

Coventry University Accreditation Visit

Warwickshire College University Centre 19 – 21 March 2024

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

Accreditation Outcome for Coventry University

Coventry University submitted an application for accreditation of the following programmes:

FdSc Veterinary Nursing
BSc (Hons) Veterinary Nursing

Following the meeting of Veterinary Nurse Education Committee on 20 June 2024, Coventry University has been awarded full accreditation for 5 years status. This decision reflects the compliance of the programme against the RCVS Standards Framework for Veterinary Nurse Education and Training. Coventry University is next due for re-accreditation in academic year 2028/29, however, this may change subject to quality monitoring.

Classification of Accreditations

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

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

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

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

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

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

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

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List of Panel Members

Sam Double RVN – Chair

Abigayle Gomez RVN – RCVS Senior Qualifications Officer (Observer)

Gemma Irwin-Porter RVN – Educator Representative

Aislin O’Raw RVN – Employer Representative

Florrie Sage – Student Representative

Tori Thornton RVN – RCVS Qualifications Assessor

Kirsty Williams – RCVS Education Quality Improvement Manager (Observer)

Key Staff met

Guy Thomas – Dean of HE

Lynne Clarke – Head of HE Quality

Sarah Pointer RVN – Subject Lead for HE Veterinary Nursing (Programme Lead)

Suzanne Wildman RVN – Head of Centre (WCUC/RCVS)

Ashleigh Murphy RVN – HE Lecturer

Mandy Harris RVN – HE Lecturer

Claire Mynors RVN – HE Lecturer

Jenni Richards RVN – Clinical Placement Manager (HE Link for BSc)

Angela Porter RVN – Clinical Placement Manager (HE Link for FdSc)

Rachel Holland – Senior Instructor Technician (Animal Welfare Unit)

Katherine Skudra – Head of Student Welfare & Designated Safeguarding Lead

Amr Bayoumy – Coventry University Link Tutor

Alan Greenwood – Coventry University Associate Head of School for Quality and Accreditation
(School of Life Science)

Summary of the Panel's findings

- Coventry University (CU) and its delivery site, Warwickshire College University Centre (WCUC), were visited between 19 and 21 March 2024. In conjunction with this, four affiliated Training Practices were visited by the RCVS Qualifications Assessors ahead of the accreditation to provide feedback to the panel. The following programmes were under accreditation review:

BSc (Hons) Veterinary Nursing
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:

WCUC is to be **commended** for:

- the display of clear, colour coded risk assessments and a colour coded system for animal handling, and the acquisition and maintenance of the kennel licence.
- Students being provided with excellent support from the Veterinary Nursing programme team, including the lecturers and the Clinical Placement Manager team.
- The ASSET module, which includes a reflective portfolio, introducing students to reflective techniques and developing their analytical skills from the beginning of the programme.
- The overall consideration for the wellbeing of people throughout all learning environments.
- The collegiality of the programme team and their mutual support as professional peers.

Areas for further review included....

- Consideration of the need to disclose adverse findings of student Fitness to Practise referrals to the Regulator.
- Review of the Recognition of Prior Learning (RPL) procedure to ensure a documented process for RPL in relation to consideration of Professional, Statutory and Regulatory Body (PSRB) requirements.
- Ensuring all staff are given sufficient time to fulfil their roles during work hours.
- Demonstration of how feedback from stakeholders, such as employers, Clinical Supervisors, and the External Examiner, is sought and implemented to improve programme design and delivery.
- Implementing mechanisms, such as standard setting, within written examinations to maintain appropriate levelling of questions to ensure minimal competence is achieved.
- Review of the reasonable adjustment process for practical examinations to ensure fair access to assessment for all students.

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	Coventry University
Main address and contact details for the above organisation	Dr Amr Bayoumy Faculty of Health and Life Sciences Coventry University Alison Gingell Building Room 2.24 20 Whitefriars Street Coventry CV1 2DS 024 7765 3128 amr.bayoumy@coventry.ac.uk
Name of Principal or Chief Executive Officer	Peter Husband
Name of Programme Lead	Sarah Pointer RVN
Proposed programme(s) title:	BSc (Hons) Veterinary Nursing FdSc Veterinary Nursing
Address and contact details of proposed site/s for delivery of licence to practise qualification	For BSc: Moreton Morrell College Moreton Morrell Warwick Warwickshire CV35 9BL For FdSc: Persnore College Avonbank Persnore Worcestershire WR10 3JP
Pattern of delivery	Full time BSc: Two days attendance at lectures with weekly placement FdSc: Block attendance
Intakes and student numbers	BSc – 15 students per academic year FdSc – 15 students per academic 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 and inclusion at the forefront.

