

University of Chester Accreditation Visit

University Centre Reaseheath 17-19 March 2026

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

Accreditation Outcome for University of Chester

University of Chester submitted an application for accreditation of the following programme.

BSc (Hons) Veterinary Nursing

Following the meeting of Veterinary Nurse Education Committee on 25 June 2026, University of Chester has been awarded full accreditation status for four years. This decision reflects the compliance of the programme against the RCVS Standards Framework for Veterinary Nurse Education and Training. University of Chester is next due for re-accreditation in academic year 2030/31, however, this may change subject to quality monitoring.

Classification of Accreditations

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

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

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

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

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

programme will move into an exit strategy and specific details and evidence will be requested by the Veterinary Nursing Department to maintain oversight whilst the final students complete the programme. The provision is quality monitored in accordance with a high-risk provider.

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

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List of Panel Members

Theona Aristidou RVN– Employer Representative

Claire Defries RVN– Educator Representative

Sam Double RVN- Chair

Abigayle Gomez RVN – RCVS Senior Qualifications Officer

Joshua Sancho RVN- Student Representative

RCVS Observers

Julie Dugmore RVN- RCVS Director of Veterinary Nursing

Sophie Geake RVN- RCVS Qualifications Assessor

Key Staff met

Dr Nicola Beesley – Deputy Head of the School of Natural Sciences and Link Tutor

Kath Dickinson – External and Professional Programmes Manager

Prof. Paul Johnson – Dean of Academic Quality and Official Correspondent

Dr Lisa Peters – Academic Services Officer

Karen Bagnall – Practice Liaison Officer

Rosie Barrow – OSCE Coordinator

Sophie Byrne – Practice Liaison Officer

Dr Stella Chapman - HE Curriculum Development Lead

Don Clarke – Academic Services Officer

Liz Coles – Student Support and Engagement Manager

Ella Ditchfield – Lecturer/Course Manager

Jackie King – Head Librarian

Sarah Hopkinson – Assistant Dean of HE

Lis Morris – HE Teaching and Learning Coach

Sam Morse – UCR Applications and Admissions Officer

Jane Nickisson – Dean of HE

Phil Nickisson – Head of HE Academic Standards and Admissions

Rebecca Partoon – HE Lecturer/Course Manager

Vanessa Rhodes - Director of People and Culture

Ellie Rose – Programme Leader, Animal Sciences

Paul Spearritt – Vice Principal, Reaseheath College and University Centre

Executive summary of the Panel's findings

- University of Chester (UoC), and its delivery site University Centre Reaseheath (UCR), were visited between 17 and 19 March 2026. The following programme was under accreditation review:

BSc (Hons) Veterinary Nursing

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

The team found the following:

UoC and UCR are to be **commended** for:

- The approach to widening participation including the outreach programme
- The evidence-based approach to the VN programme and pedagogy
- The strengthened partnership between UoC and UCR and improved governance oversight of the VN programme
- The Placement Liaison Officers (PLOs) preparation for placement initiative
- Ongoing raising of awareness and training in Equity Diversity and Inclusion and relevant legislative changes by the human resources team
- The PLO support of CSs and students within TPs
- The OSCE coordinators clinical skills survival club and the approach to developing students' individual clinical skills

Areas for further review included:

- Ensuring that the VMD requirements are fully complied with
- Compliance with action plan deadlines
- Continued support for the programme lead and VN team in teaching, assessment and moderation
- Mapping consistency across module documentation
- Consistency and accuracy of OSCE documentation

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	University of Chester
Main address and contact details for the above organisation	University of Chester, Parkgate Road, Chester, CH1 4BJ
Name of Principal or Chief Executive Officer	Vice-Chancellor Prof. Eunice Simmons
Name of Programme Lead	Programme Lead: Steph Jackson, RVN Main contact: Lisa Peters
Proposed programme(s) title:	BSc (Hons) Veterinary Nursing
Address and contact details of proposed site/s for delivery of licence to practise qualification	University Centre Reaseheath, Nantwich, Cheshire, CW5 6DF
Pattern of delivery	Year 1 - Level 4 study, followed by a 10 week placement Year 2 - Level 5 study Year 3 - 12 month placement Year 4 - Level 6 study plus OSCEs
Intakes and student numbers	Student intakes (1 per year in September) 2019 – 10 2020 – 12 2021 – 16 2022 – 20 2023 – 22 2024 – 19 2025 – 31 (29 at level 4 and 2 at Level 5)

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. <i>Evidence reviewed:</i> 1.1a Health and Safety Policy 1.1b OSCE RA 1.1c Working with Small Domestic Animals RA and SOP 1.1d LAB 8 - Blood Smears and Staining RA 1.1e Storage and Use of POM-V Medications SOP 1.1f Study Tours and Educational Visits Policy 1.1g Health and Safety Committee Agenda 1.1h UCR Student Handbook 2025-26 1.1i RC4527 Scheme of Work 1.1j Safeguarding Adults Policy 1.1k Information Technology and Communications Acceptable Use Policy 1.1l Staff Development Day Schedule August 2025 1.1m College Security Policy 1.1n College Student Substance Misuse policy 1.1o TP Memorandum of Understanding 1.1p Clinical Placement Visit Initial Checklist 1.1q TP Approval Form 1.1r Student Placement Case Study 1.1s Working with Lizard Species in the Zoo RA and SOP 1.1t Student Placement Review Meeting - animal welfare concern The evidence reviewed fully demonstrates the safety of people and animals as a primary consideration in all learning environments. Clear and accessible risk assessments were evident throughout the clinical learning environments.	✓		

1.2	Prioritise the wellbeing of people. <i>Evidence reviewed:</i> 1.2a Reaseheath Staff Wellbeing SharePoint Site 1.2b Employee Assistance Programme 1.2c Flexible Working Policy 1.2d Flexible Working Request 1.2e Staff Development Policy 1.2f Working Safely with Display Screen Equipment 1.1a Health and Safety Policy 1.1j Safeguarding Adults Policy 1.2g Learner Health and Wellbeing Policy 1.1h UCR Student Handbook 1.2h Student Wellbeing Hub 1.2i Fitness to Study and / or Practise Policy 1.2j Fitness to Study Stage 2 Review Meeting 1.1r Student Placement Case Study There are robust policies and procedures evidenced that clearly protect the wellbeing of both staff and students. Staff and students confirmed they are well supported and wellbeing is a priority.	✓		
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. <i>Evidence reviewed:</i> 1.3a Licence for the Provision for Day Boarding for Dogs 1.3b Licence to Operate a Zoo 1.3c Licence to Keep an Establishment for the Hiring of Horses 1.1e Storage and Use of POM-V Medications SOP 1.3d POM-V training minutes 1.3e POM-V usage log 1.3f POM-V signage 1.1o TP Memorandum of Understanding 1.1q TP Approval form Prescription Only Medications – Veterinary (POM-V) in the form of intravenous fluids are stored correctly, however University Centre Reaseheath (UCR) does not currently hold a Veterinary Medicines Directorate (VMD) licence. There are excellent facilities and resources within the Veterinary Nursing unit which will enhance learning opportunities.		✓	

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. <i>Evidence reviewed:</i> 1.1g TP Approval form 1.4a TP Set Up example 1.4b Poster 1.4c Student Review Form Examples 1.1o TTP Memorandum of Understanding The evidence reviewed indicated that training practice audits and the Memorandum of Understanding (MOU) include the requirement to ensure client understanding of student veterinary nurse involvement in the care of their animals. The MOU and the poster supplied at the accreditation demonstrate that clients have the opportunity to withdraw their consent.	✓		
1.5	Maintain confidentiality in all aspects of the provision, ensuring client, public and animal safety and welfare is promoted. <i>Evidence reviewed:</i> 1.5a Code of Conduct for College Staff 1.5b Clear Desk and Screen Policy 1.5c Data Protection Policy 1.5d Social Media Policy 1.5e Clinical Placement Guide for Students 1.5f RC4527 Module Descriptor 1.1o TP Memorandum of Understanding Confidentiality is being maintained by UCR in all aspects of the provision; the policies are robust and ensure client, public, and animal safety and welfare is promoted. All evidence supplied complied with UK General Data Protection Regulations (UK GDPR), anonymising all sensitive information.	✓		
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. <i>Evidence reviewed:</i> 1.6a Whistleblowing Policy 1.6b Staff Voice 1.1h UCR Student Handbook 2025-26 1.6c Veterinary Nursing Student Handbook	✓		

