

Wrexham University Accreditation Visit

10-12 February 2026

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

Accreditation Outcome for Wrexham University

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

FdSc Veterinary Nursing - Wrexham University

Following the meeting of Veterinary Nurse Education Committee on 19 August 2026, Wrexham University has been awarded full accreditation for five years. This decision reflects the compliance of the programme against the RCVS Standards Framework for Veterinary Nurse Education and Training. Wrexham University 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 Accredited Education Institutions (AEIs) with new qualifications that have made substantial progress towards meeting the accreditation standards. Once the first cohort of students completes the qualification, the Veterinary Nurse Education Committee (VNEC) will be presented with all Quality Monitoring (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.

Conditional Accreditation is applied where a programme has demonstrated substantial compliance with the RCVS Standards but specific deficiencies or areas of concern have been identified that require resolution before a final accreditation decision can be confirmed. The Veterinary Nurse Education Committee (VNEC) will specify the conditions to be met and the timeframe within which evidence of compliance must be provided. Conditional accreditation is granted where VNEC is satisfied that the identified deficiencies are capable of being addressed within the prescribed period and that, once resolved, the programme will meet the requirements for accreditation. Failure to satisfy the conditions within the agreed timeframe may result in an alternative accreditation outcome being applied.

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

Emily De Corte RVN– Employer Representative

Abigayle Gomez RVN – RCVS Senior Qualifications Officer

Ellie Nancarrow RVN - Student Representative

Louise Sutherland RVN – Educator Representative

Gemma Irwin-Porter RVN- Chair

RCVS Observers

Sophie Geake RVN - RCVS Qualifications Assessor

Kirsty Willams - RCVS Quality Improvement Manager

Key Staff met

Carrie Bennett – Head of Membership Student Union

Stephen Clegg – Scheduling, Assessments and Awards Manager

Professor Paul Davies – Deputy Vice Chancellor

Kelly Eyre - Senior Lecturer and Programme Leader Veterinary Nursing

Gwenan Evans – Part-time Lecturer Veterinary Nursing

Charlene Fowles – Head of Financial Planning and Reporting

Freya Groom - Student Union President

Mike Hamer – Head of Estates and Campus Management

Dr Sue Horder - Associate Dean of Faculty

Stacey Ledger – Senior HR Business Partner

Natalie McKinstry - Clinical Placement Support Tutor

Dr Simon Stewart – Dean of Faculty

Liam Walker – Lecturer Veterinary Nursing

Natasha Whitelaw – Student Support Navigator

Claire Williams – Lead Clinical Placement Support Tutor

Nic Williams – Quality Manager

Angela Winstanley - Principal Lecturer – Northop Lead

Evie Yon – External Examiner

Dr Tamsin Young – Senior Lecturer and Programme Leader for Veterinary Nursing Top-up

Executive summary of the Panel's findings

- Wrexham University was visited between 10 and 12 February 2026. Four affiliated training practices were visited between 24 and 25 September 2025 by an RCVS Qualifications Assessor who provided feedback regarding the visits. The following programme was under accreditation review:

FdSc Veterinary Nursing

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

The team found the following:

WU is to be **commended** for:

The provision of wellbeing resources and initiatives offered for staff and students

The comprehensive induction process offered, which supports new students and helps them transition effectively into learning within Higher Education.

The excellent level of support offered by the Clinical Placement Support Tutor team for students whilst in the clinical learning environment.

Areas for further review included:

Ensuring widening participation is considered in direct relation to the veterinary nursing programme.

Reviewing the proposed programme to ensure compliance with all relevant legal, regulatory, professional and education requirements. Examples include mapping to The Quality Assurance Agency (QAA) Subject Benchmark Statement for Veterinary Nursing, curricula coverage of all of the RCVS Day One Competences and provision of validated programme documentation.

Reviewing processes to ensure that there is a formal mechanism for reporting and recording discrimination, harassment and incivility within the clinical learning environment.

Determine the formal support required by the programme team to ensure they develop comprehensive knowledge of teaching and learning in Higher Education, gain veterinary nursing specific educational expertise, and complete recognised teaching qualifications.

Reviewing the feedback mechanisms to ensure that formal stakeholder feedback is collected to contribute to the development of the proposed programme and ongoing programme evaluations.

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	Wrexham University
Main address and contact details for the above organisation	Wrexham University, Mold Rd, Wrexham LL11 2AW
Name of Principal or Chief Executive Officer	Joe Yates
Name of Programme Lead	Kelly Eyre
Proposed programme(s) title:	FdSc in Veterinary Nursing
Address and contact details of proposed site/s for delivery of licence to practise qualification	Wrexham University, Northop Campus, Holywell Rd, Northop, Mold CH7 6AA
Pattern of delivery	The FdSc is delivered over a 3-year period, with placement blocks of 16 weeks within each year
Intakes and student numbers	Up to 30 students are enrolled every year.

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> <i>Health and safety policy</i> <i>Accident, Incident & Near Miss Reporting Procedure</i> <i>TP master tracker</i> <i>Staff induction procedures</i> <i>Staff mandatory training procedures</i> <i>Standard Operating Procedures</i> <i>Risk assessment for clinical suite</i> <i>Screenshots of mandatory student form (2 parts)</i> <i>Safeguarding policies and procedures</i> <i>Welcome week template with instructions</i> <i>Welcome week timetable complete</i> <i>Animals on site policy</i> <i>Health and safety section of Moodle induction</i> <i>Fire safety policy</i> <i>Academic staff fire alarm action plan</i> <i>Equality, Diversity and Inclusion Policy</i> <i>Emergency evacuation procedure for examinations</i> <i>COSHH Assessment for clinical suite</i> <i>Completed personal evacuation plan</i> <i>TP approval form</i> <i>Classroom Risk Assessment</i> <i>Completed dog behaviour assessment forms</i> <i>Dogs on site risk assessment completed</i> Wrexham University (WU) provides a comprehensive range of processes to ensure the safety of personnel within the learning environment. There is a comprehensive induction process for both staff	✓		

	and students with easily accessible resources available online through the WU portal and online learning site, Moodle. A policy is in place governing the use of teaching dogs on campus, including the requirement that their safety is assessed prior to involvement in teaching activities. Training practice visits and associated documentation completed by the Clinical Placement Support Team (CPST) promotes student safety during clinical placements.			
1.2	Prioritise the wellbeing of people. <i>Evidence reviewed:</i> <i>Estranged Students Guide 25-26</i> <i>Online Counselling 2025</i> <i>Probationary policy and Procedure</i> <i>Managing Stress and Promoting Wellbeing in the Workplace Policy</i> <i>Wellbeing support for staff online</i> <i>Mental Health First Aid Certificate</i> <i>DSE Self-Assessment Form</i> <i>DSE Policy</i> Counselling and mental health for students – essential information WU provides a range of wellbeing initiatives and resources for the staff and the students, including external trips. The CPST have undertaken formal mental health first aid training and complement the support provided by the personal tutors to students whilst they are undertaking clinical placement. A comprehensive personal tutoring process is in place. Staff have access to additional resources such as the employee assistance programme which can provide counselling and other specialist advice.	✓		
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> <i>TP master tracker</i> <i>TP approval form</i> <i>Standard Operating Procedures</i> <i>Policy for onsite animals</i> <i>Classroom Risk Assessment</i> <i>List of locations where qualifications are delivered</i> <i>Consumable and equipment lists</i>		✓	