Standard met				
Accredited Education Institutions, together with Centres and Training Practices, must:				
	Requirements	Met	Part Met	Not Met
1.1	<p>Demonstrate that the safety of people and animals is a primary consideration in all learning environments.</p> <p><i>Evidence reviewed:</i></p> <p><i>Health and Safety Policy</i></p> <p><i>WCG Health and Safety Intranet Page January 2024</i></p> <p><i>WCG Accident and Incident Reporting</i></p> <p><i>Approval and Reapproval Visit Form</i></p> <p><i>Employer Compliance Checklist</i></p> <p><i>Training Practice and Clinical Supervisor Handbook 2023-24</i></p> <p><i>Staff Management Folder</i></p> <p><i>VN Practical Room Documents</i></p> <p><i>E Safety Policy</i></p> <p><i>WCG Safeguarding Policy V9</i></p> <p><i>Animal Unit Documents</i></p> <p><i>Emergency Procedures (MM and Pershore)</i></p> <p><i>Student Placement Health and Safety Form</i></p> <p>In all learning environments, robust policies and procedures are in place to ensure the safety of both people and animals. This includes a thorough induction programme for both staff and students which incorporates safety throughout.</p> <p>Risk assessments are well displayed around the clinical learning environments and there is a clear procedure for review and authorisation of risk assessments. Whilst the same procedure is in place for Standard Operating Procedures (SOPs) these are currently under review.</p> <p>The policy for onsite animals is thorough and was well demonstrated during the campus tour, with an excellent traffic light system utilised across all species.</p>	✓		

<p>1.2</p>	<p>Prioritise the wellbeing of people.</p> <p><i>Evidence reviewed:</i></p> <p><i>Staff Management Folder</i></p> <p><i>2023 Professional Behaviour Evaluation</i></p> <p><i>Virtual tour of VNAC spreadsheet - see Standard 6.6a</i></p> <p><i>Employer Compliance Checklist</i></p> <p><i>Mental Health First Aid Poster (redacted)</i></p> <p><i>Job Description for the HE Pastoral Tutor</i></p> <p><i>Wellbeing Strategy 2018-2023</i></p> <p><i>Employee Health and Wellbeing policy</i></p> <p><i>Employee Wellbeing Intranet page</i></p> <p><i>Student Health and Wellbeing Intranet Page</i></p> <p><i>Employee Assistance Intranet page</i></p> <p><i>Employee Assistance Programme Contact details</i></p> <p><i>Employee Assistance Programme Leaflet</i></p> <p><i>Student Assistance Programme 2023-24</i></p> <p><i>Approval and Reapproval Visit Form</i></p> <p><i>Mental Health Support for Students Intranet Page</i></p> <p><i>KOOTH - Student Access</i></p> <p><i>Mental Health Intranet page</i></p> <p><i>Mental Health Support</i></p> <p>The learning culture at Warwickshire College University Centre (WCUC) evidenced that wellbeing of people is paramount across all aspects of the programme, including the wellbeing of both staff and students.</p> <p>Campus wide wellbeing initiatives are clearly signposted, evidenced by posters, the intranet and the verbal feedback provided by both faculty and students. Free sanitary products are provided.</p>	<p>✓</p>		
<p>1.3</p>	<p>Ensure that facilities and physical resources, including those used for clinical learning, comply with all relevant legislation including UK animal care and welfare standards.</p> <p><i>Evidence reviewed:</i></p> <p><i>Employer Compliance Checklist</i></p> <p><i>Memorandum of Understanding</i></p> <p><i>NPL Documents</i></p> <p><i>Training Practice Visit Planner 2023-24</i></p> <p><i>Secondary Centre Agreement</i></p> <p><i>Risk Management of Primary and Secondary Practices</i></p> <p><i>Virtual tour of VNAC spreadsheet.mp4 see standard 6.1b</i></p> <p><i>Approval and Reapproval Visit Form</i></p> <p><i>Warwickshire College Group Mail - VMD inspection and Practice Registration.</i></p>	<p>✓</p>		