	1.6d Student Voice 1.6e Tell UCR Feedback 1.6f UCR Students Complaints Policy 1.6g UoC Student Complaints Procedure 1.1q TP Approval form 1.4c Student Review Form Examples There are clear policies and procedures in place and the whole programme team is encouraged and supported to raise any concerns or complaints. Students and staff confirmed awareness of how to raise a complaint or a concern.			
1.7	Ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised. <i>Evidence reviewed:</i> 1.7a UCR Student Complaints Log 1.7b HE Committee Meeting Minutes 1.7c Compliments and Complaints Report 1.7d UoC Student Complaints Information Page 1.7e Student Conduct Policy 1.2i Fitness to Study and / or Practise Policy 1.6c Veterinary Nursing Student Handbook 1.1p Clinical Placement Visit Initial Checklist The evidence fully demonstrates that concerns or complaints are dealt with appropriately and in a timely manner to ensure the wellbeing of people and animals. The UCR team articulated the informal process for the resolution of the majority of complaints and comprehensively outlined the formal complaints process.	✓		
1.8	Ensure incidents are fully investigated and learning reflections and actions are recorded and disseminated. <i>Evidence reviewed:</i> 1.8a Fitness to Study/Practise Stage 2 Case Review 1.7e Student Conduct Policy 1.8b Accident Report 1.8c Health and Safety Investigation Record 1.8d Health and Safety Publicity Material 1.8e Health and Safety Committee Meeting Minutes 1.8f Health and Safety Committee Meeting Action Points 1.8g Health and Safety Committee Meeting Agenda	✓		

	There are effective policies demonstrating the procedure for investigating incidents across all learning environments. Evidence submitted confirms compliance with the investigation of incidents, recording of actions and dissemination of learning reflections.			
1.9	Promote student engagement with the RCVS Codes of Professional Conduct to develop open and honest practitioners. <i>Evidence reviewed:</i> <i>2.3a Course Specification</i> <i>1.6c Veterinary Nursing Student Handbook</i> <i>1.5e Clinical Placement Guide for Students</i> <i>1.5f RC4527 Module Descriptor</i> <i>1.7f Clinical Placement Initial Visit Checklist</i> <i>1.9a Placement Review Meeting May 2025</i> Students are fully aware of the RCVS Codes of Professional Conduct (CoPC) and were able to articulate how this is embedded throughout the programme.	✓		
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. <i>Evidence reviewed:</i> <i>1.10a Equality, Diversity and Inclusion Policy</i> <i>1.10b Inclusion Policy</i> <i>1.10c Supporting Transgender in the Workplace Policy</i> <i>1.10d Supporting Transgender Students in the Educational Setting</i> <i>1.10e Assistance Dogs Policy</i> <i>1.10f EDI Committee Terms of Reference</i> <i>1.10g EDI Committee Minutes</i> <i>1.10h Equality, Diversity and Inclusion Report 2024-25</i> <i>1.10i EDI Information on Staff Hub</i> <i>1.10j Inclusive Teaching Resources</i> <i>1.10k Unity Festival Programme of Events</i> <i>1.10l Lesson Observation Criteria</i> <i>1.10m Digital Accessibility and Assistive Technology</i> <i>1.10n Modular Courses Assessment Regulations</i> <i>4.2i Calibration Exercise</i> <i>2.1u External Examiner Reports and Responses</i> <i>1.10o Approval and Implementation of Reasonable Adjustments to Assessment Policy</i> <i>1.10p Best Practice Guidelines for Providing Feedback on Assessed Work of Students</i>	✓		

	<i>1.1o TP Memorandum of Understanding</i> <i>1.10q Clinical Supervisor Handbook</i> The learning culture at UCR has been demonstrated to be fair, transparent, and fosters good relations between individuals and diverse groups. Students including one Level 4, four level 5 and one level 6 (approximately 10% of the current student population) confirmed this during the accreditation event.			
1.11	Utilise information and data to promote and enhance equality of opportunities and widening participation. <i>Evidence reviewed:</i> <i>1.11a Access and Participation Plan 2025-29</i> <i>1.11b Examples of 'Higher Horizons' Outreach Activities</i> <i>1.11c Contextual Admissions Policy</i> UCR is fully aware of the demographic of the veterinary nursing profession and is utilising data to widen participation into the programme, with a robust Access and Participation Plan including a contextualised offer for the programme which currently comprises over 50% of current applications for the 2026 intake. The plan has ambitious targets with a clear intervention strategy and budget. UCR has an outreach programme visiting local schools and nearby Further Education (FE) colleges to promote engagement with the course.	✓		
1.12	Work to promote inter-professional education and inter-professional practice and support opportunities for research. <i>Evidence reviewed:</i> <i>1.12a RC4044 Module Documents Folder</i> <i>1.12b RC5509 Module Documents Folder</i> <i>1.12c RC6506 Module Documents Folder</i> <i>1.12d RC4520 Module Documents Folder</i> <i>1.12e RC6524 Module Documents folder</i> <i>1.12f Veterinary Nursing Dissertation Titles 2023-24</i> <i>1.12g Veterinary Nursing Dissertation Working Titles 2025-26</i> <i>1.12h Staff CVs</i> <i>1.12i BSc Veterinary Nursing Timetables</i> <i>1.12j Canine Conference Proceedings</i> <i>1.12k UCR Scholarship and Research Journal 2023</i> <i>1.12l UCR Scholarship and Research Journal 2024</i> <i>1.12m HE Teaching and Learning Development Strategy 2025-26</i> <i>1.10q Clinical Supervisor Handbook</i>	✓		

	There is an overarching commitment to interprofessional education across the HE programmes at UCR including the research café and journal clubs, and this is strengthened by the collaboration between UCR and University of Chester (UoC). The programme team confirmed auditing to ensure students on a clinical placement are able to draw from a wide range of professionals in practice and utilise witness statements to confirm competency in the RCVS DOS.			
1.13	Promote evidenced-based improvement in education and veterinary nursing practice. <i>Evidence reviewed:</i> <i>1.13a RC4524 SoFW</i> <i>1.13b RC5521 Module Documents Folder</i> <i>1.13c Process for Review and Update of the Curriculum</i> <i>1.13d Veterinary Nursing Programme Review 2025-26</i> <i>1.13e Programme Amendment Letter for VN Students</i> <i>1.13f June 2025 CPD Workshops for Academic Staff</i> <i>1.13g UCR L4-6 Assignment Brief Template 2025-26</i> <i>3.13a Future Focus</i> <i>1.13h How2's</i> <i>1.12m HE Teaching and Learning Development Strategy 2025-26</i> <i>1.13i UCR Monthly Digest</i> <i>1.13j Veterinary Nursing Tutor Professional Development Plan</i> The programme team is committed to ensuring an evidence-based approach to veterinary nursing practice demonstrated by module RC5221 Evidence Based Clinical Practice, use of guest lecturers and through the research cafe and journal club. Evidence based pedagogy has been a particular focus for the HE team this year with a comprehensive programme of pedogeological workshops and seminars demonstrated.	✓		
1.14	Demonstrate a reasonable commitment to environmental sustainability, including consideration of the impact of delivering the programme on the environment. <i>Evidence reviewed:</i> <i>1.14a Sustainability Strategy</i> <i>1.14b Reaseheath Annual Review 2024</i> <i>1.14c Sustainable Citizenship</i> A clear sustainability strategy is in place at UCR with a high commitment to reusing and recycling consumables.	✓		

Conclusion:

This standard has been met.

Wellbeing and safety of both staff and students is clearly a priority at UCR.

Interprofessional education and opportunities for research are evident and the evidence-based approach to both the programme and pedagogy is strongly apparent.

Commendations:

UoC and UCR are to be commended for the strategy to widening participation and the extensive outreach programme, which is clearly research based, with ambitious aims and clear rationale for interventions and measures of performance, and the evidence-based approach to the veterinary nursing programme and pedagogy.

