <i>Candidate briefing document- technician grade 5</i></p> <p>UU's admissions policy clearly states that admission is based on academic merit, with no discrimination against protected characteristics. The interview process will incorporate an interactive component, to ensure transparent access to the VN course.</p> <p>There is a clear policy for Accredited Prior Learning (APL), and UU has demonstrated efforts to widen access to the course by accepting work</p>	✓		

	<p>experience in any animal-related capacity, not just veterinary practice. UU also plans to use marketing to reach a broader pool of candidates</p>			
2.7	<p>Have entry criteria for the programme that includes evidence that the student has a capability in numeracy, literacy, and science, written and spoken English and mathematics to meet the programme outcomes.</p> <p><i>Evidence reviewed:</i> <i>Programme specification</i> <i>Online prospectus</i> <i>University general entrance requirements</i> <i>Entry requirements for international students</i></p> <p>Entry requirements for the VN course are clearly displayed in the online prospectus on the university's website alongside general entrance requirements, including the requirements for international students.</p>	✓		
2.8	<p>Demonstrate a robust process for the recognition of prior learning (RPL).</p> <p><i>Evidence reviewed:</i> <i>APL policy</i> <i>Summary guideline for APL</i></p> <p>The university has provided a clear and robust <i>APL policy</i> which is utilised across the whole university. Although this has not yet been utilised for the VN course, the panel was reasonably assured that considerations will be made for the VN qualification, and it is compliant with UK educational regulatory requirements.</p>	✓		
2.9	<p>Provide accurate and accessible information to students enabling them to understand and comply with relevant governance processes and policies.</p> <p><i>Evidence reviewed:</i> [link] <i>Student welcome</i> <i>Course handbook</i> <i>Placement handbook</i> <i>Module descriptors</i> <i>Fitness to practise policy</i> <i>RCVS enrolment guidance</i> <i>RCVS registration guidance</i> <i>RCVS CoPC</i> <i>Guide to clinical supervision of UU students</i> <i>Blackboard demonstration</i> <i>Student questions.</i></p>	✓		

	<p>Relevant information for students surrounding governance procedures and policies is accessible to students via the digital platform Blackboard Ultra; Pharmacy students corroborated the ease of information access via this platform.</p>			
2.10	<p>Have robust, effective, fair, impartial, and lawful FtP procedures to swiftly address concerns, and where appropriate notify the RCVS, as Regulator, about the conduct of students that might compromise public and animal safety and protection. The procedure must include disclosure of criminal convictions that may affect registration with the RCVS.</p> <p><i>Evidence reviewed:</i> <i>Fitness to practise policy and informing the PSRB when required</i> <i>Fitness to study policy and procedure</i> <i>Appeals procedure and policy</i> <i>Academic misconduct policy</i> <i>Plagiarism policy and procedure</i> <i>Student discipline procedure</i> <i>Criminal convictions declaration before commencement of studies</i> <i>Criminal conviction declarations whilst a student at Ulster University</i> <i>Whistleblowing policy</i></p> <p>The university has sufficient procedures and policies that ensure students clearly understand the importance of disclosure of criminal convictions. The university has assured the panel this will be revisited throughout the program. Whilst UU has evidenced its FTP policy, the university will be required to submit a finalised FTP policy to the RCVS, as referenced in Standard 1.</p>		✓	
2.11	<p>Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award.</p> <p><i>Evidence reviewed:</i> <i>Board of examiners</i> <i>Academic regulations</i> <i>Exam board meeting minutes</i> <i>Exit awards</i> <i>Course reviews</i> <i>Student feedback</i> <i>National Student Survey (NSS)</i> <i>Risk management policy</i> <i>Health Safety and Wellbeing policy</i> <i>Memoranda of Agreement</i> <i>External examiner reports</i></p>		✓	

	<p><i>Risk assessment example</i></p> <p><i>E-safety policy</i></p> <p>The exit award options were very clear to the panel, as documented by the evidence provided. However, there is a level 4 module (VET103) that could prohibit student progression and eligibility for academic and professional award due to the linking of the assessment to competence of the DOS within the NPL, and the overall training hours are not yet formally captured to ensure program outcomes are met in full.</p>			
2.12	<p>Undertake regular reviews of all learning environments and provide assurance that they are safe, effective, and fit for purpose.</p> <p><i>Evidence reviewed:</i></p> <p><i>Course reviews</i></p> <p><i>Student feedback</i></p> <p><i>National Student Survey (NSS)</i></p> <p><i>Risk management policy</i></p> <p><i>Health Safety and Wellbeing policy</i></p> <p><i>Memoranda of Agreement</i></p> <p><i>External examiner reports</i></p> <p><i>Risk assessment example</i></p> <p><i>E-safety policy</i></p> <p><i>Campus tour</i></p> <p>The learning environments seen on the tour at UU are safe and effective. There are plans for expansion of some of the learning environments to ensure they are fit for purpose. The panel are reasonably assured that clinical placements will be risk managed, the MOA will be reviewed annually and TP/aTP approval and reapproval processes will be followed.</p>	✓		
2.13	<p>Have safe and effective recruitment processes in place to ensure appropriate personnel are recruited to support programme delivery.</p> <p><i>Evidence reviewed:</i></p> <p><i>Policy on recruiting and selecting employees</i></p> <p><i>Advertising of jobs</i></p> <p><i>Course director job description</i></p> <p><i>Staff induction</i></p> <p><i>External examiner appointment</i></p> <p><i>OSCE examiner recruitment</i></p> <p>The panel are reasonably assured regarding the university's recruitment processes. Recently onboarded faculty confirmed the recruitment</p>	✓		

	<p>process and induction was smooth and welcoming. The recruitment processes for CS could be strengthened by including a person specification.</p>			
2.14	<p>Where an accredited education institution is not yet fully accredited, or at the discretion of the Veterinary Nurse Education Committee, facilitate the attendance of the RCVS at a trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place for the relevant cohort of students.</p> <p><i>Evidence reviewed:</i> <i>Proposed dates for trial/mock examination</i></p> <p>The panel are assured that a Mock OSCE, or similar practical assessment, will be carried out at least one year in advance of the summative assessment occurring for the first cohort of students. The university discussed holding regular trials with prospective CSs and external OSCE examiners in the lead up to this trial.</p>	✓		
2.15	<p>Where an accredited education institution plans to make any changes to its provision, including assessments, the RCVS must approve all changes prior to implementation.</p> <p><i>Evidence reviewed:</i> <i>Procedure for informing RCVS of any changes to the Veterinary Nursing programme</i> <i>CA3 form</i></p> <p>The panel are reasonably assured that UU has a clear procedure for notifying intent to make changes to its provision. There is a clear understanding that any changes must be reported to the RCVS.</p>	✓		
2.16	<p>Provide evidence that adequate market demand and finances are in place and are sufficient to sustain and develop the programme and have been approved by the AEI.</p> <p><i>Evidence reviewed:</i> <i>Budget and budgetary forecast for the programme</i> <i>Ulster University's Financial Statement to July 2023</i> <i>Evidence of demand for the programme (the market)</i> <i>Marketing strategy</i></p> <p>The evidence provides a stable financial picture, clear reserves and sufficient budget to support the new provision. UU has carried out market research and has assured the panel that the university will</p>	✓		