	<p><i>Resource statement from FAP (June 2023)</i> <i>WCUC Inventory of Clinical Equipment and Consumables</i> <i>HE Course Survey 2022-23</i> <i>Summary Document - You Said, We Did</i></p> <p>The facilities and physical resources utilised for clinical learning of the RCVS Day One Skills (DOS) and Day One Competences (DOC) are sufficiently maintained.</p> <p>There was clear compliance with legislative requirements and the Animal Welfare Act 2006.</p> <p>The tour of the Animal Welfare Unit demonstrated high levels of welfare for a variety of species used to teach the veterinary nursing students. Animal welfare is paramount, demonstrated using a traffic light system for approaching and handling, a booking system, and knowledgeable technicians. There are plans underway to expand some of the accommodation.</p> <p>The kennel facility holds an Animal Activities Licence and is compliant with the local council requirements for maintenance of this.</p> <p>Training practices (TPs) undergo a thorough approval and reapproval process to ensure alignment with relevant legislation.</p>			
1.4	<p>Ensure clients have the opportunity to give, and if required withdraw, their informed consent to students being involved in the care of their animals.</p> <p><i>Evidence reviewed:</i> <i>Approval and Reapproval Visit Form</i> <i>Client consent to SVN in Placement Poster</i> <i>Student question session</i></p> <p>TPs have been provided with posters detailing training practice status and the owner's right to withdraw consent, and this is audited at the annual TP visits. Students fed back that they were encouraged to be open and honest with clients during their clinical placement, some TPs use consent forms and signs on reception to promote client awareness of student involvement with the care of their pets.</p>	✓		
1.5	<p>Promote client, public and animal safety and welfare and maintaining confidentiality.</p> <p><i>Evidence reviewed:</i></p>	✓		

	<p><i>Job Descriptions</i> <i>Staff Management Folder (specifically Performance review_ TEMPLATE)</i> <i>HE Course Survey 2022-23</i> <i>Summary Document - You Said, We Did</i> <i>Lesson Observations</i> <i>Data Protection Policy</i> <i>NPL Documents specifically NPL Guide 2023</i> <i>Approval and Reapproval Visit Form</i> <i>Staff Social Media Guidelines</i></p> <p>The reviewed evidence confirms that information regarding animals, clients and the public is maintained confidentially. Faculty and students are introduced to safety and welfare at induction, and this is continued throughout the programme.</p>			
1.6	<p>Ensure students and educators understand how to raise concerns or complaints and are encouraged and supported to do so in line with local and national policies without fear of adverse consequences.</p> <p><i>Evidence reviewed:</i> <i>Document 108 - HE Student Councils</i> <i>HE Student Handbook 2023-24 and Student Intranet Page</i> <i>Staff Grievance Procedure</i> <i>Course Handbooks 2023-2</i> <i>Student Customer Services - Intranet Page</i> <i>Level 4 Induction Schedule (BSc) September 2023</i> <i>Level 5 Induction Schedule (BSc) September 2023</i> <i>Pershore FdSc Induction Timetable September 2023</i> <i>HE Complaints Procedure V7</i> <i>Staff Social Media Guidelines</i> <i>Whistleblowing Guidance and Procedures</i> <i>WCG Safeguarding Policy V9</i> <i>Wellbeing Strategy 2018-2023</i> <i>Employee Health and Wellbeing Policy</i> <i>Employee Wellbeing Intranet page</i></p> <p>The WCUC procedures, guidelines, and policies are clear and accessible to all students and educators enabling avenues to report concerns and complaints.</p> <p>The delivery team confirmed that they were confident in how to report and process concerns and complaints. Whilst students had no examples to discuss they were clearly comfortable that they would be able to raise any concerns or complaints to the necessary personnel.</p>	✓		