Suggestions:

None.

Actions:

1.3 – Demonstrate the VMD license for the storage of POM-V.

Standard 2 – Governance and quality

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

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

Standard met				
Accredited education institutions, together with delivery sites and training practices, must:				
Requirements		Met	Part Met	Not Met
2.1	Comply with all relevant legal, regulatory, professional, and educational requirements. <i>Evidence reviewed:</i> 2.1a UoC OfS Registration 2.1b UCR OfS Registration 2.1c QAA Membership 2.1d UoC Silver TEF Rating 2.1e UCR Bronze TEF Rating 2.1f UCR TEF Submission 2.1g OfS Fee Information 2025-26 2.1h OfS Transparency Information 2023 1.11a Access and Participation Plan 2025-29 2.1i Veterinary Nursing Governance Subcommittee ToR, Membership and Cycle of Business 2.1j Veterinary Nursing Management Committee Document Pack 2.1k Periodic Approval of the BSc Veterinary Nursing Degree 1.13c Process for Review and Update of the Curriculum 2.1l Making Changes to the Veterinary Nursing Course 2.1m RCVS Pre-Accreditation Support Meeting 2.1n QIP & Performance Review 2025 2.1o Link Tutor CV 2.1p Link Tutor Reports 2.1q Self Assessment Report, 2022-23 2.1r Self Assessment Report, 2023-24 2.1s Self Assessment Report, 2024-25 2.1t RCVS Response to the SAR 2.1u External Examiner Reports and Responses 2.1v External OSCE Consultant Nomination and Approval	✓		

	2.1w Higher Education Committee Agenda 2.1x Higher Education Committee Cycle of Business 2.1y UCR SED 2024-25 2.1z UCR QIP 2025-26 The evidence provided demonstrates compliance with legal, regulatory, professional, and educational requirements. The reimagined approach to the partnership between the UoC and UCR presents a refreshing and strengthened unity and brings the veterinary nursing programme in line with the governance of the rest of the UoC programmes. The strength of the updated partnership was evident through the collaborative undertaking of the accreditation process.			
2.2	Provide all information and evidence required by regulators in a timely manner, i.e., within published timescales. <i>Evidence reviewed:</i> 2.2a HESES 2025 Submission The submission of evidence was completed for this accreditation in a timely manner, however numerous actions from Standards 1,3, 4 and 5 were not completed by the agreed deadlines set in the 2025 accreditation resulting in some actions rolling forward for consideration in this accreditation.		✓	
2.3	Comply with the RCVS Code of Professional Conduct for Veterinary Nurses. <i>Evidence reviewed:</i> 2.3a Course Specification 1.6c Veterinary Nursing Student Handbook 1.5e Clinical Placement Guide for Students 1.1i RC4527 Scheme of Work The evidence reviewed shows that the RCVS CoPC is embedded throughout the curricula and student feedback confirmed that the students were familiar with the CoPC through the way it is embedded into the curriculum.	✓		
2.4	Comply with the RCVS Veterinary Nurse Registration Rules. <i>Evidence reviewed:</i> 2.4a RCVS Student Registration Process 6.2b RCVS Student Declaration Form 6.2d Confirmation of RCVS Registration	✓		

	1.6c <i>Veterinary Nursing Student Handbook</i> 2.3a <i>Course Specification</i> 6.5a <i>RC0527 Module Descriptor</i> 6.5b <i>RC5500 Module Descriptor</i> 2.4b <i>RC0528 Module Descriptor</i> 2.4c <i>Student Attendance Monitoring Process</i> 2.4d <i>Cohort Student Attendance Record example</i> 2.4e <i>Confirmation of Training Hours for RCVS Registration process</i> 2.4f <i>Student's Record of Practical Veterinary Nurse Training</i> 2.4g <i>RCVS Training Hours Met by Students</i> 2.4h <i>UAB Agenda</i> The evidence clearly demonstrates the hours required in relation to clinical placement and overall training hours with clear mechanisms to prevent progression and achievement without the requisite completion.			
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. <i>Evidence reviewed:</i> 2.5a <i>Strategic Alliance Agreement</i> 2.5b <i>Veterinary Nursing Programme Agreement</i> 1.1o <i>TP Memorandum of Understanding</i> The course is managed and quality assured through an updated and strengthened partnership between UoC as the validating institution, and UCR. There are MOUs in place between the delivery site and Training Practices, which are signed and regularly reviewed.	✓		
2.6	Ensure that recruitment, selection, and retention of students is open, fair, and transparent, and includes measures to understand and address underrepresentation. <i>Evidence reviewed:</i> 2.3a <i>Course Specification</i> 2.6a <i>UCR Student Admissions Policy</i> 1.11c <i>Contextual Admissions Policy</i> 1.11a <i>Access and Participation Plan 2025-29</i>	✓		

	There is an Access and Participation Plan in place covering the period for 2025-2029, ensuring that measures to understand and address underrepresentation are in place. Applications are processed centrally and monitored weekly.			
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. <i>Evidence reviewed:</i> <i>2.3a Course Specification</i> <i>2.6a UCR Student Admissions Policy</i> The entry criteria for the programme ensure that the student has capability in numeracy, literacy, science, and English to meet the programme outcomes.	✓		
2.8	Demonstrate a robust process for the recognition of prior learning (RPL). <i>Evidence reviewed:</i> <i>2.8a Accreditation of Prior Learning Policy</i> <i>2.8b Application for Accreditation of Prior Learning form</i> <i>2.8c APL Claim Example</i> <i>2.8d APL Claim Flowchart</i> There is a robust policy and process in place for recognition of prior learning with a clear example presented demonstrating this.	✓		
2.9	Provide accurate and accessible information to students enabling them to understand and comply with relevant governance processes and policies. <i>Evidence reviewed:</i> <i>1.1h UCR Student Handbook 2025-26</i> <i>1.6c Veterinary Nursing Student Handbook</i> <i>1.5e Clinical Placement Guide for Students</i> <i>2.9a OSCE Student Guide</i> <i>2.9b UCR Student Hub Information, Guidance and Policies</i> <i>2.9c Student Bursary information</i> <i>2.9d UCR Level 4 Welcome Week</i> <i>2.9e VN Level 4 Induction</i> <i>2.9f First Impression Survey</i> <i>2.9g First Impression Survey Follow Up Communication</i> UCR has recently overhauled the Virtual Learning Environment (VLE) and students confirmed ease of navigation and accessibility. It was	✓		

	evident that students are presented with accurate and timely information, and this was confirmed by the students during the event.			
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. <i>Evidence reviewed:</i> 2.10a Academic Appeal Policy 2.10b Academic Conduct Policy 1.6c Veterinary Nursing Student Handbook 1.5e Clinical Placement Guide for Students 1.2i Fitness to Study and / or Practise Policy 2.6a UCR Student Admissions Policy 2.10c Student Contract 2.10d Returner Student Enrolment The institution has a Fitness to Practise (FtP) policy in place that includes a mechanism to inform the RCVS.	✓		
2.11	Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award. <i>Evidence reviewed:</i> 1.10n Modular Courses Assessment Regulations 2.11a UAB Papers 2.11b Veterinary Nursing Derogations 2.4f UAB Agenda 2.11c Registry Procedure for Assuring Correct Award 2.11d Pass List1 2.11e Pass List2 The evidence provided confirms that students meet the required programme outcomes in full and this process is then confirmed at the Awards Assessment Board and includes the requirement of the RCVS Registration Rules.	✓		
2.12	Undertake regular reviews of all learning environments and provide assurance that they are safe, effective, and fit for purpose. <i>Evidence reviewed:</i> 1.1a Health and Safety Policy 1.1b OSCE RA	✓		