	<i>Schedule of quality monitoring activity</i> Facilities and physical resources are appropriately maintained and comply with relevant legislation. WU uses an external company, in partnership with internal staff, to ensure ongoing health and safety compliance. The use of teaching dogs is supported by an established policy; however, there is currently no formal process for recording the use of onsite animals in teaching sessions, including dates, times, and duration. The CPST ensures training practice compliance through approval processes and regular monitoring visits.			
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> <i>Poster regarding consent- Greenwood and Brown Vets</i> <i>Consent guidance within pre-operative paperwork</i> <i>Clinical supervisor standardisation</i> <i>TP approval forms</i> <i>Clinical Supervisor Handbook</i> The evidence reviewed confirms clients understand the remit of the student veterinary nurse's involvement and have the opportunity to withdraw consent should they wish to do so.	✓		
1.5	Maintain confidentiality in all aspects of the provision, ensuring client, public and animal safety and welfare is promoted. <i>Evidence reviewed:</i> <i>Job descriptions</i> <i>Induction procedures</i> <i>Induction records</i> <i>Social Media policy</i> <i>VEN406 module specification</i> <i>Data protection: Compliance Checklist</i> <i>TP approval forms</i> <i>Information governance screen recording</i> The evidence reviewed demonstrates that confidentiality is maintained across programme delivery. However, some documentation provided to the panel contained confidential information that had not been redacted. Whilst this does not indicate a non-compliance in this scenario, as the	✓		

	RCVS Panel have the relevant rights to see this level of detail, WU is encouraged to ensure this is carefully considered for all future evidence submissions, and when sharing documentation externally. If WU is unsure, it can check this with the RCVS ahead of evidence submissions.			
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> <i>Course rep training pack</i> <i>Minutes of student representative meetings</i> <i>Programme handbook</i> <i>Student complaint process</i> <i>Student Code of Conduct and disciplinary procedure</i> <i>Whistle Blowing policy</i> <i>Social Media policy</i> <i>Safeguarding policy</i> <i>Wellbeing policy</i> <i>Grievance policy and procedure</i> <i>Academic appeals procedure</i> <i>Academic integrity procedure</i> <i>NPL tutorial part 2</i> Staff and students demonstrated clear awareness of complaints policies and procedures. An online portal enables concerns or complaints to be raised confidentially and without fear of adverse consequences.	✓		
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> <i>Student complaints procedure</i> <i>Student code of conduct and disciplinary procedure</i> <i>External complaints procedure</i> <i>Fitness to practise procedure</i> <i>Safeguarding policy</i> <i>Wellbeing policy</i> <i>Example of complaint</i> <i>Complaints procedure for students</i> <i>Grievance policy and procedure</i> WU has a robust complaints process for students and staff. Multiple reporting mechanisms are available, including the online 'ASK' computer pod located in the mezzanine area of the veterinary nursing	✓		

	building. The 'ASK' computer pod provides immediate access to wellbeing resources, fault reporting, and key policies. Support mechanisms are in place for students and staff during complaint investigations.			
1.8	Ensure incidents are fully investigated and learning reflections and actions are recorded and disseminated. <i>Evidence reviewed:</i> <i>Minutes of meetings</i> <i>Student complaints procedure</i> <i>Student code of conduct and disciplinary procedure</i> <i>Risk assessment of clinical suite</i> <i>Accident record</i> <i>Incident/Near miss report</i> Processes are in place to ensure incidents are fully investigated and that resulting actions are recorded. The Incident/Near miss report demonstrated an appropriate investigation and identified actions; however, no supporting evidence was provided to confirm that these actions were completed or followed up.		✓	
1.9	Promote student engagement with the RCVS Codes of Professional Conduct to develop open and honest practitioners. <i>Evidence reviewed:</i> <i>Fitness to practise procedure</i> <i>NPL Review report</i> <i>Module handbook VEN406</i> <i>Module specifications VEN504</i> <i>Lecture slides from VEN406</i> <i>Teaching observations</i> <i>Student placement handbook</i> <i>Student induction formative task</i> <i>NPL Screenshot</i> <i>Student NPL tutorial powerpoint</i> The RCVS Codes of Professional Conduct (CoPC) are embedded within the proposed programme. Students confirmed awareness of the Professional Behaviour Evaluation (PBE) and the expected standards of conduct.	✓		
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>Teaching observations</i> <i>Inclusion staff training day presentation</i> <i>Induction procedures</i> <i>Induction records</i> <i>NSS results</i> <i>External examiner report 2425</i> <i>External examiner response 2425</i> <i>Equality, diversity and inclusion policy</i> <i>Assessment policy</i> <i>Race Equality Charter Bronze Award publication</i> <i>Student complaint procedure</i> <i>OSCE external examiner report</i> <i>RCVS OSCE Quality monitoring report 2025</i> Mechanisms are in place to ensure students' diverse needs are considered, with individual adjustments implemented where appropriate. Learning plans are developed collaboratively with students by the programme team. WU offers Equality, Diversity and Inclusion (EDI) training through mandatory and optional Continuing Professional Development (CPD). The mandatory staff EDI training is an excellent resource which could also be shared with staff within clinical placements.			
1.11	Utilise information and data to promote and enhance equality of opportunities and widening participation. <i>Evidence reviewed:</i> <i>Strategic Enabling Plan - Widening Access 2025</i> <i>External examiner/advisor reports</i> <i>NSS results</i> <i>Quality Assurance Agency (QAA) report and action plans</i> <i>NSS action plan</i> <i>Student Voice Forum minutes</i> WU has an overarching policy regarding widening participation, however programme specific consideration should be given to improve access and participation. The WU programme team are able to offer remote interviews in addition to in person interviews to enhance equality of opportunity.		✓	
1.12	Work to promote inter-professional education and inter-professional practice and support opportunities for research. <i>Evidence reviewed:</i> <i>Clinical supervisor training and standardisation</i>	✓		

	<i>Module specifications</i> <i>Secondment form for staff</i> <i>Guest (expert) speaker timetables</i> <i>Research meeting minutes</i> <i>Successful research grant application</i> <i>VEN506 Vet nursing in the community module specification</i> <i>Padlet of vet nursing and district nursing collaborative work</i> <i>VEN404 group presentation brief</i> <i>Clinical supervisor training and standardisation</i> A range of interprofessional education opportunities are provided to students through guest speakers, teaching with other WU student groups, and trips. The programme team have made considerable effort to establish and maintain strong industry links.			
1.13	Promote evidenced-based improvement in education and veterinary nursing practice. <i>Evidence reviewed:</i> <i>Research meeting minutes</i> <i>Programme specification</i> <i>Module specifications</i> <i>CPD records</i> <i>Student secondment guidance</i> <i>Guest (expert) speaker timetables</i> <i>Successful research grant application</i> <i>Staff Research and scholarly activity</i> <i>Promotion of publications from the VN team with the wider University</i> <i>Quality improvement policies and procedures</i> Evidence based veterinary nursing is embedded throughout the proposed curriculum. The programme team are collectively involved in research opportunities funded through external grants and use these as valuable opportunities for student involvement.	✓		
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>Environment sustainability policy statement</i> <i>Wrexham Sustainability website</i> <i>Green communities</i> <i>Clinical suite sustainability</i> <i>Sustainably sourced materials</i> <i>Sustainability strategy</i>	✓		

	<i>Pathway to Carbon neutral by 2030</i> <i>Waste management policy</i> <i>ALF statement</i> <i>VEN506 Module handbook</i> The programme team are committed to sustainability within their clinical skills teaching, through the use of reusable fluid therapy bags, recycling of out of date supplies from practices and reduction in plastic waste. Sustainability is also embedded within the proposed curriculum.			
Conclusion: This standard has been met. WU has a range of processes in place to ensure the safety of people and animals, although some areas could be further strengthened. Wellbeing and inclusivity are prioritised through collaboration and a wide range of resources are available to students. WU ensures that students receive consistent and equitable support from the Student Union across both the central Wrexham and Northop campuses. The Student Union provides aligned services, guidance, and representation at each location, ensuring that all students have access to the same level of support, advocacy, and engagement opportunities regardless of where they study.				
Commendations: WU and the programme team are to be commended on the provision of wellbeing resources and initiatives. Suggestions: 1.5 – Review all documentation before sharing outside of WU to ensure any confidential or sensitive information is properly redacted. 1.10 – Consider using WU's EDI training resources for Clinical Supervisor (CS) training. Actions: 1.3 – Implement a process for monitoring the use of onsite animal utilisation for veterinary nursing education, to ensure animal care and welfare standards are maintained. 1.8 – Implement a system to document and retain evidence of the completion and follow-up of all actions arising from investigations, ensuring that outcomes are consistently recorded and auditable. 1.11 – Establish and implement a process for widening participation in relation to the veterinary nursing programme.				