	<p>sustain the VN course as it grows. A minimum number of five students is required for UU to financially support the programme.</p>			
<p>Conclusion:</p> <p>This Standard is met.</p> <p>UU has demonstrated compliance and accountability across the necessary legal, regulatory, professional and educational requirements associated with the provision of a new programme. Equality is clearly optimised across all learning environments, ensuring the diverse needs of all students are considered. The governance and quality processes for this accreditation have been clearly demonstrated throughout.</p>				
<p>Commendations:</p> <p>The university plans to incorporate an interactive component to the interview process for prospective VN students, confirming their perceptions of the role of a Veterinary Nurse.</p> <p>Suggestions:</p> <p>2.13 It is suggested that UU considers creating a person specification for Clinical Supervisors (CS) to ensure effective recruitment of suitable candidates.</p> <p>Actions:</p> <p>2.4 UU is required to further evidence compliance with the overall training hours contained within the RCVS Registration Rules.</p> <p>2.11 UU to formalise level 4 modules to ensure students are eligible for academic and professional award.</p>				

Standard 3 – Student empowerment

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

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

Partially met				
Accredited education institutions, together with delivery sites and training practices, must ensure that all students:				
	Requirements	Met	Part Met	Not Met
3.1	<p>Are well prepared for learning in theory and practice having received relevant inductions.</p> <p><i>Evidence reviewed:</i> <i>BSc Hons Veterinary Nursing Course Handbook 2024</i> <i>Level 4 Student Induction Lecture Example 2024</i> <i>Veterinary Nursing Evaluation Document 2024</i> https://www.ulster.ac.uk/student/welcome/home/welcome-to-uu https://www.ulster.ac.uk/student/key-links/induction https://www.ulster.ac.uk/student/support/digital-help/blackboard</p> <p>The panel are reasonably assured that student veterinary nurses will receive relevant inductions to prepare them for their learning at UU. The induction processes for the current courses such as Pharmacy are comprehensive, and Pharmacy students assured the panel that the induction process was effective.</p>	✓		
3.2	<p>Have access to the resources they need to achieve the RCVS Day One Competences, Skills and Professional Behaviours for Veterinary Nurses, and programme outcomes required for their professional role.</p> <p><i>Evidence reviewed:</i> <i>Equipment Purchased 2024</i> <i>Centre Equipment List 2024</i> <i>Veterinary Nursing Evaluation Document</i> <i>Level 4 Module Handbooks 2024</i> https://www.ulster.ac.uk/library/services https://www.ulster.ac.uk/ds/students https://www.ulster.ac.uk/student/support/digital-help/blackboard</p>		✓	

	<p>UU is committed to developing a programme which ensures the RCVS Day One Competences, Skills and Professional Behaviours for Veterinary Nurses (DOC/DOS/PBs) can be taught and assessed, and the proposed equipment list is comprehensive. However, there were some gaps in resources such as a list of relevant veterinary journals that will be provided for learners and a lack of up-to-date texts provided in the module reading lists for some modules.</p>			
3.3	<p>Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, clinical practice, and other information relevant to the programme in an accessible way for students' diverse needs.</p> <p><i>Evidence reviewed:</i> <i>BSc Hons Veterinary Nursing Course Handbook 2024</i> <i>Level 4 Module Handbooks 2024</i> <i>Assessment Schedule 2024</i> <i>Blackboard Course Support Area Example 2024</i> <i>Blackboard Module Area Example 2024</i> <i>OSCE Handbook 2024</i> <i>Pharmacy Experiential Learning Handbook 2024</i> https://scientia-pb.ulster.ac.uk/find-timetable/find</p> <p>UU is to be commended for the student accessibility options included in Blackboard Ultra, such as text speak and language options, to accommodate for diverse needs.</p> <p>The panel are reasonably assured that veterinary nursing students will be provided with timely and accurate information relevant to their programme and will receive prompt responses from staff. Pharmacy students assured the panel that the access to information was timely, appropriate and easily accessible, and that responses were received from the delivery team in a timely manner.</p>	✓		
3.4	<p>Work with and learn from a range of people in clinical practice, preparing them to provide care to a range of animals with diverse nursing requirements.</p> <p><i>Evidence reviewed:</i> <i>Guide to Clinical Supervision of UU SVNs 2024</i> <i>SVN Placement Evaluation Form 2024</i> <i>TP Approval form 2024</i> <i>Veterinary Nursing Evaluation Document 2024</i> <i>Pharmacy Guest Speakers Example 2024</i></p>	✓		

	<p>The panel are reasonably assured that CSs will receive appropriate training to encourage students in practice to provide care to a wide range of animals with diverse nursing requirements.</p> <p>It is suggested that the use of expert witness forms be encouraged to promote working with, and learning from, a wide range of people in clinical practice; this could be included in the placement handbooks and <i>guide to clinical supervision</i> documents.</p>			
3.5	<p>Are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation-based learning appropriate for the programme as necessary for safe and effective practice.</p> <p><i>Evidence reviewed:</i> <i>Veterinary Nursing Evaluation document</i> <i>Level 4 Module Handbooks 2024</i> <i>Assessment Schedule 2024</i> <i>Sample Level 4 assessments 2024</i> <i>Pharmacy Experiential Learning Handbook 2024</i> <i>Guide to Clinical Supervision of UU SVNs 2024</i> <i>Centre Equipment List 2024</i> <i>RCVS TP List NI 2024</i> <i>TP Handbook Plan 2024</i> https://www.ulster.ac.uk/learningenhancement/cqe/strategies/ai/guidance-for-students https://www.ulster.ac.uk/learningenhancement/resources/academic-integrity-and-plagiarism</p> <p>UU has provided evidence of a range of assessment methods, such as practicals, assignments, and groupwork, to assess students in multiple ways. This provides diversity of assessment methods to assist with student engagement, as well as offering supportive approaches for students with diverse needs.</p> <p>The panel are assured that the clinical learning facilities in development for veterinary nursing students will be of high quality and will enable students to achieve the DOC and DOS.</p>	✓		
3.6	<p>Are supervised and supported according to their individual learning needs, proficiency, and confidence.</p> <p><i>Evidence reviewed:</i> <i>RAR Example 2024</i> <i>Student Reasonable Adjustment Recommendations Example 2024</i> <i>BSc Hons Veterinary Nursing Programme Regulations 2024</i></p>	✓		