	<i>1.1c Working with Small Domestic Animals RA and SOP</i> <i>1.1d LAB 8 - Blood Smears and Staining RA</i> <i>1.1e Storage and Use of POM-V Medications SOP</i> <i>2.1p Link Tutor Reports</i> <i>1.7f Clinical Placement Initial Visit Checklist</i> <i>1.9a Placement Review Meeting May 2025</i> <i>3.11c Correspondence</i> <i>2.12a TP Audit</i> <i>2.1j Veterinary Nursing Management Committee Document Pack</i> The evidence provided demonstrates that both UoC and UCR undertake regular reviews of learning environments, ensuring they are safe and fit for purpose, with robust mechanisms in place. The tour confirmed that all learning environments had clearly visible and up-to-date risk assessments.			
2.13	Have safe and effective recruitment processes in place to ensure appropriate personnel are recruited to support programme delivery. <i>Evidence reviewed:</i> <i>2.13a Safer Recruitment and Vetting Policy</i> <i>2.13b Recruitment and Selection Policy</i> <i>2.13c Veterinary Nursing Programme Leader Job Description</i> <i>2.13d Veterinary Nursing Lecturer / Course Manager Job Description</i> <i>2.13e Veterinary Nursing Practice Liaison Officer Job Description</i> <i>2.13f External Oversight Policy</i> <i>2.13g External Examiner Nomination form</i> <i>2.13h OSCE Guide</i> <i>2.13i OSCE Examiner Conflict of Interest Disclosure form</i> The evidence provided demonstrates a safe and effective recruitment process and this was well articulated by staff at the event.	✓		
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. <i>Evidence reviewed:</i> UoC holds one-year full accreditation status.	✓		

	Given the extensive changes to the Objective Structured Clinical Examination (OSCE) process and procedure the panel would be reassured if the programme were to run a full trial/mock OSCE audited by the RCVS and it is felt that this would also be of benefit for UCR. Please see Standard 5.7.			
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. <i>Evidence reviewed:</i> <i>2.1I Making Changes to the Veterinary Nursing Course</i> Planned changes to the provision have been communicated to the RCVS prior to implementation and throughout the accreditation process, there is a mechanism in place to ensure this.	✓		
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. <i>Evidence reviewed:</i> <i>1.14b Reaseheath Annual Review 2024</i> <i>2.16a Reaseheath College Financial Statement</i> <i>2.16b UoC Annual Review 2024</i> The panel was reasonably assured from the evidence provided and discussions with both UoC and UCR that the programme is financially stable for at least the next five years.	✓		
2.17	Where a delivery site chooses to transfer AEI, there must be effective communication between the AEIs regarding the risk status of the delivery site, to include any sanctions that may be in place, or any specific areas of concern. <i>Evidence reviewed:</i> <i>2.17a UCR Student Protection Plan 2025-26</i> Mechanisms are in place to ensure effective communication where a delivery site chooses to transfer accredited education institution (AEI) although it is accepted that this is unlikely to be required for the programme.	✓		
Conclusion:				

This standard is met.

There are governance systems and policies in place to comply with legal, regulatory, professional, and educational requirements, and there is now a strengthened partnership and governance approach from UoC. Whilst the deadlines for this accreditation were met, the deadlines for the previous action plan were delayed and ran into this accreditation.

Learning environments optimise safety and quality, and it was clear that the diverse needs of students and staff are fully considered.

Commendations:

The partnership arrangement between UoC and UCR and improved governance and oversight of the programme is to be commended.

Suggestions:

2.14 – Run a full trial/mock OSCE audited by the RCVS. Please see Standard 5.7.

Actions:

2.2 – Demonstrate how deadlines will be met for this accreditation action plan.

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. <i>Evidence reviewed:</i> 3.1a Higher Education Student Engagement Plan 3.1b First Impression Induction Survey VN Results 3.1c Wellbeing Support email 3.1d Start of year tutorial example 3.1e Veterinary Nurse Student Induction Folder 1.1i RC4527 Scheme of Work 3.1f Clinical Placement Briefing 3.1g PLO Tutorial with Students Prior to Placement 3.1h Clinical Placement Provider Guide Students receive comprehensive inductions at the start of the course and confirmed they were aware of how and where to access all the information provided at the start of the course. Students confirmed that they are well prepared for learning both at campus and on clinical placement.	✓		
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. <i>Evidence reviewed:</i> 3.2a Student Equipment List 3.2b Veterinary Nursing Equipment List 3.2c OSCE Equipment Order E-mail	✓		

	<i>3.2d Example Veterinary Nursing Reading Lists</i> <i>1.1q TP Approval form</i> The students have all the resources they need to achieve the RCVS Day One Skills (DOS) and Day One Competences (DOC). The clinical skills area contains a comprehensive range of equipment and there is an extensive range of library resources including a substantive e-library.			
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. <i>Evidence reviewed:</i> <i>1.1h UCR Student Handbook 2025-26</i> <i>1.6c Veterinary Nursing Student Handbook</i> <i>1.5e Clinical Placement Guide for Students</i> <i>2.9b UCR Student Hub Information, Guidance and Policies</i> <i>3.3a Student Notice Examples</i> <i>3.1e Veterinary Nurse Student Induction Folder</i> <i>3.3b Example of Module VLE</i> <i>3.3c RC4527 Module Introduction</i> <i>3.3d Preparation for Placement Tutorial Schedule</i> <i>3.1f Clinical Placement Briefing</i> <i>3.3e Clinical Placement Preparation Workshop Schedule</i> <i>3.3f SpLD Teaching, Learning and Assessment Strategies on Student Record</i> Students confirmed information about the curricula and assessment is provided in a timely and accurate manner and was accessible to all. Sessions have been implemented to introduce the students to clinical placement which has strengthened the programme.	✓		
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. <i>Evidence reviewed:</i> <i>1.10q Clinical Supervisor Handbook</i> <i>1.1r Student Placement Case Study</i> <i>3.4a Examples of Varied Clinical Practice</i> During the TP visits, the Practice Liaison Officer (PLO) checks that the students are working with, and learning from, a range of people in clinical	✓		

	practice. Witness statements are used in practice, which are then uploaded to the student's Nursing Progress Log (NPL).			
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. <i>Evidence reviewed:</i> 3.5a RC5520 SoW 1.12e RC6524 Module Documents folder 3.5b Teams VLE Best Practice 3.3b Example of Module VLE 3.5c Departmental CPD for 2025-26 HE Tutors 3.5d Digital Pedagogy CPD workshop 3.5e Assessment Brief Examples 3.5f Clinical Skills Survival Club VLE pages 3.5g UoC AI Training Sessions for Partners 3.5h Staff CPD Session in June 2025 3.5i Guidance on Assessment Briefs 3.5j UoC AI Partner Portal Resources A range of assessment methods are evident throughout the programme. Pedagogical approaches embrace technology and include an immersive classroom and anatomage facility.	✓		
3.6	Are supervised and supported according to their individual learning needs, proficiency, and confidence. <i>Evidence reviewed:</i> 3.6a UCR Student Support Services on UCR Student Hub 3.6b SpLD Teaching, Learning and Assessment Strategies on Student Record - Reasonable Adjustment Plan 3.6c OSCE Policy 2.13h OSCE Guide 1.10q Clinical Supervisor Handbook 3.6d Reasonable Adjustment in Clinical Placement Example 1.10q Clinical Supervisor Handbook 3.6e Student Placement Review Meeting Example There is comprehensive supervision and support in place both at UCR and in clinical placement. The collaboration of the PLO with clinical placements regarding individual learning needs was evident and students confirmed the support provided by the PLOs during clinical placement.	✓		

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. <i>Evidence reviewed:</i> <i>1.1o TP Memorandum of Understanding</i> <i>1.10q Clinical Supervisor Handbook</i> <i>1.1r Student Placement Case Study</i> The evidence provided clearly shows the requirement for students to be allocated protected learning time for recording completion of the DOS when in practice. Students confirmed that time is allocated in practice to record completion of the RCVS DOS.	✓		
3.8	Are assigned and have access to a nominated academic tutor/lead for each part of the programme. <i>Evidence reviewed:</i> <i>1.1h UCR Student Handbook 2025-26</i> Students are allocated a Personal Academic Tutor (PAT) who is a member of the veterinary nursing team. There are at least three tutorials each academic year available for each student and students confirmed they can request additional meetings if necessary.	✓		
3.9	Have the necessary support and information to manage any interruptions to the study of programmes for any reason. <i>Evidence reviewed:</i> <i>3.9a Interruption of Studies Meeting Advice</i> <i>3.9b Information for Students Taking an Interruption of Studies</i> <i>3.9c Request for an Interruption of Studies form</i> <i>3.9d Withdrawal form</i> <i>3.9e Considering Withdrawal Checklist</i> <i>3.9f Email to inform RCVS of Student Withdrawal</i> There is a thorough policy for interruption to study and case examples demonstrated this is used effectively. Students are aware of the policy and could explain how they would approach an interruption to study as necessary.	✓		
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. <i>Evidence reviewed:</i>	✓		