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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 not 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> <i>Staff induction procedures</i> <i>RCVS quality monitoring OSCE report and action plan</i> <i>RSCV OSCE audit report</i> <i>Schedule of quality monitoring activity</i> <i>Health and safety policy</i> <i>Clinical supervisor Handbook</i> <i>Quality Assurance Agency (QAA) report and action plans</i> <i>CPST Handbook</i> <i>External examiners reports and action plans</i> <i>Written confirmation of programme validation 2020</i> <i>Minutes of validation/accreditation event for new programme cycle</i> <i>RCVS pre-accreditation support agenda</i> <i>WU Welsh Language reports and statements website</i> <i>CPST Handbook</i> <i>Faculty leadership team portfolio update</i> <i>Programme Life Cycle procedure</i> WU has established governance processes in place to ensure adherence to all relevant legal, regulatory, professional, and educational requirements; however, a number of these processes have not yet been implemented in relation to the proposed programme. The programme specification indicates alignment to QAA Benchmark Statements for veterinary nursing. However, it is unclear from the evidence whether this has been fully mapped.			✓

2.2	Provide all information and evidence required by regulators in a timely manner, i.e., within published timescales. <i>Evidence reviewed:</i> <i>Completed action plans from regulatory, professional and legal bodies</i> WU provided the initial evidence for the accreditation by the required deadline. Evidence relating to the proposed programme updates was not submitted with the original application and was therefore requested after the panel's initial review. Should there be a concern regarding evidence submission, WU should ensure it is open in its request for support and guidance.	✓		
2.3	Comply with the RCVS Code of Professional Conduct for Veterinary Nurses. <i>Evidence reviewed:</i> <i>Module specification</i> <i>Programme specification</i> <i>Teaching observations</i> <i>VEN406 module handbook scheme of work</i> <i>CPST Handbook</i> <i>NPL sampling strategy</i> <i>Clinical supervisor handbook</i> <i>Professional behaviour evaluation records</i> <i>Student RCVS registration induction process</i> The evidence reviewed demonstrates compliance with the RCVS CoPC, and students confirmed knowledge of this through the programme handbook and resources available via Moodle.	✓		
2.4	Comply with the RCVS Veterinary Nurse Registration Rules. <i>Evidence reviewed:</i> <i>RCVS registration status of personnel</i> <i>Programme specification</i> <i>DOS and DOC procedures</i> <i>Student RCVS registration induction process</i> <i>Professional behaviour evaluation records</i> <i>Fitness to practise policy</i> WU has processes in place to ensure the completion of DOC/DOS, PBE and 1800 hours of clinical nursing placement completion. Although in class attendance is monitored, the programme team do not have a mechanism for ensuring the 2990-hour learning requirement is met. Notably, the students were not aware of the 2990-hour requirement.		✓	

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> <i>Memoranda of agreement</i> <i>TP approval form</i> <i>Clinical supervisor handbook</i> <i>TP master tracker</i> <i>Clinical supervisor training</i> WU has a robust Memorandum of Understanding (MOU) in place between placement providers and the university. However, during the RCVS Training Practice (TP) visit conducted prior to the accreditation visit it was identified that TPs could not locate their own copy of the documentation.		✓	
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> <i>Admissions policy</i> <i>23/24 SAR Report for RCVS</i> <i>Accredited Prior Learning (APL) and Recognised Prior Learning (RPL) policies</i> <i>Student engagement and retention activity</i> <i>Interview records</i> <i>Widening participation strategy and plan</i> <i>Interview process</i> <i>Pre interview communication</i> WU has a range of policies relating to recruitment of students, however, these do not seek to measure and address underrepresentation within the veterinary nursing programme. WU provides standardised selection criteria for admission with a standardised interview process.		✓	
2.7	Have entry criteria for the programme that includes evidence that the student has a capability in numeracy, literacy, and science, written and spoken English and mathematics to meet the programme outcomes. <i>Evidence reviewed:</i> <i>Programme specification</i> <i>Website</i> <i>Open day powerpoint</i>	✓		

	WU sets comprehensive entry criteria, which are regularly reviewed by the programme team. A recent increase in Universities and Colleges Admissions Service (UCAS) points for the programme has been initiated. The programme team have indicated plans for measuring the impact of this.			
2.8	Demonstrate a robust process for the recognition of prior learning (RPL). Policy is LO and not DOC/DOS <i>Evidence reviewed:</i> <i>RPEL policy</i> <i>RPEL guidance on website</i> <i>Examples of RPL completed for VN students</i> WU has a comprehensive process in place for recognising prior learning.	✓		
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>Induction timetables</i> <i>Programme handbook</i> <i>Welcome week presentation</i> <i>Clinical supervisor handbook</i> <i>Fitness to practise policy</i> <i>Academic regulations</i> <i>Student placement handbook</i> <i>Video of additional induction content for students</i> <i>Assessment policy</i> WU has a wide range of governance processes and policies, however, some of the evidence supplied included out of date policies. Although the panel received verbal confirmation that a process for reviewing documentation exists, there was no evidence from the panel's review that this process was being followed.		✓	
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> <i>Fitness to practise policy</i>	✓		

	<i>Fitness to study policy</i> <i>Appeals procedure and policy</i> <i>Whistleblowing policy</i> <i>Academic integrity policy and guidance</i> <i>Student code of conduct</i> <i>Interview process</i> <i>Student RCVS registration induction process</i> <i>Admissions policy</i> <i>Health and criminal declaration for SVNs</i> WU has a comprehensive Fitness to Practise (FtP) process in place applicable to the veterinary nursing programme. Student facing documentation includes information on the disclosure of criminal convictions.			
2.11	Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award. <i>Evidence reviewed:</i> <i>Board of examiners meeting minutes</i> <i>Student progression meeting minutes</i> <i>Exit award details</i> WU has a process in place for ensuring that all students meet the required outcomes which is discussed at academic exam boards. Whilst the programme team ensure completion of the DOC/DOS, PBE and 1800 clinical placement hours there is no process to ensure the 2990 total training hours requirement has been met.		✓	
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> <i>Minutes of meetings</i> <i>External examiner reports</i> <i>TP master tracker</i> <i>Classroom Risk Assessment</i> <i>Clinical suite risk assessment</i> <i>Health and safety policy</i> <i>TP re-approval forms</i> <i>Unit feedback</i> <i>Memorandum of agreement</i> <i>Student online safety article</i> WU has a comprehensive range of policies in place to ensure safe learning environments, however, some of the documentation was out of		✓	

	date. The CPST team ensure the safety of clinical learning environments through their quality assurance processes. Students confirmed access to relevant health and safety documentation via the online portal.			
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>Workload allocation models</i> <i>Induction records</i> <i>Professional development partial fee waivers for personnel</i> <i>Job descriptions of staff involved within the VN degree</i> <i>Recruitment and selection policy - staff</i> <i>External examiner procedure</i> <i>Recruitment and selection procedures video</i> <i>CPST handbook</i> WU has processes in place for the safe and effective recruitment of staff across learning environments. There are robust induction processes in place.	✓		
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> This programme has been previously accredited.	N/A		
2.15	Where an accredited education institution plans to make any changes to its provision, including assessments, the RCVS must approve all changes prior to implementation. <i>Evidence reviewed:</i> <i>Currently going through the programme life cycle</i> <i>Programme life cycle procedure</i> <i>Minutes of validation/accreditation event for new programme cycle</i> WU has indicated through appropriate mechanisms any intended changes to the provision prior to implementation.	✓		
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>Finance IPPF for FdSc VN</i> <i>Market intelligence report</i> <i>Wrexham University annual report 2025</i> <i>Wrexham University annual report 2024</i> <i>Continuous Monitoring Enhancement subject level review</i> <i>National Student Survey results</i> <i>Application reports and trends</i> The current provision has maintained recruitment of students and supports future recruitment. Review of the financial evidence confirms sustainability of the veterinary nursing provision.			
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>Procedure for using Non-Affiliated TPs</i> <i>Letter to Non-affiliated TPs</i> Mechanisms are in place to ensure effective communication where a delivery site chooses to transfer Accredited Educational Institute (AEI) although it is accepted that this unlikely to be required for this programme.	✓		
Conclusion: This standard has not been met. WU has a range of governance systems in place; however, a review of these processes is needed to ensure that all documentation remains current. WU demonstrates robust governance and quality principles in staff and student recruitment, promoting fairness, professionalism, and safety, and accommodating diverse needs. The panel reviewed evidence relevant to this standard, which remains subject to internal quality assurance and validation. However, the lack of sufficient internal scrutiny prior to accreditation has affected the overall level of compliance demonstrated at this stage.				
Suggestions: 2.2 – Consider requesting additional support and guidance from the RCVS if required for evidence submission. Actions:				

2.1a – Ensure the proposed programme is mapped to QAA Subject Benchmark Statements for Veterinary Nursing in accordance with the programme specification.