	<p>https://www.ulster.ac.uk/student/exams/reasonable-adjustments https://www.ulster.ac.uk/wellbeing https://www.ulster.ac.uk/wellbeing/disability/accessability/new-students</p> <p>The panel are reasonably assured that students will receive support according to their individual learning needs, proficiency and confidence. The reasonable adjustment example for Pharmacy students shows evidence of appropriate adjustments made.</p>			
3.7	<p>Are allocated and can make use of protected supported learning time including blended learning and recording completion of the RCVS Day One Skills for Veterinary Nurses when in practice.</p> <p><i>Evidence reviewed:</i> <i>NPL Sampling Plan 2024</i> <i>Guide to Clinical Supervision of UU SVNs 2024</i> <i>Memorandum of Agreement with TPs 2024</i> <i>TP Handbook Plan 2024</i> <i>Pharmacy Experiential Learning Handbook 2024</i></p> <p>It is evident that UU recommend that TPs allow two hours per week for completion of DOS when in practice. However, the panel were not assured as to how the university intends to audit this requirement.</p>		✓	
3.8	<p>Are assigned and have access to a nominated academic tutor/lead for each part of the programme.</p> <p><i>Evidence reviewed:</i> <i>CoP for Advisers of study 2024</i> <i>Example of Advisor of Studies Meeting 2024</i> <i>Veterinary Nursing Evaluation Document 2024</i> <i>Guide to Clinical Supervision of UU SVNs 2024</i></p> <p>The panel are reasonably assured that students will be assigned academic support for each part of the programme.</p>	✓		
3.9	<p>Have the necessary support and information to manage any interruptions to the study of programmes for any reason.</p> <p><i>Evidence reviewed:</i> <i>Fitness to Practise Policy 2024</i> <i>Fitness to Study Policy 2024</i> <i>BSc Hons Veterinary Nursing Course Handbook 2024</i> https://www.ulster.ac.uk/wellbeing https://www.ulster.ac.uk/_data/assets/pdf_file/0004/1446466/Ulster-University-Regulations.pdf</p>			✓

	<p>While the panel are assured that students will be supported with any interruptions, information has not been provided within the <i>veterinary nursing course handbook</i> or <i>fitness to study (FtS) policy</i> and the <i>FtP policy</i> has not yet been completed; therefore, this is not met.</p>			
3.10	<p>Have their diverse needs respected and considered across all learning environments, with support and adjustments provided in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i> <i>Staff Training Record Example 2024</i> <i>EDI Training Records</i> <i>Student Reasonable Adjustment Recommendations 2024</i> <i>Fitness to Practise Policy 2024</i> <i>Fitness to Study Policy 2024</i> https://www.ulster.ac.uk/student/exams/reasonable-adjustments</p> <p>UU demonstrated evidence of reasonable adjustments made for Pharmacy students and EDI policies and training are evidenced.</p> <p>UU confirmed that reasonable adjustments would not be made for the OSCEs, and, whilst these have not yet been developed and confirmed, this needs review to ensure diverse needs are considered in respect of practical assessments.</p>		✓	
3.11	<p>Are protected from discrimination, harassment, incivility, and other behaviours that undermine their performance or confidence.</p> <p><i>Evidence reviewed:</i> <i>Bullying and Harassment Policy 2024</i> <i>How to Make a Complaint 2024</i> <i>Safeguarding Policy 2024</i> <i>Fitness to Practise Policy 2024</i> EDI https://reportandsupport.ulster.ac.uk/ https://www.ulster.ac.uk/student/charter https://www.ulster.ac.uk/ data/assets/pdf file/0006/382587/Student-Discipline.pdf</p> <p>UU has provided comprehensive policies detailing prevention of discrimination and harassment. The Pharmacy students discussed the complaints process, demonstrating their knowledge of the procedure, and assured the panel they feel supported in all areas.</p>		✓	

	<p>The university is to be commended on its wellbeing and support facilities which are accessible 24/7 and have open-door policies in place.</p> <p>UU has not included the importance of civility and how to tackle incivility within the course and associated policies, which requires review in line with the updated RCVS Standards.</p>			
3.12	<p>Are provided with information and support that encourages them to take responsibility for their own mental and physical health and wellbeing.</p> <p><i>Evidence reviewed:</i> <i>BSc Hons Veterinary Nursing Course Handbook 2024</i> <i>CoP for Advisers of Study 2024</i> https://www.ulster.ac.uk/wellbeing https://www.ulster.ac.uk/student/key-links/induction</p> <p>UU provides comprehensive wellbeing support, and the panel are reasonably assured that students are provided with the information relevant to their mental and physical wellbeing.</p> <p>There are multiple opportunities for students to take responsibility for their wellbeing, such as an onsite gym with multiple sports societies and other societies to give students a strong sense of community while at UU. This was supported by the Pharmacy students' ability to discuss the wide range of wellbeing activities with the panel.</p>	✓		
3.13	<p>Are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice.</p> <p><i>Evidence reviewed:</i> <i>Level 4 Student Induction Lecture Example 2024C</i> <i>CoP for Advisers of Study 2024</i> <i>Veterinary Nursing Interactive Cover Sheet 2024</i> <i>Veterinary Nursing Evaluation Document 2024</i> <i>Level 4 Module Handbooks 2024</i></p> <p>The panel were assured that pastoral support is readily available for students. Students are also empowered for reflective professional practice using tools such the <i>veterinary nursing interactive cover sheets</i> which have been evidenced.</p>	✓		
3.14	<p>Have opportunities throughout their programme to collaborate and learn with and from peers and other professionals, and to develop supervision and leadership skills.</p>	✓		

	<p><i>Evidence reviewed:</i> <i>Pharmacy Guest Speakers Example 2024</i> <i>Veterinary Nursing Evaluation document 2024 B4/55 to B4/58</i> https://www.ulster.ac.uk/about/widening-access/initiatives/pass https://blogs.ulster.ac.uk/interprofessional/podcasts/</p> <p>UU has multiple avenues for promoting inter-professionalism and the university is dedicated to providing opportunities for collaboration and learning from peers and other professionals within the programme.</p>			
3.15	<p>Receive constructive feedback throughout the programme to promote and encourage reflective learning.</p> <p><i>Evidence reviewed:</i> <i>Module evaluation example 2024</i> <i>Veterinary Nursing Evaluation document 2024 B4/2 to B4/73</i> <i>BSc Hons Veterinary Nursing Course Handbook 2024</i></p> <p>The panel are assured that students will receive constructive feedback throughout the programme for formative and summative assessment. There is evidence that reflective learning is encouraged throughout the programme.</p>	✓		
3.16	<p>Have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice with clear outcomes.</p> <p><i>Evidence reviewed:</i> <i>External Examiners Report Example 2024</i> <i>NSS results for Pharmacy 2024</i> <i>Subject Committee Meeting Minutes Example 2024</i> <i>SSCC Meeting Minutes Example 2024</i> <i>Module Evaluation Example 2024</i></p> <p>The panel are assured that the veterinary nursing students will be provided with opportunities to give feedback on all aspects of their programme, this is encouraged through student committees and module evaluations.</p> <p>Whilst touring around the campus there were “You said we did” publications seen detailing university action plans following student feedback.</p>	✓		
3.17	<p>Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.</p>	✓		