	<i>1.10a Equality, Diversity and Inclusion Policy</i> <i>1.10b Inclusion Policy</i> <i>1.10c Supporting Transgender in the Workplace Policy</i> <i>1.10d Supporting Transgender Students in the Educational Setting</i> <i>1.10e Assistance Dogs Policy</i> <i>1.10f EDI Committee Terms of Reference</i> <i>1.10o Approval and Implementation of Reasonable Adjustments to Assessment Policy</i> <i>1.10p Best Practice Guidelines for Providing Feedback on Assessed Work of Students</i> <i>3.6d Reasonable Adjustment in Clinical Placement Example</i> There are comprehensive processes and policies in place for student support and reasonable adjustments. Students extensively discussed how their diverse needs had been considered across all learning environments including clinical placement. The panel felt that the team could further consider reasonable adjustments for the OSCE in line with the recent RCVS guidance on reasonable adjustments.			
3.11	Are protected from discrimination, harassment, incivility, and other behaviours that undermine their performance or confidence. <i>Evidence reviewed:</i> <i>1.1h UCR Student Handbook 2025-26</i> <i>3.11a See it Say it</i> <i>3.11b EDI Taught Session</i> <i>1.5e Clinical Placement Guide for Students</i> <i>3.11c Correspondence</i> There are clear UCR policies in place to protect students from discrimination, harassment, and incivility and discussion with the UCR team demonstrated how training sessions are provided to ensure that students fully understand these policies. Students confirmed they know where to find policies and how to approach differing issues and felt protected.	✓		
3.12	Are provided with information and support that encourages them to take responsibility for their own mental and physical health and wellbeing. <i>Evidence reviewed:</i> <i>3.1a Higher Education Student Engagement Plan</i> <i>1.1h UCR Student Handbook 2025-26</i> <i>3.1c Wellbeing Support email</i>	✓		

	<i>3.12a Wellbeing Services</i> <i>3.12b Personal Autonomy and Resilience</i> Wellbeing was signposted through numerous avenues including posters and the VLE. Wellbeing resources are comprehensively covered throughout induction and within student resources, and embedded within the curricula. It was clear to the panel that student wellbeing is a high priority at UCR and that students understand how to seek support when required.			
3.13	Are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice. <i>Evidence reviewed:</i> <i>1.5f RC4527 Module Descriptor</i> <i>1.13b RC5521 Module Documents Folder</i> <i>3.13a Future Focus</i> <i>3.13b RC5526 SoW</i> <i>3.13c Coursework Submission Coversheet</i> <i>3.13d OSCE Student Feedback form</i> <i>3.13e OSCE Self-reflection Example</i> <i>3.13f 10-week Clinical Placement Reflection Template</i> <i>3.13g Year-long Clinical Placement Reflection Template</i> <i>3.13h Clinical Supervisor Feedback Form</i> Students confirmed extensive learning and pastoral support is available and the evidence presented and discussions at the event demonstrated how the PLOs extensively support students and Clinical Supervisors (CS) in practice.	✓		
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. <i>Evidence reviewed:</i> <i>1.12e RC6524 Module Documents folder</i> <i>1.12h Staff CVs</i> <i>3.13a Future Focus</i> <i>1.13a RC4524 Scheme of Work</i> <i>3.5a RC5520 Scheme of Work</i> <i>3.1a Higher Education Student Engagement Plan</i> <i>1.5e Clinical Placement Guide for Students</i>	✓		

	There are clear opportunities throughout the programme to collaborate with both peers and other professionals. This was evident within shared modules, through the effective use of numerous guest speakers and by the extensive student council programme.			
3.15	Receive constructive feedback throughout the programme to promote and encourage reflective learning. <i>Evidence reviewed:</i> <i>1.10n Modular Courses Assessment Regulations</i> <i>3.13c Coursework Submission Coversheet</i> <i>3.15a OSCE Examiner Mark Sheet</i> <i>3.15b OSCE Examiner Mark Sheet example</i> <i>3.6e Student Placement Review Meeting Example</i> <i>5.8a Internal Quality Assurance Policy for the Assessment of Students in Clinical Settings</i> The National Student Survey (NSS) score demonstrates that students are satisfied with the feedback, however the panel felt that this is a little inconsistent across modules and would benefit from the cross taught modules undergoing the same scrutiny and calibration with UoC as the VN modules.	✓		
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. <i>Evidence reviewed:</i> <i>3.1a Higher Education Student Engagement Plan</i> <i>3.16a Module Evaluation Surveys</i> <i>3.16b NSS Results 2025</i> <i>3.16c Tell UCR</i> <i>1.1h UCR Student Handbook 2025-26</i> <i>2.1j Veterinary Nursing Management Committee Document Pack</i> <i>2.1y UCR SED 2024-25</i> <i>1.7b HE Committee Meeting Minutes</i> <i>3.5f Clinical Skills Survival Club VLE pages</i> <i>3.16d Module Evaluation Survey Results and Comments 2024-25</i> <i>1.1r Student Placement Case Study</i> <i>1.8a Fitness to Study/Practise Stage 2 Case Review</i> <i>1.10q Clinical Supervisor Handbook</i> <i>4.7e TP Feedback on the Student and their Placement</i> <i>3.16e Student Feedback on OSCEs</i>	✓		

	Students are given opportunities to provide feedback through numerous mechanisms throughout the programme. UCR confirmed feedback is reviewed at programme management and strategic level and there is clear evidence of closing the loop to feedback to students through the student council, student representatives, reports and posters.			
3.17	Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation. <i>Evidence reviewed:</i> <i>1.5e Clinical Placement Guide for Students</i> <i>1.10q Clinical Supervisor Handbook</i> The evidence provided and discussion with UCR demonstrated that the Professional Behaviour Evaluation (PBE) is introduced within the induction process and integrated throughout the programme. It was clear that the PLO support for CS incorporated encouraging the students to develop professional behaviours.	✓		
Conclusion: This standard is met. There are a wide range of teaching resources including e-books and journals enabling students to achieve the RCVS DOC/DOS and PB. The whole programme team and wider UCR network provide clear support mechanisms to students which are readily accessible and signposted. Students' diverse needs are generally well considered and supported but further consideration of adaptations for the OSCE could be considered. Numerous feedback mechanisms are available for this programme and students clearly articulated how changes are communicated back to them.				
Commendations: The PLOs are to be commended for the creation and implementation of the preparation for placement initiative Suggestions: 3.10 - Fully review the current RCVS guidelines for reasonable adjustments and consider how learners diverse needs can still be met within OSCE assessment. 3.15 – Include all cross taught modules in the scrutiny and calibration exercise alongside the VN modules to ensure feedback is consistent and constructive. Actions: None.				