2.1b - Provide written confirmation of programme validation.

2.4 & 2.11 – Establish and implement a process to ensure that all students have met the 2,990 hours total training hours requirement and are eligible for professional award.

2.5 – Confirm a process is in place to ensure TPs have access to and can evidence copies of the MOU.

2.6 – Establish and implement a process for identifying and addressing underrepresentation of students in the veterinary nursing programme.

2.9 & 2.12 – Establish and implement a process for the review of all governance processes and policies.

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 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	Are well prepared for learning in theory and practice having received relevant inductions. <i>Evidence reviewed:</i> <i>Programme specification</i> <i>Being prepared for your studies module spec</i> <i>Induction timetables</i> <i>Pre-placement wellbeing workshop powerpoint</i> <i>Welcome week presentation</i> <i>NPL 1st tutorial powerpoint</i> <i>Welcome week timetable student view</i> <i>Welcome week website</i> <i>Video of moodle induction content for students</i> <i>Formative task welcome week</i> <i>Video of RCVS enrolment</i> <i>Induction checklist for placement</i> Students receive comprehensive inductions across all clinical learning environments. WU provides extensive induction processes to ensure health and safety is maintained. Students confirmed they felt well prepared for learning in all environments. The panel noted that the 20-credit 'Being Prepared for Your Studies' module effectively supports students' transition into higher education by promoting engagement with essential preparatory learning whilst also gaining 20 credit points.	✓		

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> <i>Consumable and equipment lists</i> <i>Animals on site policy</i> <i>VN specific online resources</i> <i>Library resources on campus</i> <i>Library resources online</i> <i>TP master tracker</i> <i>TP approval forms</i> <i>TP risk assessments</i> <i>Library stock list</i> The clinical skills suite has the required resources to meet the RCVS DOS. The programme team have identified plans to increase their resources for practical skills teaching. Students have access to a wide range of learning resources through Moodle, Resource Finder, as well as via the libraries located on both the main WU campus and the Northop campus. Loan laptops are also available for students. The teaching of professional behaviours is embedded within the curriculum.	✓		
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>Programme specification</i> <i>Programme handbook</i> <i>Timetables</i> <i>VEN406 module handbook</i> <i>Module specifications</i> <i>Assessment policy</i> <i>Placement handbook</i> <i>Moodle timeline</i> Students confirmed programme documentation is easily accessible and provided in a timely manner. The programme team ensure accessibility of information via Moodle by monitoring the accessibility function.	✓		
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>Clinical supervisor handbook</i> <i>TP Approval forms</i> <i>Expert witness forms</i> <i>TP master tracker</i> <i>Guest speaker timetable</i> The CPST team ensure that a range of people contribute to the student learning journey whilst in clinical practice. The use of witness forms facilitates the evidence of observation and completion of DOS.			
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> <i>Programme specification</i> <i>TP approval forms</i> <i>Programme handbook</i> <i>Assessment proposed changes</i> <i>Module specification</i> <i>Academic integrity policy</i> <i>Consumable and equipment lists</i> <i>Technology risk assessments</i> <i>Virtual/augmented reality policy</i> <i>Immersive tech module for staff</i> The programme team ensure teaching is innovative and engage students in learning through mechanisms such as immersive technology. The draft module specifications contain a range of assessment methods, such as professional discussions with student-led panels and an education talk. However, the panel did not have evidence of the full range of assessments at the time of accreditation. Additionally, the panel noted a large range of differing assessment types which may prove challenging for students without adequate scaffolding and preparation; this approach may require further consideration The response to this requirement will be addressed by the relevant actions within Standard 5.		✓	
3.6	Are supervised and supported according to their individual learning needs, proficiency, and confidence. <i>Evidence reviewed:</i> <i>Learning plan blank academic</i> <i>Individual learning plans - placement</i>	✓		

	<i>Assessment policy</i> <i>Student support services</i> <i>Placement passport</i> <i>Clinical practice tutorial records</i> <i>VN team meeting minutes</i> <i>Clinical practice tutorial template</i> <i>NPL review form</i> <i>NPL action plan for professional behaviour</i> <i>NPL action plan for professional behaviour</i> <i>Assessment intervention continuum</i> The CPST team ensure clinical supervisors are monitored and provide extensive support to students in the clinical learning environment. Placement passports are used to enhance effective communication between the student and practice team in relation to individual requirements. Ongoing collaboration between the inclusion and programme teams ensures that individual learning needs are recognised and appropriately supported, allowing students to fully engage and succeed within the programme.			
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>Timetables</i> <i>TP master tracker</i> <i>NPL sampling strategy</i> <i>Clinical supervisor handbook</i> <i>Memoranda of agreement</i> <i>Placement handbook</i> <i>Clinical supervisor intro and standardisation training</i> <i>TP Approval forms</i> <i>NPL tutorial</i> The MOU states the requirement for TPs to allocate protected time to students whilst in clinical placements. The students confirmed allowance for this protected time whilst on their placements.	✓		
3.8	Are assigned and have access to a nominated academic tutor/lead for each part of the programme. <i>Evidence reviewed:</i> <i>Personal tutorial timetable academic</i> <i>CPST Handbook</i> <i>Programme specification</i>	✓		

	<i>Programme handbook</i> <i>Personal tutor allocations</i> WU has a personal tutor system in place to support students throughout their programme. The nominated tutor maintains records of tutorial meetings and ensures all students are offered a one-to-one tutorial. WU has a student support navigator who works collaboratively with the programme team, personal tutors and students. In addition, support is offered from the Student Union and CPST team.			
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>Fitness to practise policy</i> <i>Programme handbook</i> <i>Academic regulations</i> <i>Assessment intervention continuum</i> <i>Learning plan blank academic</i> <i>Suspension form</i> <i>Personal tutorial records</i> <i>FAQs on interruption to study</i> <i>Programme specification</i> <i>Confirmation of suspension/withdrawal to RCVS</i> <i>Individual learning plans - placement</i> <i>Suspension of studies for students policy</i> WU facilitates interruptions to study through the use of eVision, an online tool accessible for staff and students. Students confirmed awareness of the process for suspensions and withdrawals.	✓		
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>Equality, diversity and inclusion policy</i> <i>Assessment policy</i> <i>Fitness to practise</i> <i>Fitness to study policy</i> <i>Learner support plans</i> <i>Reasonable adjustments in placement guidance</i> <i>Individual learning plans - placement</i> <i>Assessment intervention continuum</i> Students have the ability to notify the university of additional requirements prior to joining the programme and throughout. Students	✓		

	are referred to the inclusion team whereby reasonable adjustments may be made and are communicated to relevant staff within the programme. Evidence of reasonable adjustments has been reviewed by the panel and these were found to be fair and fit for purpose.			
3.11	Are protected from discrimination, harassment, incivility, and other behaviours that undermine their performance or confidence. <i>Evidence reviewed:</i> <i>Equality, diversity and inclusion policy</i> <i>Bullying and harassment policy</i> <i>Complaints policy and reports</i> <i>Race Equality Toolkit Staff training</i> <i>Race Equality Charter Bronze Award publication</i> <i>Fitness to practise</i> <i>Student charter</i> <i>Student code of conduct</i> <i>Professional behaviour evaluations</i> <i>TP approval forms</i> <i>Safeguarding procedure</i> WU provides policies relating to discrimination, harassment and incivility, however, the panel found no documented, operational process for reporting, escalating, and resolving such concerns within the clinical environment. Staff and students verbally described a range of possible ways they could report, however, there was no written procedure, guidance, or evidence of implementation and therefore no assurance of a robust, consistent and evidenced approach.			✓
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>Student Life ASK support page</i> <i>Student self-help guidance</i> <i>In crisis support poster</i> <i>Pre-placement wellbeing workshop lecture slides</i> <i>NPL file library resources</i> <i>ASK support drop ins timetable</i> <i>Personal tutorial timetables</i> <i>Student charter</i> <i>Induction timetable</i> <i>Student voice forum minutes</i> <i>Assessment intervention continuum</i> <i>Student campus life service level agreement</i>	✓		