	<p><i>Evidence reviewed:</i> DOC, DOS, PB and QAA Mapping 2024 Professional Behaviours Evaluation 2024</p> <p>The RCVS PBs are clearly mapped throughout the modules and the panel are reasonably assured that this is a key component of the curricula, thus students will be empowered to develop their professional behaviours throughout the programme.</p>			
<p>Conclusion:</p> <p>This standard is partially met.</p> <p>Whilst there are some clear actions needed for this standard, overall, the commitment to student empowerment at the university is evident. This standard is partially met, as the institution shows dedication to supporting student welfare and academic success across the programme. The panel commends the efforts made to enhance the student experience, with various support systems and resources in place.</p> <p>However, specific areas require further attention to ensure full compliance, particularly in providing students with the necessary resources and clear guidance to thrive both academically and in clinical practice. Addressing these areas will help the university deliver a more comprehensive and inclusive educational experience.</p>				
<p>Commendations:</p> <p>The university is to be commended for its student accessibility options included in Blackboard Ultra such as text speak and language options to provide for all diverse needs.</p> <p>The university is to be commended on the wellbeing and support facilities which are accessible 24/7 and the open-door policies which are in place.</p> <p>Suggestions:</p> <p>3.4 It is suggested that the use of expert witness forms be detailed in the placement documentation.</p> <p>Actions:</p> <p>3.2 Update the module reading lists to provide up to date, relevant resources which can prepare students effectively for the DOC/DOS/PBs, and to provide a list of veterinary specific journals that will be available to students.</p> <p>3.7 Provide evidence of how UU plans to audit that students are allocated and can make use of protected supported learning time, including blended learning and recording completion of the RCVS DOS for Veterinary Nurses, when in practice.</p>				

3.9 Update student facing documentation to provide students with the necessary support and information to manage any interruptions to the study of programmes for any reason.

3.10 Demonstrate that students will have their diverse needs respected and considered across the entire programme, including for practical assessment such as OSCEs.

3.11 Update the curricula and relevant policies and handbooks to include the importance of civility and how to tackle incivility in the programme.

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.

Not met				
Accredited education institutions, together with delivery sites and training practices, must ensure that all educators and assessors:				
	Requirements	Met	Part Met	Not Met
4.1	<p>Are appropriately qualified and experienced and always act as professional role models.</p> <p><i>Evidence reviewed:</i> <i>Staff CVs 2024</i> <i>Pinhey CPD 2024</i> <i>Policy on Recruiting and Selecting Employees 2024</i> <i>Recruitment Process for OSCE Examiners 2024</i> <i>Pharmacy Guest Speakers Example 2024</i> <i>Aurora Email 2024</i> <i>New Courses for Employees Email 2024</i> <i>Course Director Job Description 2024</i> <i>Peer Learning Event Example 2024</i> https://www.ulster.ac.uk/learningenhancement/cppe/proflearning/pgche p</p> <p>Review of the documentation and panel discussions demonstrated that whilst the Programme Lead and Chair of the veterinary nursing curriculum planning group are appropriately qualified and experienced, the panel are not yet assured that other module leaders are suitably experienced to deliver a professional veterinary nursing programme. Plans are in place to expand the number of veterinary professionals contributing to this programme.</p>			✓
4.2	<p>Receive relevant induction, ongoing support, education, and training which includes training in equality, diversity, and inclusion.</p> <p><i>Evidence reviewed:</i> <i>DAR Blank Copy 2024</i> <i>Guide to Clinical Supervision of UU SVNs</i> <i>Staff training record example 2024</i> https://www.ulster.ac.uk/peopleandculture/new-staff</p>	✓		

	<p>https://www.ulster.ac.uk/learningenhancement/cppe/proflearning/pgche https://www.ulster.ac.uk/learningenhancement/cppe/proflearning/fst https://www.ulster.ac.uk/learningenhancement/ccea/external-examiners https://academy.rcvs.org.uk/course/index.php?categoryid=24 https://www.ulster.ac.uk/peopleandculture/health-and-safety/wellbeing/employee-wellbeing</p> <p>The review of evidence and panel discussions indicates that effective induction programs are in place for new staff joining the university, it was very evident to the panel that staff felt both welcomed and supported in their roles. All employees have access to a variety of relevant policies and training, including those on EDI, opportunities to upskill, and undertake the required continuing professional development requirements</p>			
4.3	<p>Have their diverse needs respected and considered and are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i> <i>Policy on recruiting and selecting employees 2024</i> <i>Health, Safety and Wellbeing Policy 2024</i> <i>Menopause Policy 2024</i></p> <p>https://www.ulster.ac.uk/peopleandculture/new-staff EDI https://www.ulster.ac.uk/peopleandculture/employee-benefits https://www.ulster.ac.uk/peopleandculture/equality-diversity/disability-action-plan-2022-2027/disability-action-plan-2022-2027-content https://www.ulster.ac.uk/peopleandculture/employee-benefits/leave https://www.ulster.ac.uk/data/assets/pdf_file/0010/888661/mentoring_guidelines2017 .pdf</p> <p>The evidence reviewed indicates robust policies and procedures are in place to ensure the diverse needs of staff are met; the panel held discussions with the staff members who further confirmed this.</p>	✓		
4.4	<p>Have sufficient time allocation within contracted hours to fulfil all aspects of their roles.</p> <p><i>Evidence reviewed:</i> <i>Time allocation schedule example 2024</i> <i>Course director job description 2024</i> <i>Memorandum of Agreement 2024 with TPs 2024</i></p>			✓

	<p>https://www.ulster.ac.uk/data/assets/pdf_file/0019/233443/Hours-of-Work.pdf</p> <p>https://www.ulster.ac.uk/peopleandculture/policies/development-opportunities</p> <p>UU has demonstrated to the panel how its workload allocation model would be used for the veterinary nursing team; however, the panel are not yet assured that sufficient time will be allocated to allow for fulfilment of the roles. This is particularly relevant for the current Programme Lead, considering the limited number of veterinary professionals currently employed by UU.</p>			
4.5	<p>Respond effectively to the learning needs of individuals.</p> <p><i>Evidence reviewed:</i></p> <p><i>Module evaluation example 2024</i></p> <p><i>Example of Advisor of studies meeting 2024</i></p> <p><i>RAR example 2024</i></p> <p>https://www.ulster.ac.uk/wellbeing</p> <p>https://www.ulster.ac.uk/know/support</p> <p>UU offers a strong range of support for staff with clear policies and procedures in place to address individual needs. Staff have the ability to feed back to the university using a range of effective mechanisms; this was further supported through panel discussions with both staff members and students.</p>	✓		
4.6	<p>Are supportive and objective in their approach to student supervision, assessment, and progression, and appropriately share and use evidence to make decisions on student assessment and progression.</p> <p><i>Evidence reviewed:</i></p> <p><i>Veterinary Nursing Evaluation document 2024</i></p> <p><i>Assessment Schedule 2024</i></p> <p><i>Level 4 Module Handbooks 2024</i></p> <p><i>BSc Hons Veterinary Nursing Programme Regulations 2024</i></p> <p><i>Rubric Examples 2024</i></p> <p><i>Course Results Sheet Example 2024</i></p> <p>It was very clear to the panel the support offered to students throughout their time at UU; the panel held discussions with current Pharmacy students who confirmed this.</p> <p>The evidence highlighted that there are robust procedures in place for Exam Boards, where appropriate decisions on student assessment</p>	✓		