Standard 4 – Educators and assessors

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

Standard met				
Accredited education institutions, together with delivery sites and training practices, must ensure that all educators and assessors:				
Requirements		Met	Part Met	Not Met
4.1	Are appropriately qualified and experienced and always act as professional role models. <i>Evidence reviewed:</i> 4.1a Course Staffing 4.1b IQA Certificates 1.6c Veterinary Nursing Student Handbook 2.13c Veterinary Nursing Programme Leader Job Description 2.13d Veterinary Nursing Lecturer / Course Manager Job Description 2.13e Veterinary Nursing Practice Liaison Officer Job Description 1.12m HE Teaching and Learning Development Strategy 2025-26 1.13j Veterinary Nursing Tutor Professional Development Plan 4.1c PDR Review 1.5a Code of Conduct for College Staff 4.1d Reaseheath Strategic Plan 4.5a Lesson Observation Record 1.10q Clinical Supervisor Handbook 1.1q TP Approval Form 1.1r Student Placement Case Study 3.6c OSCE Policy 2.13h OSCE Guide 4.2j Clinical Supervisor Training The academic team teaching on the majority of modules containing the RCVS DOC/DOS are all Registered Veterinary Nurses (RVN). The VN teaching team is still relatively inexperienced but is being well supported from a pedagogical approach by the HE Teaching and Learning Coach and the HE Curriculum Development Lead. There are plans in place for all VN lecturers to obtain Advance HE status and a level 4 or above teaching qualification within 24 months.	✓		

4.2	Receive relevant induction, ongoing support, education, and training which includes training in equality, diversity, and inclusion. <i>Evidence reviewed:</i> 4.2a Staff Induction Policy 4.2b Staff Induction SharePoint 4.2c Corporate Induction 4.2d Personal Development Review Process 4.2e New to HE Teaching Resources 1.10j Inclusive Teaching Resources 4.2f Staff Induction Record 1.2e Staff Development Policy 4.2g Staff Development SharePoint 1.12m HE Teaching and Learning Development Strategy 2025-26 4.2h Staff CPD Records 4.2i Calibration Exercise 4.2j Clinical Supervisor Training 5.8a Internal Quality Assurance Policy for the Assessment of Students in Clinical Settings 4.2k OSCE Examiner Standardisation Event 2.13h OSCE Guide 4.2l Angoff Panel Training Clear and robust documentation evidenced that staff are suitably inducted, supported, and trained in Equality, Diversity and Inclusion (EDI). Staff attend mandatory teaching and learning meetings and are allocated a Continuing Professional Development (CPD) allowance. Policies are currently being updated in line with current legislation including the Employment Right Acts Right 2025. The panel felt the staff voice is a particular highlight and strengthened staff support.	✓		
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. <i>Evidence reviewed:</i> 1.10a Equality, Diversity and Inclusion Policy 1.10f EDI Committee Terms of Reference 4.3a Leave Policy 1.2c Flexible Working Policy 4.3b Maternity Policy 4.3c Menopause Policy 4.3d Menopause Policy Equality Impact Assessment	✓		

	Robust and thorough documentation and policies are in place and staff gave clear examples of where reasonable adjustments and flexible working have been put in place to support staff and their diverse needs.			
4.4	Have sufficient time allocation within contracted hours to fulfil all aspects of their roles. <i>Evidence reviewed:</i> <i>4.4a Lecturing Staff Workload Allocation 2025-26</i> <i>1.1o TP Memorandum of Understanding</i> The evidence demonstrated that staff do have sufficient time allocated within contracted hours to fulfil all aspects of their roles. The workload allocation supplied were fair consistent and transparent and staff confirmed that they have adequate time allocation to fulfil their roles.	✓		
4.5	Respond effectively to the learning needs of individuals. <i>Evidence reviewed:</i> <i>3.3f SpLD Teaching, Learning and Assessment Strategies on Student Record</i> <i>1.12m HE Teaching and Learning Development Strategy 2025-26</i> <i>4.5a Lesson Observation Record</i> <i>1.1r Student Placement Case Study</i> <i>3.6d Reasonable Adjustment in Clinical Placement Example</i> Clear evidence was provided to demonstrate UCR's effective response to the learning needs of individuals, this was evident for both staff and the students.	✓		
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. <i>Evidence reviewed:</i> <i>4.6a Course Assessment Process</i> <i>1.10n Modular Courses Assessment Regulations</i> <i>5.9d Marking Criteria (Taught Provision)</i> <i>4.2i Calibration Exercise</i> <i>2.1u External Examiner Reports and Responses</i> <i>3.6c OSCE Policy</i> <i>4.2k OSCE Standardisation Event</i> <i>4.6b IQA Observation of OSCEs</i> <i>4.6c Post-OSCE Assessment Review Meeting</i> <i>1.10q Clinical Supervisor Handbook</i>	✓		

	Robust policies and procedures from both UoC and UCR demonstrated the procedure for ensuring fair, evidence-based decisions on student assessment and progression which was illustrated by examples for the current programme.			
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. <i>Evidence reviewed:</i> 3.16a Module Evaluation Surveys 1.12m HE Teaching and Learning Development Strategy 2025-26 4.5a Lesson Observation Record 2.1u External Examiner Reports and Responses 2.1p Link Tutor Reports 4.2i Calibration Exercise 2.1j Veterinary Nursing Management Committee Document Pack 4.7a VNMC Feedback on Module Changes 4.7b OSCE Student Feedback 2024-25 4.7c OSCE Examiner Feedback 4.7d OSCE Report 6.11a-d Student Placement Review 4.7e TP Feedback on the Student and their Placement 2.1l Making Changes to the Veterinary Nursing Course 2.1n QIP & Performance Review 2025 4.7f OSCE Review Meeting Minutes There is clear evidence of the utilisation of feedback from all stakeholders including colleagues, students and the External Examiner (EE). The panel was pleased to hear how collaboration will be strengthened between UCR and UoC to further enhance teaching and assessment and share effective practice.	✓		
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. <i>Evidence reviewed:</i> 4.8a Compliments and Complaints Policy 1.2i Fitness to Study and / or Practise Policy 1.8a Fitness to Study/Practise Stage 2 Case Review 1.6c Veterinary Nursing Student Handbook	✓		

	Effective policies were provided and the panel were assured that the programme team respond effectively to concerns and complaints and are supported in doing so.			
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. <i>Evidence reviewed:</i> <i>2.13c Veterinary Nursing Programme Leader Job Description</i> <i>4.9a Performance Development Objective for the Programme Leader</i> <i>1.12h Staff CVs</i> The Programme Lead is an experience RVN who is being well supported by the wider academic team whilst they gain further experience in teaching, assessment and moderation. The panel is pleased to see UCR supporting the Programme Lead to enrol on the Postgraduate Certificate in Veterinary Education and Level 4 Internal Quality Assurance (IQA) qualifications. The panel felt that whilst support is in place the Programme Lead is still relatively inexperienced for the position and to lead a relatively inexperienced team.		✓	
Conclusion: This standard is met. The RVNs and the programme team are clinically experienced with a developing awareness of pedagogical approaches, assessment development, and moderation in higher education. The team is strengthened by the support of the UoC link tutor and the UCR HE Teaching and Learning Coach.				
Commendations: UCR are to be commended for the ongoing raising of awareness and training in EDI and relevant legislative changes by the People Team. Suggestions: None. Actions: 4.9a – Demonstrate the timeline for the completion of the postgraduate Certificate in Veterinary Education and level 4 IQA qualification by the programme lead.				

4.9b – Demonstrate the mechanisms of support for teaching, assessment and moderation for the programme team for the 2026-2027 academic year.

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 partially met				
Accredited education institutions, together with delivery sites and training practices, must:				
Requirements		Met	Part Met	Not Met
5.1	Curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, regulatory requirements, and programme outcomes. <i>Evidence reviewed:</i> <i>5.1a Day One Competences Mapping</i> <i>5.1b Day One Skills Mapping</i> <i>5.1c Professional Behaviours Mapping</i> <i>5.1d QAA Benchmarks Mapping</i> <i>1.5f RC4527 Module Descriptor</i> <i>5.1e DOS and DOCs Tracking Procedure</i> Mapping was present for the RCVS DOC/DOS but was inconsistent between the mapping spreadsheet and the module descriptors. Module RC4520 should not be mapped to the RCVS DOC/DOS on the mapping spreadsheet as it does not have a closed book/ unseen assessment and the programme team confirmed it had been mapped in error.		✓	
5.2	Programmes are designed, developed, delivered, evaluated, and improved based upon stakeholder feedback. <i>Evidence reviewed:</i> <i>1.13c Process for Review and Update of the Curriculum</i> <i>2.1l Making Changes to the Veterinary Nursing Course</i> <i>5.2a Course Changes Summary</i> Clear evidence was presented to demonstrate how student, employer and EE feedback was encompassed into programme evaluation and programme improvement.	✓		