	WU has a range of policies regarding physical health and wellbeing including a robust Fitness to Study (FtS) and FtP policy. On the campus tour there were many wellbeing posters displayed, and students have access to, and have confirmed accessibility to, a range of wellbeing resources and initiatives. The personal tutor system, alongside the student support navigator role, provides pastoral support to students. Learning plans are co-created with staff and students where additional support and individualised learning actions are 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>Personal tutorial records</i> <i>Student Life ASK support page</i> <i>Module specification</i> <i>Programme specification</i> <i>Student voice forum minutes</i> <i>NSS Feedback</i> <i>DOS and DOC procedures</i> <i>NPL action plan for professional behaviour</i> <i>Assessment intervention continuum</i> The personal tutor system provides pastoral and academic support to students. The programme team offer one-to-one meetings with students to discuss their assessment results to allow reflection on assessment outcomes. Learning support is provided through learning plans co-created with the student as well as additional specialised support through the learning skills team.	✓		
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>Padlet of vet nursing and district nursing collaborative work</i> <i>VEN504 assessment brief</i> <i>Student representative meeting minutes</i> <i>Successful research grant application</i> <i>Professional behaviour tool</i> <i>Guest speaker timetable</i> <i>Student secondment guidance</i> <i>VEN504 Leadership and reflective module specification</i> <i>Expert witness statement form</i>	✓		

	<i>Canine and SVN's taught together for breeding aspect of A+P</i> <i>VEN404 group presentation brief</i> <i>Module VEN403 Handbook</i> The proposed programme contains evidence on inter-cohort peer discussion, peer assessments and group work projects. Students also have the ability to learn alongside students from a range of different programmes across WU. In addition, a number of guest speakers provide learning opportunities for students on campus.			
3.15	Receive constructive feedback throughout the programme to promote and encourage reflective learning. <i>Evidence reviewed:</i> <i>Feedback policy and procedures within assessment policy</i> <i>External examiner report</i> <i>Feedback examples</i> <i>Assessment policy</i> <i>Module specifications</i> <i>Programme handbook</i> <i>Formative task welcome week</i> <i>Formative assessment examples</i> <i>Tutorial records</i> <i>Feedback example on formative welcome week task</i> <i>Professional behaviour evaluations</i> <i>NPL review</i> <i>Assessment proposed changes</i> <i>External examiner report</i> <i>Screenshots of NPL CS feedback</i> WU has a comprehensive policy relating to assessment feedback. Students confirmed they receive timely, detailed feedback on their assessments which encourages their reflective learning. The programme team offer one-to-one tutorials with students to discuss their feedback from assessments which facilitates further reflections.	✓		
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>Unit feedback</i> <i>Student representative meeting minutes</i> <i>National Student Survey results</i> <i>Student placement feedback</i> <i>Personal tutor records</i>	✓		

	<i>Delivery team meeting minutes</i> <i>Wrexham Student Union Link</i> <i>Wrexham Student Voice Video</i> <i>'you said, we did' publications</i> <i>OSCE mock exam student feedback</i> <i>Feedback box</i> WU has formal feedback opportunities for module and programme feedback in the form of online Moodle surveys and the National Student Survey (NSS). Students confirmed their feedback is actioned and outcomes are disseminated to their cohort. Students in the clinical learning environment complete a feedback form relating to their clinical placement.			
3.17	Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation. <i>Evidence reviewed:</i> <i>Completed professional behaviour evaluations</i> <i>NPL tutorial PowerPoint</i> <i>NPL action plan for professional behaviour</i> <i>Placement Handbook</i> Information relating to the expected professional behaviours is documented within the handbooks and contained within the curriculum. WU is using a PBE tool consisting of three stages, that sits alongside the Nursing Progress Log completion to assess professional behaviours. These professional behaviours are embedded within the NPL tutorials that the CPST team deliver.	✓		
Conclusion: This standard has been partially met. WU promotes a strong culture of student mental and physical wellbeing, offering a wide range of resources accessible both on and off campus. Students reported effective communication from the institution regarding placements, support, and introductory content. The programme also benefits from the breadth of courses offered across the institution, enabling meaningful inter-professional communication and shared learning opportunities. Strong collaboration between the CPST, programme team, and inclusive learning team ensures that students feel well supported both on campus and in placement. This integrated approach helps students achieve their DOS, DOC, develop professional behaviours, and feel empowered in their reflective practice.				

Commendations:

WU is to be commended on the induction process offered for new students. In particular, it was noted that the 20-credit point 'Being Prepared for Your Studies' encourages students to engage in essential learning to aid their transition to higher education, whilst gaining recognition through credit point allocation.

Suggestions:

3.5 – Consider the range of assessment types and the scaffolding of these throughout the programme.

Actions:

3.11 – Provide a formal process for the reporting of discrimination, harassment and incivility within the clinical learning environment.

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 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	Are appropriately qualified and experienced and always act as professional role models. <i>Evidence reviewed:</i> <i>Staff professional profiles</i> <i>CPD records</i> <i>Professional development partial fee waivers for personnel</i> <i>Staff development update</i> <i>Teaching observations</i> <i>Staff capability procedure</i> <i>Staff Research and scholarly activity</i> <i>NSS Feedback</i> <i>Student evaluation of module feedback</i> <i>TP master tracker document</i> <i>Guest speaker timetable</i> <i>RCVS registration status of personnel (where required)</i> <i>Programme leader handbook</i> The CPST team hold internal quality assurance qualifications and possess substantial experience within their roles. The programme delivery team are appropriately qualified and/or experienced in a clinical veterinary nursing capacity. Nonetheless, the panel noted that the programme team are new to teaching in the higher education setting, and while one member currently holds a teaching qualification, the remainder do not. However, two members of the programme team, including the Programme Lead, are enrolled on a Postgraduate Certificate in Higher Education programme and are therefore taking appropriate steps to obtain a relevant teaching qualification.		✓	

	The programme team verbally reported that they receive support from senior management, whose expertise is primarily in quality assurance. However, the panel was not provided with evidence of any formal mentoring arrangements for staff members, or of formal support from individuals specialising in veterinary nursing higher education. It is clear that WU is supporting the newly instated teaching members of the team to upskill with regard to pedagogy and programme design; additional support can only improve this further.			
4.2	Receive relevant induction, ongoing support, education, and training which includes training in equality, diversity, and inclusion. <i>Evidence reviewed:</i> <i>CPD records</i> <i>CPD policy</i> <i>Probationary reviews</i> <i>Induction procedures</i> <i>Induction records</i> <i>Guidance uploaded to NPL file library for clinical supervisors</i> <i>TP master tracker</i> <i>Mental health first aid training</i> <i>Examiner training and standardisation procedures</i> <i>Clinical supervisor standardisation training</i> <i>Mentoring framework</i> The evidence reviewed demonstrates that staff at WU are appropriately inducted through a standardised induction process. Mandatory EDI training was undertaken by all team members and staff were supported in receiving ongoing training. Recording of induction processes and ongoing mandatory training completion is held centrally by WU Human Resources and monitored through line managers. WU actively encourages the completion of CPD and further education for its staff. The programme team currently manage their own CPD records; these are currently not subjected to any auditing.	✓		
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> <i>Mentoring partnership launch powerpoint</i> <i>Equality, diversity and inclusion policy</i> <i>Recruitment and selection procedures video</i> <i>Staff wellbeing support video</i>	✓		