	and progression can be made. Additionally, UU has a number of mechanisms in place to minimise bias in assessment marking.			
4.7	<p>Liaise, collaborate, and action constructive feedback generated by colleagues, students, and stakeholders to enhance their teaching and assessment and to share effective practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>Notes from RCVS Meeting 2024</i></p> <p><i>Notes RCVS Assessment Meeting 2024</i></p> <p><i>Module Evaluation Example 2024</i></p> <p><i>SSCC Meeting Minutes Example 2024</i></p> <p><i>Subject Committee Meeting Minutes Example 2024</i></p> <p><i>EAB Meeting Minutes 2024</i></p> <p><i>OSCE Development Timeline 2024</i></p> <p><i>External Examiners Report Example 2024</i></p> <p>https://www.ulster.ac.uk/learningenhancement/cqe/procedures/student-engagement/staff-student-consultative-committees</p> <p>The evidence demonstrated that effective mechanisms are in place to address feedback collated from external examiners, students, and colleagues for the proposed programme.</p>		✓	
4.8	<p>Respond effectively to concerns and complaints about public protection and animal welfare and student performance in learning environments and are supported in doing so.</p> <p><i>Evidence reviewed:</i></p> <p><i>Student Discipline 2024</i></p> <p><i>Fitness to Practise Policy 2024</i></p> <p><i>Fitness to Study Policy 2024</i></p> <p>UU has a clear complaints and appeals procedure which is provided to students and staff. The panel were not yet able to see evidence of the policies and procedures in practice due to this being a new programme. As already highlighted in Standard 1, the FtP policy is not yet finalised; see action 1.7.</p>		✓	
4.9	<p>Ensure the programme lead is a Registered Veterinary Nurse (RVN) who has substantial experience of veterinary nurse education and training at a suitable level for the qualification(s) being delivered and holds a recognised teaching qualification.</p> <p><i>Evidence reviewed:</i></p> <p><i>Staff CVs 2024</i></p> <p><i>Pinhey CPD 2024</i></p>	✓		

	The Programme Lead is an RVN with experience of veterinary nurse education and training, who holds a relevant teaching qualification.			
<p>Conclusion:</p> <p>This standard is not met.</p> <p>Procedures and policies for theory and assessment are in place to ensure that they are facilitated effectively and objectively, however the panel are not yet assured that the programme delivery will be led by appropriately qualified educators and assessors within the proposed programme.</p>				
<p>Commendations:</p> <p>UU is to be commended for its exceptional support of students, who demonstrated evident passion for their course, and the positive attitudes displayed toward both staff and the campus.</p> <p>Actions:</p> <p>4.1 Demonstrate the recruitment plan for further appropriately qualified and experienced educators and placement officers in the veterinary professions, with due consideration to the delivery of DOS/DOC containing modules by veterinary professionals.</p> <p>4.4 Demonstrate a workload allocation model and contingency arrangements for the current Programme Lead and the subsequent plan for further recruitment.</p>				

Standard 5 – Curricula and assessment

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

Not met				
Accredited education institutions, together with delivery sites and training practices, must ensure:				
	Requirements	Met	Part Met	Not Met
5.1	<p>Curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, regulatory requirements, and programme outcomes.</p> <p><i>Evidence reviewed:</i> <i>Veterinary Nursing Evaluation document</i> <i>BSc Hons Veterinary Nursing Course Handbook 2024</i> <i>Level 4 Module Handbooks 2024</i> <i>DOC, DOS, PB and QAA Mapping 2024</i> <i>LO Assessment Mapping 2024</i> <i>Anaesthesia 1 2024</i></p> <p>This requirement has been well evidenced by the programme team. Curricula are fully mapped to the RCVS DOC/DOS, PBs and QAA benchmarks.</p>	✓		
5.2	<p>Programmes are designed, developed, delivered, evaluated, and improved based upon stakeholder feedback.</p> <p><i>Evidence reviewed:</i> <i>Course Committee Meeting Minutes 2024</i> <i>Meeting with IVC Evidensia 2024</i> <i>Meeting with Medivet 2024</i> <i>Bristol Meeting 2024</i> <i>Hartpury Meeting 2024</i> <i>Notes from Meeting with VN Consultant 2024</i> <i>Modules Feedback EAS 2024</i> <i>Comments from Evaluation Panel 2024 and Associated Revisions</i> <i>Veterinary Nursing Approved Report 2024</i> <i>OSCE Feedback from Consultant 2024</i></p>		✓	

	<p>It is evident to see that UU has engaged in stakeholder and external advisor collaboration events; the panel saw evidence of input from stakeholders with regard to the placement module and the EA with regard to assessments, however, the panel were not yet able to visualise how feedback had contributed directly to the curricula development following the advice received by the external advisor.</p>			
5.3	<p>Curricula and assessments remain relevant in respect of contemporary veterinary nursing practice, with consideration of ongoing developments within the professions and international healthcare communities.</p> <p><i>Evidence reviewed:</i> <i>Veterinary Nursing Evaluation document</i> <i>Assessment Schedule 2024</i> <i>Potential Clinical Skills Area 2024</i> <i>Equipment Purchased 2024</i> <i>Centre Equipment list 2024</i> <i>VNEAB 2024</i> <i>Anaesthesia 1 2024</i> <i>OSCE Development Timeline 2024</i></p> <p>UU has considered contemporary veterinary nursing practice when developing this programme. UU has started to purchase equipment which will aid in the teaching of contemporary veterinary nursing with a clear plan to further expand equipment, such as a digital radiography machine and oxygenation kennels.</p>	✓		
5.4	<p>Curricula and assessments are appropriately weighted in accordance with the type and length of programme.</p> <p><i>Evidence reviewed:</i> <i>Veterinary Nursing Evaluation document 2024</i> <i>BSc Hons Veterinary Nursing Course Handbook 2024</i> <i>LO Assessment Mapping 2024</i> <i>Level 4 Module Handbooks 2024</i> <i>Ulster Assessment Equivalence 2024</i> <i>Veterinary Nursing Evaluation Document 2024</i></p> <p>Modules and the associated learning outcomes have been through the institution's own validation process. It is not yet clear to the panel how the weighting allocations have been determined considering the use of many additional 0% weighted practical assessments. There is currently a level 4 module linked to the Nursing Progress Log (NPL) which may inhibit progression.</p>			✓