1.7	<p>Ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised.</p> <p><i>Evidence reviewed:</i> <i>HE Complaints Procedure V7</i> <i>WCUC Fitness to Practise 2023-24</i> <i>Course Handbooks 2023-24</i> <i>WCG Safeguarding Policy V9</i> <i>Wellbeing Strategy 2018- 2023</i> <i>Employee Health and Wellbeing Policy</i> <i>Employee Wellbeing Intranet page</i> <i>Student Health and Wellbeing Intranet page</i> <i>WCUC Suicide Safer Strategy 2023-25</i></p> <p>The panel were assured that any concern or complaint would be investigated and dealt with appropriately without bias, with the welfare of people and animals being considered throughout.</p>	✓		
1.8	<p>Ensure mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated.</p> <p><i>Evidence reviewed:</i> <i>Approval and Reapproval Visit Form</i> <i>WCG Accident and Incident Reporting</i> <i>HE Complaints Procedure</i> <i>Staff Disciplinary Guidance and Procedure HE Student Disciplinary Policy – Non-Academic V3</i> <i>Employer Compliance Checklist</i> <i>Training Practice and Clinical Supervisor Handbook 2023-24</i> <i>Standard 1.8 Example</i></p> <p>There are clear policies demonstrating the procedure for investigating mistakes and incidents across all learning environments. WCUG has incorporated incident reporting for student accidents on clinical placement and an example of this was supplied to the panel.</p>	✓		
1.9	<p>Ensure students are supported and supervised in being open and honest in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i> <i>WCUC Fitness to Practise 2023-24</i> <i>Virtual Tour of Google Classroom</i> <i>Course Handbooks 2023-24</i> <i>HE Course Survey 2022-23</i> <i>Summary Document - You Said, We Did</i> <i>Sample Module Guides 2023-24</i></p>	✓		

	<p><i>Lesson Observations</i> <i>NPL Documents</i> <i>BSc VN Y1 Tutorials 2023-24</i> <i>Student Placement Handbook 2023-24</i> <i>Work Placement Agreement</i></p> <p>The Code of Professional Conduct (CoPC) is embedded throughout the programme. There are numerous feedback opportunities for students and there is clear dissemination via the <i>You Said, We Did</i> process. Student feedback reflected their understanding of the importance of being open and honest. The <i>Fitness to Practise</i> policy is robust, although there is a minor discrepancy within the wording of the Five Principles of Practice.</p>			
1.10	<p>Ensure the learning culture is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation.</p> <p><i>Evidence reviewed:</i> <i>Lesson Observations</i> <i>WCG Staff CPD (specifically WCG CPD folder within this)</i> <i>WCG Staff CPD (specifically RCVS CPD folder within this)</i> <i>Virtual tour of VNAC spreadsheet - see Standard 6.1a.</i> <i>CCQEM Report</i> <i>HE Course Survey 2022-23</i> <i>Summary Document - You Said, We Did</i> <i>Equality and Diversity Policy V6</i> <i>Student Placement Handbook 2023-24</i> <i>Disclosing Reasonable Adjustments / Student Needs with Training Practices</i> <i>Clinical Placement Template - Reasonable Adjustments (September 2023)</i> <i>Student example - Clinical Placement - reasonable adjustments (September 2023)</i> <i>Conflict of Interest Declaration</i> <i>HE Complaints Procedure v7</i></p> <p>There are robust Equality, Diversity, and Inclusion (EDI) policies in place with the team undertaking mandatory EDI training every three years alongside their required Continuing Professional Development (CPD). Reasonable adjustments (RAs) are considered across all learning experiences, including clinical placement.</p>	✓		
1.11	<p>Advance equality of opportunity through effective use of information and data.</p>	✓		

	<p><i>Evidence reviewed:</i> <i>CCQEM Report</i> <i>Access and Participation Plan - Warwickshire College</i> <i>Access and Participation Summary - Warwickshire College</i> <i>External Examiner Reports</i> <i>HE Course Survey 2022-23</i> <i>External Experts Feedback - Coventry University Course</i> <i>Revalidation 2023</i> <i>Access and Participation Summary</i></p> <p>WCUC ensures the equality of opportunity through the <i>Access and Participation Plan</i>. The evidence was reflective of the various data collection processes and how these are evaluated and actioned.</p>			
1.12	<p>Work to promote inter-professional education and inter-professional practice and support opportunities for research collaboration.</p> <p><i>Evidence reviewed:</i> <i>Programme Specification FdSc</i> <i>Programme Specification BSc</i> <i>Programme Specification BSc Level 6 top up</i> <i>Ethical Approval</i> <i>TP Secondment Agreement</i> <i>Futures week 2024</i> <i>Guest Speaker List</i> <i>HETREC Terms of Reference</i> <i>Sample Module Guides 2023-24</i></p> <p>Interprofessional education and interprofessional practice is encouraged for students and staff at WCUC. There is a comprehensive 'Futures Week' which incorporates numerous guest speakers, providing many opportunities for collaborative learning and future career planning.</p> <p>Interprofessional education is encouraged through an established arrangement where veterinary nursing students from the Netherlands spend some time at the Pershore campus.</p> <p>Whilst opportunities for staff research are encouraged and WCUC is clearly working toward a collaborative research approach, there is currently little time afforded for staff to undertake research and scholarly activities unless faculty members have secured a research grant. This is discussed further in Standard 4.</p>	✓		
1.13	<p>Promote evidenced-based improvement in education and veterinary nursing practice.</p>	✓		