	<i>Health and safety policy</i> <i>Maternity policy</i> <i>New or expectant birth risk assessment -employee</i> <i>Flexible working policy</i> <i>Menopause support</i> <i>Wellbeing initiatives</i> <i>Induction procedures</i> <i>Induction records</i> <i>Inclusive employee information</i> WU has a number of comprehensive policies and mechanisms in place to ensure that team members are supported with their diverse needs. The panel noted that the employee assistance programme offered by WU provides a number of health and wellbeing resources which can be accessed to complement line manager support. Flexible working policies are in place to assist employees.			
4.4	Have sufficient time allocation within contracted hours to fulfil all aspects of their roles. <i>Evidence reviewed:</i> <i>Staff timetables</i> <i>Workload allocation models</i> <i>TP approval form</i> <i>Memorandum of agreement</i> <i>Job descriptions of staff involved within the VN degree</i> <i>Personal tutorial timetables</i> <i>Programme handbook</i> <i>Clinical supervisor handbook</i> WU operates a workload allocation model for academic staff, enabling workloads to be effectively monitored and reviewed regularly by line managers. However, this model is not applied to the CPST team, although their working hours have been reviewed by the Senior Management Team. Both senior management and members of the CPST team report that the CSPTs are currently working in excess of their contracted hours. Business cases have been submitted to Human Resources to support the recruitment of additional staff; however, these have not been approved, and as a result, this issue remains unresolved.			✓
4.5	Respond effectively to the learning needs of individuals. <i>Evidence reviewed:</i> <i>Student engagement and retention activity</i> <i>Library resources actioned</i> <i>NSS action plan</i>	✓		

	<i>Personal tutorial timetables</i> <i>Personal tutorial examples</i> <i>Student representative meeting minutes</i> <i>Student support services</i> <i>Examples of reasonable adjustments</i> <i>VN team meeting minutes</i> <i>OSCE resit student plans</i> WU has a number of processes, mechanisms and resources whereby the individual learning needs of students are considered and acted upon. A collaborative approach by the programme and CPST teams, the SU and inclusion team ensure learning plans and reasonable adjustments are in place where appropriate.			
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>All module specifications</i> <i>Programme handbook</i> <i>NPL review for student</i> <i>Student engagement and retention activity</i> <i>NPL sampling strategy</i> <i>23/24 SAR Report for RCVS</i> <i>CPST Handbook</i> <i>VN team meeting minutes</i> <i>Student progression meeting minutes</i> <i>Academic Board meeting minutes</i> WU provides robust policies and procedures for ensuring fair, evidence-based decisions on student assessment and progression. The panel clearly articulated the procedure for academic boards and fully understood the WU academic regulations.	✓		
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> <i>Practice principal meeting minutes</i> <i>OSCE redesign action plan</i> <i>External examiner reports</i> <i>Individual learning plans</i> <i>Teaching observations</i> <i>NSS feedback teaching, learning and assessment</i>	✓		

	<i>NSS action plan</i> <i>Training practice feedback</i> <i>Clinical supervisor training feedback</i> <i>RCVS OSCE Quality monitoring report 2025</i> <i>RCVS OSCE Action plan</i> <i>Quality improvement plan</i> <i>CME action plan VN</i> WU adopts a collaborative approach to gathering feedback from students, TPs, and the external examiner. Established processes are in place to capture feedback across learning environments, including module feedback surveys and NSS reports, however there is no evidence that this extends to reviewing the programme or associated curriculum review for validation. The evidence demonstrated that the most current student feedback has been effectively acted upon, as reflected in recent enhancements to library resources and positive verbal feedback from students.			
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> <i>Complaints procedure</i> <i>Fitness to practise</i> <i>Fitness to study policy</i> <i>Meeting minutes for informal stage 1 of fitness to study procedure</i> <i>TP/aTP risk rating and support approach</i> The evidence provided demonstrates that robust and effective policies are in place to ensure that all team members respond appropriately to complaints and adhere to procedures relating to public protection, student performance, and animal welfare. The panel was satisfied that the policies are well understood by staff and are being implemented effectively in practice.	✓		
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>CV records</i> <i>1CPD compliance</i> <i>PGCE Enrolment</i>			✓

	<i>PGCE programme specification</i> <i>Effective programme leadership module completion</i> The Programme Lead has substantial clinical veterinary nursing experience; however, they have been recently appointed to this role and this represents their first formal teaching position within higher education for Veterinary Nursing. They do not currently hold a recognised teaching qualification, although they are enrolled on a Postgraduate Certificate in Higher Education programme and are therefore taking appropriate steps to obtain a relevant teaching qualification.			
Conclusion: This standard has been not met. The panel reviewed evidence demonstrating that WU educators and assessors are provided with a range of support and training mechanisms that enable them to deliver effective learning across all environments. However, the team was found to lack the necessary experience and qualifications required to fully meet this standard.				
Suggestions: 4.2 – Consider the auditing of CPD records for the programme team to ensure relevant standards are being met and areas for further development are recognised. Actions: 4.1 & 4.9a – Provide structured support and formal mentorship to the Programme Lead and team, enhancing their experience and expertise in veterinary nursing education. 4.4 – Review the current workloads of the CPST team and address the over allocation of hours to ensure workloads are sustainable and aligned with contractual expectations. 4.9b – Evidence the completion of a recognised teaching qualification for the Programme Lead.				

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 not 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>Programme specification</i> <i>All module specifications</i> <i>DOS and DOC procedures</i> <i>Learning outcomes mapped to DOCs/DOS</i> <i>Programme life cycle</i> The draft module specifications are mapped to the RCVS DOC and DOS, however the panel noted that DOC 28 is not currently included within any of the mapping within the module specifications. There is currently no evidence of PBE mapping, QAA Benchmark mapping, or assessment material thus it is unclear if all the regulatory requirements are being addressed.			✓
5.2	Programmes are designed, developed, delivered, evaluated, and improved based upon stakeholder feedback. <i>Evidence reviewed:</i> <i>23/24 SAR Report for RCVS</i> <i>External Examiner Response</i> <i>Programme review/validation meeting minutes</i> <i>RCVS OSCE audit report</i> <i>Programme team meeting minutes</i> <i>Continuous Monitoring Enhancement subject level review</i> <i>Stakeholder feedback minutes for OSCE design</i> <i>OSCE redesign action plan</i> <i>OSCE examiner feedback</i> <i>Embedding SQP feedback</i>			✓

	<i>Programme life cycle</i> The panel were informed that feedback is collated from TPs via email, module feedback via Moodle, programme feedback via NSS and verbal feedback via the External Examiner. While the panel noted that WU had gathered feedback from industry and students on certain aspects of the current programme, it was unclear how this feedback had influenced the development of the proposed curriculum and assessment strategy. No evidence was provided to show the collation or use of feedback specifically informing the design of the new programme.			
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> <i>OSCE potential re-design based on staff feedback</i> <i>External examiner response to report</i> <i>Stakeholder feedback</i> <i>VEN506 Vet nursing in the community module specification</i> <i>Authentic and relevant assessment methodologies</i> <i>Successful research grant application</i> The draft programme and module specifications demonstrate alignment with contemporary veterinary nursing practice. The panel reviewed two draft assessments for the proposed programme, however these had not been through a quality assurance process at this stage of the programme development. With the absence of other assessment material, the panel were unable to confirm the relevance of the assessment methodologies.			✓
5.4	Curricula and assessments are appropriately weighted in accordance with the type and length of programme. <i>Evidence reviewed:</i> <i>Programme specification</i> <i>Assessment marking rubric template level 4 and 5</i> <i>Assessment marking rubric for VEN405</i> <i>Timetables</i> <i>Module specifications</i> <i>Programme life cycle</i> The draft programme and module specifications outline appropriate credit values and assessment weightings. The panel reviewed two draft		✓	