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. <i>Evidence reviewed:</i> 5.3a Veterinary Nursing Course Review 5.2a Course Changes Summary 1.5f RC4527 Module Descriptor 1.13b RC5521 Module Documents Folder 1.12e RC6524 Module Documents folder 5.3b RC5521 Assignment Brief 1.12c RC6506 Module Documents Folder 1.12g Veterinary Nursing Dissertation Working Titles 2025-26 All modules have been reviewed and aligned with contemporary veterinary nursing practice.	✓		
5.4	Curricula and assessments are appropriately weighted in accordance with the type and length of programme. <i>Evidence reviewed:</i> 5.4a UoC Modular Courses Framework 1.12e RC6524 Module Documents folder Evidence provided for the programme modules demonstrates that curricula and assessments are appropriately weighted, with a clear increase in the trajectory of learning outcome command verbs, and assessment and independent study requirements as the level of study increases.	✓		
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. <i>Evidence reviewed:</i> 2.3a Course Specification 5.5a Course Structure 5.5b Level 4 Assessment Schedule 2025-26 5.5c Level 5 Assessment Schedule 2025-26 5.5d Level 6 Assessment Schedule 2025-26 The evidence provided demonstrates appropriate structure and sequencing of theory and practice with increasing complexity demonstrated as students progress through the levels. Progression points within the programme are clear to the programme team and students, with an effective exit award duly signposted.	✓		

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. <i>Evidence reviewed:</i> <i>1.10n Modular Courses Assessment Regulations</i> <i>5.6a Assessment Guidance Update</i> <i>1.12d RC4520 Module Documents Folder</i> <i>1.13b RC5521 Module Documents Folder</i> <i>1.12e RC6524 Module Documents folder</i> <i>5.2a Course Changes Summary</i> <i>3.6c OSCE Policy</i> A range of assessments have been included within the programme; the panel were able to view assessments from the previous programme that will substantively remain the same for the programme commencing in September 2026. However, assessments for the new programme were not available and therefore the panel cannot be fully assured that they will align fully with the revised learning outcomes for the modules.		✓	
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. <i>Evidence reviewed:</i> <i>3.6c OSCE Policy</i> <i>2.13h OSCE Guide</i> <i>6.5a RC0527 Module Descriptor</i> <i>6.5b RC5500 Module Descriptor</i> <i>2.4b RC0528 Module Descriptor</i> There is an OSCE embedded within the programme and the panel was reasonably assured that this is robust and objective. There is, however, some alignment required between the clear expertise of the team and the written OSCE procedure and policy. The written policy and procedure require some further review. Inconsistencies were noted within some OSCE tasks which require review and amendment prior to programme commencement. Please also see Standard 2.14.		✓	
5.8	Students are assessed practically across clinical practice settings and learning environments as required by their programme with relevant observations undertaken.	✓		

	<i>Evidence reviewed:</i> <i>5.8a Internal Quality Assurance Policy for the Assessment of Students in Clinical Settings</i> <i>5.8b Clinical Placement Monitoring Process</i> <i>5.8c Clinical Placement Tracker</i> <i>1.10q Clinical Supervisor Handbook</i> <i>3.1h Clinical Placement Provider Guide</i> <i>5.8d Example of NPL Sampling</i> <i>5.8e Observations of Clinical Supervisor Assessments</i> <i>5.8f Observations Report for VN PLO</i> <i>1.12h Staff CVs</i> <i>5.8g PLO IQA Minutes</i> <i>5.8h PLO Standardisation Meeting</i> <i>3.5f Clinical Skills Survival Club VLE pages</i> Clear evidence was presented to demonstrate the practical assessment of students in both clinical practice and UCR practical learning environments.			
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. <i>Evidence reviewed:</i> <i>2.1l Making Changes to the Veterinary Nursing Course</i> <i>5.9a Internal Module Moderation</i> <i>2.1u External Examiner Reports and Responses</i> <i>4.6a Course Assessment Process</i> <i>5.9b Examinations and Class Test Policy</i> <i>5.9c Marking Calibration and Monitoring Policy</i> <i>5.9d Marking Criteria (Taught Provision)</i> <i>5.9e Submission of Assessment Policy</i> <i>3.5h Staff CPD Session in June 2025</i> <i>5.9f September 2025 Staff CPD</i> <i>5.6a Assessment Guidance Update</i> <i>3.6c OSCE Policy</i> <i>2.13h OSCE Guide</i> <i>4.2k OSCE Examiner Standardisation Event</i> <i>5.9g OSCE Review Meeting Minutes</i> <i>4.7d OSCE Report</i> <i>5.9h Post-OSCE Data Analysis</i> <i>5.9i Example OSCE Station Documentation Folder</i>		✓	

	The panel were assured that all assessment methods have processes in place to ensure a high degree of validity and robustness. However, the OSCE process articulated by the OSCE Coordinator during the visit, whilst demonstrating the team's full understanding, requires documenting in full in the OSCE policy and procedure.			
5.10	Moderation processes are in place and demonstrate that assessment is fair, reliable, and valid, and the integrity of the assessment is upheld. <i>Evidence reviewed:</i> <i>5.9c Marking Calibration and Monitoring Policy</i> <i>4.2i Calibration Exercise</i> <i>5.9a Internal Module Moderation</i> <i>2.1u External Examiner Reports and Responses</i> <i>2.10b Academic Conduct Policy</i> <i>4.6a Course Assessment Process</i> <i>2.10a Academic Appeal Policy</i> <i>3.6c OSCE Policy</i> <i>2.13h OSCE Guide</i> <i>5.8a Internal Quality Assurance Policy for the Assessment of Students in Clinical Settings</i> <i>5.8c Observations of Clinical Supervisor Assessments</i> <i>5.10a Clinical Placement Review Meetings</i> UCR is following the UoC moderation processes and academic guidelines. The OSCE documentation reviewed contains a robust plan for post OSCE analysis.	✓		
5.11	Mechanisms are in place to minimise bias in all assessments. <i>Evidence reviewed:</i> <i>1.10n Modular Courses Assessment Regulations</i> <i>5.9e Submission of Assessment Policy</i> <i>4.2i Calibration Exercise</i> <i>5.9b Examinations and Class Test Policy</i> <i>4.2k OSCE Examiner Standardisation Event</i> <i>2.13i OSCE Examiner Conflict of Interest Disclosure form</i> <i>2.13h OSCE Guide</i> Clear policies are in place to ensure the minimisation of bias in the marking of work, with marking being anonymised through submission for written work and a double marking policy in place for presentations and dissertations. The team clearly articulated how bias is minimised for the OSCE and the process of enhanced verification if a conflict of interest were identified at an OSCE event.	✓		

5.12	Adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice. <i>Evidence reviewed:</i> <i>1.10o Approval and Implementation of Reasonable Adjustments to Assessment Policy</i> <i>3.6d Reasonable Adjustment in Clinical Placement Example</i> <i>5.12a Exam Access Arrangements for Current Veterinary Nursing Students</i> The evidence provided demonstrates robust policies and procedures to support students with reasonable adjustments. Thorough examples of the application of adjustments were submitted. It is clear that some adjustments have been made for the OSCE, however this could be strengthened by further review of what the institution allows as reasonable adjustments for the OSCE. See associated suggestion for requirement 3.10.	✓		
5.13	Students' self-reflections contribute to, and are evidenced in, assessments. <i>Evidence reviewed:</i> <i>5.13a Level 4 Induction</i> <i>1.5f RC4527 Module Descriptor</i> <i>1.13b RC5521 Module Documents Folder</i> <i>3.13c Coursework Submission Coversheet</i> <i>3.13e OSCE Self-reflection Example</i> <i>3.13f 10-week Clinical Placement Reflection Template</i> <i>3.13g Year-long Clinical Placement Reflection Template</i> Reflection is clearly embedded throughout the programme.	✓		
5.14	There is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses. <i>Evidence reviewed:</i> <i>2.11b Veterinary Nursing Derogations</i> It is clear there is no compensation in modules that include references to RCVS DOC/DOS. UoC has robust derogation procedures in place to prevent compensation of RCVS DOC/DOS containing modules	✓		

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. <i>Evidence reviewed:</i> <i>5.1a Day One Competences Mapping</i> <i>1.5f RC4527 Module Descriptor</i> <i>1.13b RC5521 Module Documents Folder</i> All modules that reference the RCVS DOC will include an element unseen (closed book) examination once the mapping is removed from module 4525.	✓		
Conclusion: This standard is partially met. The programme presented has clearly considered feedback from all stakeholders including employers, students, the VN programme team, the External Examiner and the previous RCVS accreditation report. The programme evidences a contemporary approach to veterinary nursing practice and educational pedagogy. Updated assessments for the new programme were not available for panel review, however a range of assessments that require minimal changes were available for scrutiny and are sufficiently robust and reliable. A full range of assessments for this programme should be scrutinised and submitted to the RCVS for audit prior to students embarking on the programme. Whilst UCR has enlisted an external OSCE expert, the team appear to have now outgrown this advisor and could look to enlist the External Examiner further instead. The verbal discussion regarding the OSCE processes and procedure demonstrates robustness and validity, however the paper documentation requires some alignment to ensure consistency.				
Suggestions: See associated suggestion for requirement 3.10. Actions: 5.1 – Review the mapping of all modules to ensure parity across module descriptors and mapping spreadsheet. 5.6 – Demonstrate the alignment of all new level 4 and 5 assessments with the new module learning outcomes by submitting all assessments to the RCVS prior to the 2026 intake commencing. 5.7a – Review and revise the OSCE procedure and policy to ensure parity with staff understanding of the OSCE process.				