5.5	<p>Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity, with due consideration of assessment timings and clear progression points.</p> <p><i>Evidence reviewed:</i> <i>Veterinary Nursing Evaluation Document 2024</i> <i>DOC, DOS, PB and QAA Mapping 2024</i> <i>LO Assessment Mapping 2024</i> <i>Assessment Schedule 2024</i> <i>BSc Hons Veterinary Nursing Programme Regulations 2024</i> <u>Regulations for Undergraduate and Integrated Master's Programmes (ulster.ac.uk)</u></p> <p>UU has considered appropriate structure and sequencing with regard to the topics broadly covered by modules at levels 4,5, and 6, however, in some instances the learning outcomes do not yet consistently demonstrate increasing levels of complexity.</p> <p>The panel are not yet reasonably assured that progression points are clear due to the linking of a level 4 module to elements of the NPL and the level 5 placement module comprising 60 modules. Further consideration is required by UU with regard to consistency of complexity within learning outcomes, and barriers to progression for learners where modules are linked to the NPL at an early stage, particularly where modules exceed the university's regulations to be carried forward.</p>			✓
5.6	<p>A range of assessments, which align with the learning outcomes, are delivered, within the educational setting, to accurately measure the knowledge, skills and understanding outlined in the programme.</p> <p><i>Evidence reviewed:</i> <i>Veterinary Nursing Evaluation document 2024</i> <i>LO Assessment Mapping 2024</i> <i>Assessment Schedule</i> <i>DOC, DOS, PB and QAA Mapping 2024</i> <i>Veterinary Nursing Evaluation document 2024</i> <i>Sample Level 4 Assessments 2024</i> <i>Assessments do not line up with the LOs</i></p> <p>Modules are assessed at the end of each respective semester, with a clear focus on using industry-relevant and innovative methods. However, although the panel saw evidence of an assessment</p>			✓

	<p>schedule for this programme, it was not yet evident that this workload would be manageable from a staff workload perspective.</p> <p>The programme features a wide variety of assessment types, and the team may want to consider how formative assessments will be used to support the structured progression within the curriculum. This would help ensure students can smoothly transition between different assessment formats.</p> <p>The panel were not yet assured that the assessment methods in some modules fully represent the learning outcomes they have been mapped to, in particular with regard to the command verbs.</p>			
5.7	<p>At least one summative assessment must be in the form of an Objective Structured Clinical Examination (OSCE) or similarly robust, objective and evidence-based form of practical examination to test the safe and effective acquisition of a broad range of skills and competences outlined in the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> <i>Veterinary Nursing Evaluation Document 2024</i> <i>LO Assessment Mapping 2024</i> <i>OSCE Development Timeline 2024</i> <i>Recruitment Process for OSCE Examiners 2024</i> <i>OSCE Handbook 2024</i> https://www.nmc.org.uk/globalassets/sitedocuments/registration/toc-21/na-toc-21-osce-information-booklet.pdf</p> <p>The module descriptors and assessment mapping document show a clear outline of the intended assessments. There is a wide range of innovative assessments, including practical assessments, In tray examinations, written reports, professional development plans and written examinations.</p> <p>The panel were not able to review the intended OSCE, or similar examination, at the time of the accreditation. UU stated that it had not decided whether an OSCE or an OSPE would be utilised, how many stations the practical assessment may contain, which sections of the DOS would be covered by the assessment and how the assessment would be standard set or marked; the panel are therefore not reasonably assured at this point that this will be in place ahead of the planned mock/trial OSCE. Documents must be provided to the RCVS as they are finalised.</p>			✓

5.8	<p>Students are assessed practically across clinical practice settings and learning environments as required by their programme with relevant observations undertaken.</p> <p><i>Evidence reviewed:</i></p> <p><i>Pharmacy experiential learning handbook 2024</i></p> <p><i>Sample Level 4 assessments 2024, VET102 and VET105 practical skills Assessment Examples</i></p> <p><i>Assessment Schedule 2024</i></p> <p><i>Anaesthesia 1 2024</i></p> <p>It was evident to the panel that students will have the opportunity to be assessed practically within the clinical learning environments and a detailed plan has been developed to show the ideas behind the clinical suite development.</p> <p>The panel, however, could not be assured at this stage that practical observations would take place in clinical practice settings due to the lack of placement team support staff employed by UU.</p>	✓		
5.9	<p>Processes are in place to establish a high degree of validity and robustness to support the decisions made based on the results of the assessment.</p> <p><i>Evidence reviewed:</i></p> <p><i>Assessment Schedule 2024</i></p> <p><i>BSc Hons Veterinary Nursing Course Handbook 2024</i></p> <p><i>Plagiarism Policy and Procedures 2024</i></p> <p><i>Plagiarism Offence Record Example 2024</i></p> <p><i>Veterinary Nursing Evaluation document 2024, Appendix 6</i></p> <p><i>Appeals Submission Example 2024</i></p> <p><i>External Examiners Report Example 2024</i></p> <p><i>Module Statistics Example 2024</i></p> <p><i>Post Analysis in BBL 2024</i></p> <p><i>LO Assessment Mapping 2024</i></p> <p>Regulations for Undergraduate and Integrated Master's Programmes (ulster.ac.uk)</p> <p>https://www.ulster.ac.uk/learningenhancement/resources/assessment-and-feedback</p> <p>https://www.ulster.ac.uk/data/assets/pdf_file/0006/306906/Assessment-Handbook.pdf</p> <p>https://www.ulster.ac.uk/learningenhancement/resources/icdf</p> <p>https://www.ulster.ac.uk/learningenhancement/cqe/strategies/ai/guidance-for-students</p> <p>https://www.ulster.ac.uk/student/exams/cheating-and-plagiarism</p>	✓		

	<p>https://www.ulster.ac.uk/data/assets/pdf_file/0012/1369749/A-Tutors-guide-to-plagiarism.pdf</p> <p>https://www.ulster.ac.uk/data/assets/pdf_file/0004/1535971/Academic-Misconduct-Policy.pdf</p> <p>https://www.ulster.ac.uk/study/undergraduate/associate-students/academic-appeals</p> <p>https://www.ulster.ac.uk/data/assets/pdf_file/0006/306906/Assessment-Handbook.pdf</p> <p>There are robust processes in place within the UU regulations to determine the validity of assessments. The commitment of the staff to use the post assessment data as part of their continued policy improvement mechanism is to be commended. The panel were reasonably assured that these will support the outcomes of the programme.</p>			
5.10	<p>Moderation processes are in place and demonstrate that assessment is fair, reliable, and valid, and the integrity of the assessment is upheld.</p> <p><i>Evidence reviewed:</i> <i>Moderation Email 2024</i> <i>External Examiners Report Example 2024</i></p> <p>https://www.ulster.ac.uk/data/assets/pdf_file/0006/306906/Assessment-Handbook.pdf</p> <p>Overarching moderation processes for assessments are in place. The sampling plan includes sampling all fails, any work above 70% and a minimum percentage across other grade boundaries.</p> <p>The panel were not yet reasonably assured that suitably qualified veterinary professionals would be involved in these processes to ensure a fair and reliable process- please refer to related action 4.1.</p>		✓	
5.11	<p>Mechanisms are in place to minimise bias in all assessments.</p> <p><i>Evidence reviewed:</i> <i>Double Blind Marking Email 2024</i> <i>Veterinary Nursing Evaluation document 2024, Appendix 6</i> <i>Presentation Moderation 2024</i> <i>Recruitment Process for OSCE examiners 2024</i> <i>OSCE Script Example 2024</i></p> <p>https://www.ulster.ac.uk/data/assets/pdf_file/0006/306906/Assessment-Handbook.pdf</p>		✓	