	assessments for the proposed programme; however, some areas, such as student instructions, lacked sufficient detail. It was noted that these assessments had not yet undergone the internal quality assurance process due to the stage of programme development. In addition, as the programme and module specifications have not yet undergone formal validation, the panel was unable to determine whether they are fit for purpose			
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> <i>Programme specification</i> <i>Timetables</i> <i>DOS and DOC procedures</i> <i>Programme handbook</i> <i>Module specifications</i> <i>Clinical supervisor handbook</i> <i>NSS feedback learning opportunities</i> <i>Student progression meeting and exit awards June 24</i> The programme and module specifications have not been through validation, although the panel identified appropriate structure and increasing levels of complexity. Assessment information is currently incomplete thus it is unclear where the assessments sit in relation to the taught elements and how the formative and summative approaches address student capability.		✓	
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>Academic regulations</i> <i>Academic integrity policy</i> <i>Module specifications</i> <i>Assessment policy</i> <i>Module valuation and moderation record</i> <i>SVF meeting minutes</i> <i>Examination rules for students</i> <i>Artificial intelligence policy</i> <i>Assessment proposed changes</i> <i>Programme handbook</i> <i>NSS student feedback</i>			✓

	<i>Grading criteria and setting pass marks</i> The programme team is currently developing the assessments for the proposed programme; at the time of accreditation, two draft assessments were available for review. While the panel considered these drafts, they concluded that the assessments were not yet fit for purpose due to the absence of a full quality assurance review and the incomplete mapping to programme and regulatory requirements. The panel identified several anomalies within the module specifications. In some instances, the proposed assessments did not appear appropriate for the associated learning outcomes. For example, in VEN403, Assessment 2, the link between intravenous fluid therapy and basic client wound management was unclear. Additionally, in VEN405, the stated learning hours did not total the required 200 hours. There are several occasions where competences have been misspelled as competencies. Further information is required in order to review this requirement and confirm compliance.			
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>Academic regulations</i> <i>Student feedback on OSCE</i> <i>VEN502 module specification</i> <i>Moderation policies and processes</i> <i>OSCE Moderation minutes</i> <i>RCVS OSCE Quality monitoring report 2025</i> <i>External examiner OSCE report</i> <i>OSCE action plan</i> <i>OSCE Examiner handbook</i> <i>OSCE blueprint</i> <i>OSCE student handbook</i> <i>Subject matter expert ratings to set pass marks</i> <i>Wrexham OSCE procedures Handbook</i> <i>OSCE redesign action plan</i> <i>Academic integrity policy</i>		✓	

	WU has a comprehensive range of policies relating to the execution of the current programme Objective Structured Clinical Examinations (OSCE). The programme team have confirmed ongoing development of the OSCE for the proposed programme and therefore submission of amended OSCE assessment documentation is required.			
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>RCVS OSCE Quality monitoring report 2025</i> <i>Clinical skills club scheme of work semester 1 - 1st years</i> <i>NSS feedback learning opportunities</i> <i>VEN504 assessment brief</i> <i>Student assessment example and feedback</i> <i>Day One Skills sampling plan</i> <i>Observation form for CS's</i> <i>Expert witness statement</i> <i>Monitoring of teaching and learning</i> <i>Module valuation and moderation record</i> The evidence demonstrated practical assessment across clinical environments with quality assurance observations carried out by the CPST team with CSs.	✓		
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>Examination policy and procedure documents</i> <i>Blank mark sheet</i> <i>Assessment appeals policy</i> <i>Moderation policies and processes</i> <i>Module valuation and moderation record</i> <i>OSCE moderation 2025</i> <i>Examination rules for students</i> <i>External examiner report</i> <i>Emergency evacuation procedure for examinations</i> <i>Student moodle exam guidance</i> <i>Assessment marking rubric template level 4 and 5</i> <i>External examiner handbook</i> <i>OSCE examiner training</i> <i>Turnitin guidance</i> <i>Invigilation arrangements</i>		✓	

	WU has a range of processes to ensure a high degree of validity and robustness of assessment decisions. However, at this stage of the programme development the panel were unable to review the grading matrices relating to new proposed assessments.			
5.10	Moderation processes are in place and demonstrate that assessment is fair, reliable, and valid, and the integrity of the assessment is upheld. <i>Evidence reviewed:</i> <i>Example of moderation within Turnitin</i> <i>Moderation meeting minutes</i> <i>Student progression meeting and exit awards June 24</i> <i>External examiner handbook</i> <i>Academic integrity policy</i> <i>External examiner report</i> <i>External examiner response</i> <i>NPL sampling strategy</i> <i>DOC and DOS procedure</i> <i>Blank mark sheet</i> WU has a comprehensive range of processes in place to support quality assurance and the moderation of a variety of assessment types, including those outlined in the proposed programme specification. However, at this stage of the programme development the panel are unable to confirm that these policies can be effectively applied to the assessments included within the draft module specifications.		✓	
5.11	Mechanisms are in place to minimise bias in all assessments. <i>Evidence reviewed:</i> <i>Assessment policy</i> <i>External examiner handbook</i> <i>Assessment marking rubric for VEN405</i> <i>Invigilation arrangements</i> <i>Assessment marking rubric template level 4 and 5</i> <i>Close personal relationship policy and procedure</i> <i>Example of moderation within Turnitin</i> <i>Module valuation and moderation record</i> <i>OSCE examiner training</i> <i>Anonymous marking on Turnitin</i> WU has processes in place to minimise bias in assessment marking; however, the panel were not able to review the new proposed		✓	

	assessments and therefore could not determine whether these processes would be effectively applied. WU does not currently use anonymous marking for assessments marked through Turnitin. Adopting anonymous marking could be considered as an area for future development.			
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>Assessment policy</i> <i>Inclusion portal</i> <i>Example of student reasonable adjustments</i> <i>Fitness to practise policy</i> <i>Equality, diversity and inclusion policy</i> <i>Learning plan academic template</i> <i>Learning plan update</i> A range of evidence demonstrated that adjustments are provided in the theory setting and clinical placements for students. There is evidence of collaboration between the inclusion, CPST and programme teams. Students confirmed a high level of support is available.	✓		
5.13	Students' self-reflections contribute to, and are evidenced in, assessments. <i>Evidence reviewed:</i> <i>VEN504 assessment</i> <i>VEN505 assessment</i> <i>Assessment changes</i> <i>Professional behaviour evaluation example</i> <i>NPL tutorial part 2</i> <i>NPL sampling strategy</i> <i>Screenshot of student NPL</i> Students' self-reflections contribute meaningfully to their assessments and are clearly evidenced within the programme. Students reported that they are able to use previous feedback effectively to inform and improve future work, demonstrating a reflective approach to their learning and assessment preparation. The programme team further supports this by offering one-to-one meetings with all students to discuss assessment results and feedback. These structured discussions provide valuable opportunities for students to explore their performance, clarify expectations, and develop personalised plans, thereby strengthening their reflective practice and engagement with feedback.	✓		

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>Module specifications</i> <i>Programme handbook</i> <i>Progression board/student progression meeting minutes</i> There is evidence to confirm that there is a no compensation rule in assessments relating to the DOC and DOS, and this is written into the current and proposed programme specification.	✓		
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>Module specification</i> <i>Assessment proposed changes</i> <i>Assessment policy</i> There is evidence within the draft module specifications of unseen examinations that are appropriately aligned with modules containing the DOC.	✓		
Conclusion: This standard has not been met. WU has a range of processes in place relating to the provision, however, due to the development of the new programme a large proportion of documentation is in draft format and awaiting quality assurance and validation. When WU is providing the evidence to address the actions indicated, it is strongly encouraged to submit completed module specifications to illustrate full compliance across the entirety of the requirements within this Standard. The panel recognise the hard work of the programme team and the navigation of challenges.				
Suggestions: 5.3 – Consider reviewing all documentation to ensure that <i>competence(s)</i> is spelled consistently and correctly. 5.11 – Consider adopting a more robust assessment platform, which uses anonymous marking functions, to further reduce the risk of marking bias.				