	<p><i>Evidence reviewed:</i> <i>Programme Specification FdSc</i> <i>Programme Specification BSc</i> <i>Programme Specification BSc Level 6 top up</i> <i>Sample Module Guides 2023-24</i> <i>Ethical Approval</i> <i>WCG Staff CPD</i> <i>WCG Staff CPD Audit</i> <i>Memorandum of Understanding</i> <i>TP Secondment Agreement</i> <i>Futures Week 2024 - see Standard 1.12d</i> <i>Sample Module Guides 2023-24</i> <i>HE Quality and Enhancement Policy HE Quality and Enhancement Manual V5</i></p> <p>Evidence based improvement in education and veterinary nursing practice is embedded throughout the programme.</p> <p>WCUC conducts a HE teaching conference twice a year which encourages staff reflection on pedagogical approaches and ensures an evidence-based approach to HE teaching and learning.</p>			
<p>Conclusion:</p> <p>This standard has been met.</p> <p>The learning culture at WCUC places safety at the forefront whilst ensuring the wellbeing of all individuals, including animals. The commitment of the Veterinary Nursing department allows the CoPC to be upheld. Education and training are highly regarded and actively encouraged across all learning environments with an emphasis on diversity and inclusion.</p>				
<p>Commendations:</p> <p>WCUC is commended for:</p> <p>the display of clear, colour coded risk assessments and a colour coded system for animal handling, and the acquiring and maintenance of the kennel licence.</p> <p>the overall wellbeing of people throughout all learning environments.</p> <p>Suggestions:</p> <p>a. Consider reviewing the Fitness to Practise Policy to ensure all RCVS references are correct.</p> <p>Actions:</p> <p>None.</p>				

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 quality, taking account of the diverse needs of, and working in partnership with, students and all other stakeholders.

Standard partially met				
Accredited Education Institutions, together with Centres and Training Practices, must:				
	Requirements	Met	Part Met	Not Met
2.1	<p>Comply with all relevant legal, regulatory, professional and educational requirements.</p> <p><i>Evidence reviewed:</i> <i>OfS Registration Acceptance Letter</i> <i>RCVS Reaccreditation Report and Action plan</i> <i>External Examiner Reports</i> <i>Action plan from FAP January 2023</i> <i>Coventry University June 2023 Periodic Review</i></p> <p>The programme has undergone successful validation by Coventry University. The evidence reviewed demonstrates compliance with legal, regulatory, professional, and educational requirements. WCUC has mechanisms in place to ensure that all policies and procedures are reviewed and amended as appropriate.</p>	✓		
2.2	<p>Provide all information and evidence required by regulators in a timely manner i.e. within published timescales.</p> <p><i>Evidence reviewed:</i> <i>Reaccreditation Report and Action plan</i></p> <p>The implementation of the action plan and the submission of the corresponding evidence has been carried out promptly and effectively. Communications relating to this reaccreditation event were clear and well organised.</p>	✓		
2.3	<p>Ensure programmes are designed to meet RCVS Day One Competences and Skills for Veterinary Nurses, QAA Veterinary Nursing Benchmarks and outcomes relevant to the programme.</p> <p><i>Evidence reviewed:</i> <i>RCVS DOS/DOC Mapping 2023</i></p>	✓		