	<p>UU has several training processes in place to minimise bias, this is mandatory for all staff and completion will also be required by OSCE examiners and clinical supervisors.</p> <p>Where anonymity is not possible two markers will mark independently before agreeing the final mark. Moderation and second marker procedures are in place and implemented.</p>			
5.12	<p>Adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice.</p> <p><i>Evidence reviewed:</i> <i>RAR Example 2024</i> <i>Fitness to Practise Policy 2024</i> <i>Fitness to Study Policy 2024</i> https://www.ulster.ac.uk/student/exams/reasonable-adjustments#:~:text=If%20you%20require%20reasonable%20adjustments,Noon%20Friday%2025%20November%202022</p> <p>This requirement has been evidenced by the programme team. UU has clear processes and procedures in place to provide adjustments to students where necessary and the panel were reasonably assured that these would be implemented for all written examinations. The panel were not assured, however, that learners would be supported in the same way for OSCE examinations; the panel would ask UU to consider reasonable adjustments for OSCE examinations to ensure students are supported – please refer to associated action 3.10.</p>	✓		
5.13	<p>Students' self-reflections contribute to, and are evidenced in, assessments.</p> <p><i>Evidence reviewed:</i> <i>Veterinary Nursing Evaluation document 2024</i> <i>Appendix 6 VET105 Lab notebook rubric</i> <i>Veterinary Nursing Interactive Cover Sheet 2024</i> <i>NPL Sampling Plan</i></p> <p>The panel were assured that students would be given adequate opportunities to reflect on their progress throughout the course. The use of reflection opportunities and direction for feedback was very clear to the panel.</p>	✓		
5.14	<p>There is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses.</p>	✓		

	<p><i>Evidence reviewed:</i> <i>Veterinary Nursing Evaluation Document 2024</i> <i>Level 4 module handbooks 2024</i></p> <p>The panel were satisfied that there is no compensation within or between modules referenced to the DOC/DOS and this had been detailed in university regulations.</p>			
5.15	<p>Ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen (closed book) examination as an element of the assessment strategy.</p> <p><i>Evidence reviewed:</i> <i>Veterinary Nursing Evaluation document 2024</i> <i>LO Assessment Mapping 2024</i> <i>Assessment schedule 2024</i></p> <p>This requirement has been well evidenced for the programme with mapping throughout; closed book assessments are used in those modules containing RCVS DOC.</p>	✓		
<p>Conclusion:</p> <p>This standard is not met.</p> <p>This programme has been clearly mapped to the RCVS Day One Competences and Skills, the Professional Behaviours and the QAA HE Benchmarks for Veterinary Nurses, with the curricula demonstrating relevance to contemporary veterinary nursing. There was some concern regarding the academic level and increasing complexity of some of the learning outcomes across the programme, along with the weighting of some modules. Although this programme has been approved by UU, it is strongly recommended by the panel that once the changes have been implemented, the programme is reviewed again by the relevant committees.</p> <p>The panel were not reasonably assured that the course could yet be developed, delivered and evaluated to ensure completion of the RCVS Day One Competences and Skills due to a lack of veterinary professionals employed by UU. Whilst there is a plan in place for the recruitment of one additional lecturer, further evidence is needed to assure the panel that the relevant staff will be in place to have input into all modules containing DOC/DOS and PBs, to observe students on clinical placement, to contribute to the supervision and teaching of clinical skills at UU, and to assess and moderate work pertaining to modules including the DOS/DOC and PBs.</p>				
<p>Commendations:</p> <p>UU staff are to be commended on their use of data analysis in informing the quality of examinations and the continued policy improvement mechanisms.</p>				

Suggestions:

None.

Actions:

5.2 Demonstrate how feedback from both stakeholders and the external adviser has directly impacted the curriculum design.

5.4 Review the weighting of assessments within the modules in relation to student workload and UU policies.

5.5a Review the complexity of learning outcomes across modules.

5.5b UU to consider barriers to progression especially in relation to assessments across some modules.

5.6 Provide a detailed assessment planner for this programme to clearly demonstrate student and staff workload.

5.7 UU to provide clarity on the proposed OSCE or similar evidence based practical assessment designed to meet the requirements of this standard.

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 not met				
Accredited education institutions, together with delivery sites and training practices, must:				
	Requirements	Met	Part Met	Not Met
6.1	<p>Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses, across both delivery site and practice settings.</p> <p><i>Evidence reviewed:</i> <i>TP Approval Form 2024</i> <i>Potential clinical skills area 2024</i> <i>Centre equipment list 2024</i> <i>Placement Process & Procedure 2024</i> <i>RCVS TP List NI 2024</i> <i>Memorandum of Agreement 2024 with TPs</i> <i>TP Allocation 2024</i> <i>Memorandum of Agreement with VNPCs 2024</i></p> <p>The panel are assured that the proposed equipment list and clinical skills lab will be sufficient to support and deliver the DOS.</p> <p>There are processes are in place to ensure the delivery of the DOS in a practice setting through thorough TP/aTP approval paperwork, risk ratings and an annually reviewed MOA.</p>	✓		
6.2	<p>Ensure that students are enrolled with the RCVS prior to undertaking clinical practice to comply with legislation.</p> <p><i>Evidence reviewed:</i> <i>BSc Hons Veterinary Nursing Course Handbook 2024</i> <i>SVN Enrolment Policy 2024</i> https://www.ulster.ac.uk/student/courses/course-enrolment</p> <p>It is clear to the panel that students will be enrolled with the RCVS prior to undertaking any clinical practice. This is clearly stipulated in the evidence provided.</p>	✓		