Actions:

5.1 – Provide evidence demonstrating compliance of the following regulatory requirements:

- Full curricula coverage of the DOC
- Mapping of professional behaviours
- QAA Benchmark Mapping (Action 2.1a)

5.2 – Ensure formal stakeholder feedback mechanisms are implemented to contribute to the development of the proposed programme and ongoing programme evaluations.

5.1, 5.3, 5.4, & 5.6 - Provide at least one complete and fully quality assured assessment for each type of methodology within the proposed programme.

5.7 – Provide OSCE assessment material for the proposed programme.

5.9 – Provide evidence of assessment marking criteria for each assessment methodology within the proposed programme.

5.10 – Provide evidence of the moderation process which will be applied to the assessments within the proposed programme.

5.11 – Provide evidence demonstrating how bias will be minimised within the assessments with the proposed programme.

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> <i>TP master tracker document</i> <i>TP/aTP approval and monitoring records</i> <i>Student secondment guidance</i> <i>Consumable and equipment lists</i> <i>Memoranda of agreement</i> <i>TP/aTP risk rating and support approach</i> The clinical learning facilities in the TPs and on the Northop campus support the teaching of the RCVS DOS. The programme team have identified additional equipment to be purchased to strengthen the current resources. Some staff are currently sharing their own personal resources, such as the resuscitation clinical learning model, for clinical skills teaching within the programme. While this is commendable, this should be a resource provided by the university if required for teaching or assessment purposes.	✓		
6.2	Ensure that students are enrolled with the RCVS prior to undertaking clinical practice to comply with legislation. <i>Evidence reviewed:</i> <i>RCVS enrolment slide from welcome week</i> <i>Student programme handbook</i> <i>Clinical supervisor handbook</i> <i>Video of enrolment process on moodle</i> <i>Student Placement handbook</i> <i>TP/aTP approval and monitoring records</i>	✓		

	The evidence reviewed by the panel confirms that all students are enrolled with the RCVS prior to undertaking their first clinical placement.			
6.3	Ensure students are actively learning and adequately supervised in all clinical learning environments. <i>Evidence reviewed:</i> <i>Observation form for CSs</i> <i>Programme/qualification timetables</i> <i>NPL review for student</i> <i>Professional profiles for staff</i> <i>Student feedback</i> <i>TP approval form</i> <i>TP risk rating</i> <i>Tutorial records</i> <i>Memorandum of agreement</i> WU provides a bespoke clinical learning suite to facilitate the teaching of practical skills within the programme. Students are supervised by the programme team and can request additional sessions outside of their timetabled hours. The CPST confirms supervision of the students whilst in the clinical learning environment, and provides a high level of support and guidance which complements the support provided by the CS.	✓		
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>TP Master tracker</i> <i>CPST Handbook</i> <i>Clinical practice allocation for placement students</i> <i>Memoranda of agreement</i> <i>CPST standardisation</i> <i>Student timesheet</i> <i>Student placement handbook</i> <i>Timetables</i> <i>NPL action plan for meeting targets</i> <i>NPL action plan for professional behaviour</i> Students are provided with a placement preference form which is submitted to facilitate the allocation of a TP by the CPST team. All	✓		

	students are placed within a TP or aTP and have the ability to complete the required placement hours.			
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>Timetables</i> <i>Student engagement policy</i> <i>Programme specification</i> <i>Student secondment guidance</i> <i>Individual learning plans</i> <i>Student timesheet records</i> <i>Student handbook</i> <i>Contingency plan and flexibility for placement hours guidance</i> <i>Student secondment guidance</i> The proposed programme placement blocks mirror that of the current programme and enable students to meet the RCVS hours requirement. Students also have the opportunity to complete additional hours within vacation time. The panel noted that the placement blocks do not allow for flexibility in relation to absences, and this was supported by student feedback. Further consideration of this approach should be considered, to protect student vacation time and support their wellbeing.	✓		
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> <i>Clinical supervisor handbook</i> <i>TP master tracker document</i> <i>TP risk rating</i> <i>CS induction powerpoint</i> <i>Recruitment process for Clinical supervisor</i> The CPST team ensure there is adequate provision of appropriate CSs for students in TPs and retains supporting documentation. There is a risk rating process implemented to enhance the quality assurance process. The MOU and TP approval form also confirm adequate allocation 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> <i>Timesheets for students to complete</i> <i>Records of placement hours</i> The panel was able to confirm that comprehensive documentation relating to students in the clinical learning environment is kept and maintained in line with RCVS requirements. Regular audits of student placement hours are conducted.	✓		
6.8	Ensure there is sufficient TP support available for all recruited students. <i>Evidence reviewed:</i> <i>Clinical practice allocations</i> <i>Placement preferences form</i> <i>Practice recruitment spreadsheet</i> <i>TP master tracker document</i> <i>CPST Handbook</i> <i>Self-assessment reports</i> Through collaboration of the CPST and programme teams, a high level of support is provided to students within the clinical learning environment. Students confirmed they have access to a range of resources available through WU whilst on placement.	✓		
6.9	Ensure the TP or aTP is an RCVS listed practice. <i>Evidence reviewed:</i> <i>TP/aTP lists with RCVS TP numbers</i> The evidence confirms that all placements are either a TP or aTP, with effective approval processes in place.	✓		
6.10	Ensure that use of TPs not affiliated to the AEI is agreed with the primary AEI, and a robust memorandum of understanding (MOU) is in place with the TP. <i>Evidence reviewed:</i> <i>TP master tracker document</i> <i>Memoranda of agreement</i> <i>Procedure for using Non-affiliated TPs</i> <i>Letter to Non-affiliated TPs</i> The panel were provided with evidence demonstrating that permission is gained, via email, from the primary AEI where the TP is not affiliated to WU. A robust MOU is also in place.	✓		

6.11	Ensure clinical learning experiences are adapted to the student's stage of learning, competences, and programme outcomes. <i>Evidence reviewed:</i> <i>Tutorial records</i> <i>Programme specification</i> <i>Placement passport</i> <i>Reasonable adjustments in placement guidance VN team</i> <i>Individual learning plans</i> <i>NPL action plan for meeting targets</i> <i>NPL action plan for professional behaviour</i> <i>Student NPL tutorial powerpoint</i> <i>CPST handbooks</i> <i>Clinical supervisor training introduction powerpoint</i> <i>Memorandum of agreement</i> The curriculum content is aligned with each clinical placement block, with additional guidance provided on DOS completion. Feedback is gathered from the TPs on the students' clinical learning, which is reviewed by the programme team. Students are supported through CS tutorials, personal tutor support and CPST visits and communications.	✓		
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>TP master tracker document</i> <i>Expert witness statements</i> <i>Team meeting minutes</i> <i>TP approval document</i> <i>Memoranda of agreement</i> <i>NPL sampling strategy</i> WU promotes the involvement of the whole veterinary team within the clinical environment in line with the RCVS Code of Professional Conduct. The Clinical Supervisor Handbook outlines how the DOC and DOS align with specific modules; however, it does not explicitly reference the expectation that all members of the veterinary team within the TP should contribute to students' learning. Nonetheless, the CPST team can monitor the contribution of team members' observations of students through the use of witness statements.	✓		
Conclusion: This standard has been met.				

The CPST team ensure that all students are provided with appropriate clinical placements which are safe and inclusive. A range of processes are in place to ensure the provision of quality learning experiences with high levels of support. A collaborative approach between the CPST, programme teams and TPs was evident.

Commendations:

The CPST team is to be commended for the high level of support provided to students whilst in the clinical learning environment.

Suggestions:

6.1 – Consider the purchase of additional equipment and resources to effectively teach the RCVS Day One Skills with the inclusion of a resuscitation clinical learning model.

6.5 – Consider the current placement block structure so that the contingency of using student vacation time is avoided.

6.12 – Consider revising the Clinical Supervisor Handbook to explicitly outline the expectation that all members of the veterinary team within the Training Practice contribute to students' learning.

Actions:

None.