5.7b & 5.9 – Produce the evidence for the current step weighting strategy relating to the OSCE.

5.7c – Review OSCE tasks for inconsistencies and revise as necessary.

5.7d – Hold a trial/mock OSCE to be audited by the RCVS.

Standard 6 – Effective clinical learning

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

Standard met				
Accredited education institutions, together with delivery sites and training practices, must:				
Requirements		Met	Part Met	Not Met
6.1	Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses, across both delivery site and practice settings. <i>Evidence reviewed:</i> 3.2b Veterinary Nursing Equipment List 2.1p Link Tutor Reports 1.1q TP Approval Form 1.1o TP Memorandum of Understanding 1.1r Student Placement Case Study The tour of the facilities at UCR demonstrated well equipped clinical learning facilities that are well utilised. The classrooms and lecture theatres are spacious and fit for purpose. TPs are well reviewed to ensure they have the clinical learning facilities to ensure completion of the RCVS DOS.	✓		
6.2	Ensure that students are enrolled with the RCVS prior to undertaking clinical practice to comply with legislation. <i>Evidence reviewed:</i> 3.3d Preparation for Placement Tutorial Schedule 6.2a Clinical Placement Preparation Tutorial 1 Form 6.2b RCVS Student Enrolment Declaration 6.2c UoC Confirmation of Enrolment 6.2d Confirmation of RCVS Enrolment The mechanism to ensure that students are enrolled to the RCVS prior to the clinical placement was clearly demonstrated to the panel.	✓		
6.3	Ensure students are actively learning and adequately supervised in all clinical learning environments.	✓		

	<i>Evidence reviewed:</i> <i>1.1o TP Memorandum of Understanding</i> <i>1.1r Student Placement Case Study</i> <i>6.11a-d Student Placement Review</i> <i>6.3a Observation of Clinical Teaching Report</i> <i>1.1r Student Placement Case Study</i> <i>3.5a RC5520 Scheme of Work</i> Students are well supervised both within the TP and at the campus. The PLOs fully support students during their clinical placement with regular visits and interactions. The inclusion of preparation for placement sessions by the PLOs is a welcome addition to the programme. Additional practical opportunities are provided to all learners in preparation for their OSCEs.			
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. <i>Evidence reviewed:</i> <i>6.4a Spreadsheet of TPs</i> <i>6.4b Contacts for Placement Requests</i> <i>6.4a Placement Student - Sherwood Vets</i> <i>1.1o TP Memorandum of Understanding</i> Students are encouraged to actively seek their clinical placements as a mechanism to enhance their employability skills such as CV writing and communicating with practices. UCR clearly appreciated that the programme team bears responsibility to secure clinical placements for students.	✓		
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. <i>Evidence reviewed:</i> <i>6.5a RC0527 Module Descriptor</i> <i>6.5b RC5500 Module Descriptor</i> <i>1.5e Clinical Placement Guide for Students</i> <i>2.4b RC0528 Module Descriptor</i> <i>6.5c Letter to Students Confirming Hours</i>	✓		

	The programme construction is sufficient to exceed the RCVS Registration Rules requirements. Contingencies are in place and have been effectively demonstrated. Students were fully aware of the hours required to register with the RCVS and this is also clearly demonstrated in the student facing documentation.			
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. <i>Evidence reviewed:</i> 1.10o TP Memorandum of Understanding 1.1q TP Approval Form 1.1r Student Placement Case Study 1.10q Clinical Supervisor Handbook 4.2j Clinical Supervisor Training 6.3a Observation of Clinical Teaching Report All students are confirmed to have a CS allocated for placement and the PLOs audit the RVN/MRCVS status, experience and CPD of CSs.	✓		
6.7	Maintain accurate records of student clinical learning environment attendance and when applicable, provide these to the RCVS. <i>Evidence reviewed:</i> 1.1r Student Placement Case Study 4.2j Clinical Supervisor Training 2.4g RCVS Training Hours Met by Students Accurate student records of clinical learning are maintained effectively and from January 2026 are to be captured by the NPL.	✓		
6.8	Ensure there is sufficient TP support available for all recruited students. <i>Evidence reviewed:</i> 6.4a Spreadsheet of TPs 6.4b Contact for Placement Requests 1.1q TP Approval Form UCR utilises a number of Training Practices (TP) affiliated with other AEIs, however it was demonstrated that there are sufficient TP numbers to support the students on the programme and the proposed 2026 intake.	✓		

6.9	Ensure the TP or aTP is an RCVS listed practice. <i>Evidence reviewed:</i> <i>1.1q TP Approval Form</i> The PLOs ensure that TPs or Auxiliary Training Practices (aTP) are RCVS listed practices at the point of TP approval and this is checked during subsequent visits.	✓		
6.10	Ensure that use of TPs not affiliated to the AEI is agreed with the primary AEI, and a robust memoranda of understanding (MOU) is in place with the TP. <i>Evidence reviewed:</i> <i>1.10o TP Memorandum of Understanding</i> <i>6.10a E-mail sent to HEI re Affiliated TP</i> <i>6.10b E-mail re Non-Affiliated TP</i> <i>6.10c MoU with Non-Affiliated TP</i> Clear evidence was demonstrated that robust MOU are in place and that agreement and information sharing with the primary AEI enables risk rating of the TP by the PLO where a TP is not affiliated to UCR.	✓		
6.11	Ensure clinical learning experiences are adapted to the student's stage of learning, competences, and programme outcomes. <i>Evidence reviewed:</i> <i>1.10q Clinical Supervisor Handbook</i> <i>5.8a Internal Quality Assurance Policy for the Assessment of Students in Clinical Setting</i> <i>6.11a Student Placement Review - Confident Student</i> <i>6.11b Student Placement Review - Return to Placement (August 2025)</i> <i>6.11c Student Placement Review - Start of Placement (February 2025)</i> <i>6.11d Student Placement Review - Return to Placement</i> There are extensive clinical opportunities on this programme which are adapted to students' individual needs and build progressively as the programme develops. Students confirmed that a substantive amount of clinical skills time is available to them with the programme team always willing to demonstrate and go over skills as required.	✓		
6.12	The veterinary team contribute to the learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct. <i>Evidence reviewed:</i> <i>1.10q Clinical Supervisor Handbook</i> <i>1.1q TP Approval Form</i>	✓		

	<i>1.1r Student Placement Case Study</i> All students were well versed in the requirements of the RCVS CoPC and it was clear that the whole UCR team contribute to developing and reinforcing student knowledge and professional behaviours in line with RCVS requirements.			
Conclusion: This standard is met. Effective, safe, and inclusive clinical learning experiences were demonstrated across UCR and the TPs. The PLOs provide extensive support for both students and Clinical Supervisors within the Training Practice clinical environment. Students are given clear and effective opportunities to learn from a range of relevant people both at UCR and within clinical placement environments.				
Commendations: The PLO support of students and CSs within TPs is to be commended. The OSCE Coordinator's Clinical Skills Survival Club is to also be recognised for the approach to developing student's individual clinical skills. Suggestions: None. Actions: None.				