	<p><i>FdSc Programme specification</i> <i>BSc Programme Specification</i> <i>BSc Top Up Level 6 Programme Specification</i> <i>Module Descriptors</i></p> <p>Modules have been designed and referenced to the QAA benchmark statements and the DOC and DOS. The programme team has ensured that practical teaching has been designed around adequate coverage of the DOS and equipment is in place to support the teaching.</p>			
2.4	<p>Comply with the RCVS Code of Professional Conduct for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> <i>Module Descriptors</i> <i>Sample Module Guides 2023-24</i> <i>FdSc Programme specification</i> <i>BSc Programme Specification</i> <i>BSc Top Up Level 6 Programme Specification</i> <i>Sample Module Guides 2023-24</i> <i>Lesson Observations</i> <i>Lesson Planning</i></p> <p>The evidence reviewed demonstrates compliance with the CoPC. The programme team has embedded the CoPC throughout the curricula and refer to the Code in many WCUC documents, including the <i>Programme Handbook</i>.</p>	✓		
2.5	<p>Comply with the RCVS Veterinary Nursing Registration Rules.</p> <p><i>Evidence reviewed:</i> <i>Virtual tour of VNAC spreadsheet</i> <i>Placements as of January 2024</i> <i>WCUC Process for Securing Placement</i> <i>FdSc Programme specification</i> <i>BSc Programme Specification</i> <i>Course Handbooks 2023-24</i> <i>Virtual tour of Google Classroom for RCVS</i></p> <p>The programme is designed to ensure students have the opportunity to meet the RCVS Registration Rules and are therefore eligible to apply for registration as a veterinary nurse on completion of the programme.</p>	✓		
2.6	<p>Adopt a partnership approach, with shared responsibility, evidenced by a Memorandum of Understanding between the Accredited Education Institution and the delivery site and between the delivery</p>	✓		

	<p>site and the Training Practice. This must be regularly reviewed and clearly stipulate the roles, responsibilities, and regulatory requirements.</p> <p><i>Evidence reviewed:</i> <i>Programme Approval Agreement Coventry University - Warwickshire College</i> <i>Memorandum of Understanding</i> <i>NPL Documents</i> <i>HE Quality and Enhancement Policy V7</i> <i>HE Quality and Enhancement Manual V6</i> <i>Approval and Reapproval Visit Form</i> <i>Action plan from FAP January 2023</i> <i>CCQEM Report</i> <i>Training Practice and Clinical Supervisor Handbook 2023-24</i> <i>TP Secondment Agreement</i></p> <p>A current Memorandum of Understanding (MOU) between Coventry University and WCUC is in place. MOUs are in place between the delivery site and TPs with mechanisms in place for regular review.</p>			
2.7	<p>Ensure that recruitment, selection and retention of students is open, fair and transparent and includes measures to understand and address underrepresentation.</p> <p><i>Evidence reviewed:</i> <i>FdSc Programme specification</i> <i>BSc Programme Specification</i> <i>BSc Top Up Level 6 Programme Specification</i> <i>BSc VN Interviewer Checklist</i> <i>FdSc VN Interviewer Checklist</i> <i>Equality and Diversity Policy V6</i> <i>HE Admissions Policy v3</i> <i>WCUC HE Recognition of Prior Learning Policy V3</i></p> <p><i>Completed Applicant Interview Checklist</i> <i>Access and Participation Plan - Warwickshire College</i></p> <p><i>Application Information Held</i> <i>Questions for Written Responses on Interview Day</i> <i>CCQEM Report</i> <i>Self Evaluation Document - Course Review April 2023</i> <i>Access and Participation Plan - Warwickshire College</i> <i>Access and Participation Summary - Warwickshire College</i></p> <p>Applications are processed by the central admissions team and interviews carried out by the programme team. WCUC has an access</p>	✓		