6.3	<p>Ensure students are actively learning and adequately supervised in all clinical learning environments.</p> <p><i>Evidence reviewed:</i> <i>Memorandum of Agreement with TPs 2024</i> <i>Policy on Recruiting and Selecting Employees 2024</i> <i>Course Director Job Description 2024</i> <i>Guide to Clinical Supervisor of UU SVNs</i> <i>SVN Placement Evaluation Form 2024</i> <i>TP Allocation 2024</i> <i>Pharmacy Clinical Educator Confirmation 2024</i> https://www.ulster.ac.uk/learningenhancement/cqe/procedures/student-engagement/staff-student-consultative-committees</p> <p>There are processes in place to ensure students are adequately supervised during clinical placement through risk ratings and visitations from the university.</p> <p>Recruitment of further veterinary professionals into the VN team is required to reasonably assure the panel that all students will be actively learning and appropriately supervised during clinical learning on campus. See associated actions in 4.1.</p>		✓	
6.4	<p>Ensure clinical learning environments are provided for every student; these must be allocated for placement students. Clinical training must be undertaken within a RCVS listed training practice or auxiliary training practice, for a minimum duration of hours as stipulated in the RCVS Veterinary Nurse Registration Rules.</p> <p><i>Evidence reviewed:</i> <i>Placement Process & Procedure 2024</i> <i>Memorandum of Agreement with TPs 2024</i> <i>Veterinary Nursing Evaluation Document B2/19 to B2/42</i> <i>TP Allocation 2024</i></p> <p>There are clear procedures for the allocation of students to Clinical Placements (CPs) and ensuring they are in a RCVS listed TP/aTP. During discussion with the faculty, informal plans are in place to develop a bank of placements through outreach events and the utilisation of stakeholder feedback. A formal plan to demonstrate how the AEI can ensure there will be sufficient clinical learning environments is required for the panel to be reasonably assured that all students will be effectively placed.</p>			✓

6.5	<p>All students must have sufficient time within the programme to achieve the RCVS Veterinary Nurse Registration Rules hours requirement, with the opportunity for contingencies if required.</p> <p><i>Evidence reviewed:</i> <i>Veterinary Nursing Evaluation Document B1/5, B1/7</i></p> <p>The programme is designed to ensure students have sufficient time to acquire the necessary RCVS Veterinary Nurse Registration Rules hours in the practice setting.</p>	✓		
6.6	<p>Ensure all students are allocated a clinical supervisor responsible for confirming competency in the RCVS Day One Skills for Veterinary Nurses. All clinical supervisors must be RVN or MRCVS (UK practising), be experienced and able to demonstrate an experienced level of clinical skills and ongoing professional development.</p> <p><i>Evidence reviewed:</i> <i>TP Approval Form 2024</i> <i>Memorandum of Agreement with TPs 2024</i> <i>Guide to Clinical Supervision of UU SVNs 2024</i> <i>TP Allocation 2024</i> <i>Pharmacy Clinical Educator Confirmation 2024</i> <i>TP & CS Checklist 2024</i></p> <p>The CS checklist and MOA are sufficient to ensure the CSs utilised by UU will be RVNs or MRCVS and compliant with CPD requirements. Clinical supervisor training and standardisation processes need to be produced to assure the panel that the CSs will be suitably trained. There are also some amendments required within the CS checklist and MOA to include that all CSs are UK practising.</p>		✓	
6.7	<p>Maintain accurate records of student clinical learning environment attendance and when applicable, provide these to the RCVS.</p> <p><i>Evidence reviewed:</i> <i>Record of Training 2024</i></p> <p>Utilisation of the RCVS Record of Training document will ensure accurate records of attendance are completed throughout clinical learning environments. UU has a sufficient process for monitoring attendance.</p>	✓		
6.8	<p>Ensure there is sufficient TP support available for all recruited students.</p> <p><i>Evidence reviewed:</i></p>			✓

	<p><i>RCVS TP List NI 2024</i> <i>Placement Process & Procedure 2024</i> <i>Memorandum of Agreement with TPs 2024</i> <i>TP Allocation 2024</i></p> <p>The university currently has no formal agreements with TPs/aTPs. The panel requires further formalisation of the process to acquire sufficient TPs/aTPs to deliver effective practical training of student veterinary nurses. There is an associated action previously in standard 6.</p>			
6.9	<p>Ensure the TP or aTP is an RCVS listed practice. <i>Evidence reviewed:</i> <i>RCVS TP List NI 2024</i> <i>TP Allocation 2024</i> <i>Placement Process & Procedure 2024</i></p> <p>The university evidenced a list of RCVS registered TPs in NI which are affiliated to other AEIs. Through discussion with the VN team, there was mention of utilising international practices for clinical placement. This has resulted in the panel not being reasonably assured that all TPs/aTPs would be RCVS registered.</p>		✓	
6.10	<p>Ensure that use of TPs not affiliated to the AEI is agreed with the primary AEI, and a robust MoU is in place with the TP. <i>Evidence reviewed:</i> <i>RCVS TP List NI 2024</i> <i>Placement Process & Procedure 2024</i></p> <p>UU has assured the panel that there are processes in place to ensure non-affiliated TPs will have a robust and clear MOA in place with the AEI.</p>	✓		
6.11	<p>Ensure clinical learning experiences are adapted to the student's stage of learning, competences, and programme outcomes. <i>Evidence reviewed:</i> <i>Memorandum of Agreement with TPs 2024 section 2</i> <i>Veterinary Nursing Evaluation Document B4/3 to B4/73</i> <i>NPL Sampling Plan 2024</i> <i>NPL Sampling Plan Template 2024</i> <i>Guide to Clinical Supervision of UU SVNs 2024</i> <i>TP Allocation 2024</i></p>	✓		

	<p>https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/student-empowerment/what-to-expect/reasonable-adjustments-if-applicable/#:~:text=However%2C%20adjustments%20can%20be%20made,out%20in%20the%20relevant%20legislation</p> <p>UU has demonstrated a sufficient NPL Sampling Plan to ensure VN students' individual learning requirements are supported and meet their stage of learning. Learning experiences are adaptable as seen throughout the evidence and faculty discussions.</p>			
6.12	<p>The veterinary team contribute to the learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i> <i>TP Approval Form 2024</i> <i>Memorandum of Agreement with TPs 2024 section 5</i> <i>TP Allocation 2024</i> <i>TP & CS Checklist 2024</i></p> <p>UU has demonstrated a keen approach to interprofessional development of student veterinary nurses throughout the programme. The MOA supports the requirement for the whole veterinary team to contribute to the learning of students in the clinical environment.</p>	✓		
<p>Conclusion:</p> <p>This Standard is not met.</p> <p>UU has demonstrated robust policies and procedures to ensure clinical learning environments will adhere to safe, effective and inclusive experiences. The university is confident in its ability to provide an adequate level of clinical learning environments to all students. To ensure students can actively participate in their own education and learn in a clinical environment there are associated actions required to be completed to ensure compliance as the programme moves towards commencement of delivery.</p>				
<p>Suggestions:</p> <p>None.</p> <p>Actions:</p> <p>6.4 Produce a formal plan for the recruitment of TPs/aTPs to ensure sufficient clinical learning environments.</p> <p>6.6a Provide Clinical Supervisor training/standardisation evidence.</p>				

6.6b Amend Clinical Supervisor checklist and MOA to include reference that all Clinical Supervisors must be RVN or MRCVS (UK practising).

6.9 Produce evidence to the RCVS that all TPs/aTPs are listed with the RCVS.