	and participation plan with specific reference to the veterinary nursing programmes.			
2.8	<p>Have entry criteria for the programme that includes evidence that the student has capability in numeracy, literacy and science, written and spoken English and mathematics to meet the programme outcomes.</p> <p><i>Evidence reviewed:</i> <i>FdSc Programme Specification</i> <i>BSc Programme Specification</i> <i>WCUC Higher Education Course Guide 2023-24</i> <i>Website Entry Requirements</i></p> <p>The programme team confirmed that alternative qualifications are accepted by WCUC and assessed by the admissions team. Appropriate entry criteria are visible through the WCUC prospectus.</p>	✓		
2.9	<p>Provide students with the information and support to enable them to demonstrate fitness to practise including the disclosure of any criminal convictions that may affect registration with the RCVS as qualified veterinary nurses.</p> <p><i>Evidence reviewed:</i> <i>WCUC Fitness to Practise 2023-242.15</i> <i>Induction Documents</i> <i>Video Tour of Google Classrooms</i> <i>BSc VN Interviewer checklist</i> <i>FdSc VN Interviewer checklist</i> <i>Completed Applicant Interview Checklist</i> <i>Course Handbooks</i></p> <p>WCUC has a process to ensure that students are supported to demonstrate fitness to practise. Information about the requirements for students to disclose any criminal conviction is provided within both the interview documentation and the <i>Course Handbooks</i>.</p>	✓		
2.10	<p>Demonstrate a robust process for recognition of prior learning (RPL).</p> <p><i>Evidence reviewed:</i> <i>WCUC HE Recognition of Prior Learning Policy V3</i></p> <p>WCUC has an RPL policy in place, however this does not consider transfer of achieved RCVS DOC and DOS.</p>		✓	
2.11	<p>Provide students with the information and support they require in all learning environments to enable them to understand and comply with the relevant governance processes and policies.</p> <p><i>Evidence reviewed:</i></p>	✓		

	<p><i>HE Student Handbook 2023-24 and Student Intranet Page</i> <i>Induction Documents</i> <i>WCUC HE Terms and Conditions 2023-24</i> <i>Virtual Tour of Google Classroom</i> <i>Coventry University/ Warwickshire College Academic Regulations 2023-24</i> <i>Course Handbooks</i> <i>Sample Module Guides 2023-24</i> <i>Student Link to Policies and Procedures - Intranet Page</i> <i>Training Practice and Clinical Supervisor Handbook 2023-24</i> <i>Work Placement Agreement</i> <i>WCUC Fitness to Practise 2023-24</i> <i>BSc VN Y1 Tutorials 2023-24</i> <i>Memorandum of Understanding</i> <i>Student meetings</i></p> <p>WCUC and CU provide a range of student facing documentation which provides key information. Review of the evidence indicates that information regarding student attendance requirements is absent from the WCUC student and programme handbooks. However, discussions with students demonstrated that they were aware of the attendance requirements and personal data pertaining to attendance which could be viewed on the online portal.</p>			
2.12	<p>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.</p> <p><i>Evidence reviewed:</i> <i>WCUC Fitness to Practise 2023-24</i> <i>Course Handbooks</i> <i>Fitness to Study Policy V3</i> <i>HE Academic Appeals Procedure V6</i> <i>HE Academic Misconduct Procedure v5</i> <i>HE Terms and Conditions 2023-24</i> <i>Student Engagement and Partnership Statement</i> <i>HE Student Handbook 2023-24 and Student Intranet Page</i></p> <p>The institution has a FtP policy in place, however, this does not indicate informing the RCVS about concerns with a student's FtP that may impact registration.</p>			✓
2.13	<p>Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award.</p> <p><i>Evidence reviewed:</i></p>	✓		

	<p><i>HE Assessment Board Minutes</i> <i>HE Assessment Board Procedure V4</i></p> <p>The evidence provided confirmed that students are awarded their full award or exit award, and this process and outcome is confirmed by the Board of Examiners.</p>			
2.14	<p>Regularly review all learning environments and provide assurance that they are safe, effective and fit for purpose.</p> <p><i>Evidence reviewed:</i> <i>Resource Statement from FAP (June 2023)</i> <i>Self Evaluation Document - Course Review April 2023</i> <i>HE Course Survey 2022-23</i> <i>Summary Document - You Said, We Did</i> <i>Course Consultative Committee</i> <i>Training Practice Visit Form</i> <i>Approval and Reapproval Visit Form</i> <i>Health and Safety Policy</i></p> <p><i>WCG Accident and Incident Reporting</i> <i>Training Practice and Clinical Supervisor Handbook 2023-24</i> <i>TP Secondment Agreement</i> <i>Memorandum of Understanding</i> <i>External Examiners Report</i> <i>OSCE Report Coventry June 2021</i> <i>OSCE Documentation</i> <i>Animal Unit documents</i> <i>Staff Social Media Guidelines</i> <i>HE Student Handbook</i></p> <p>The evidence reviewed demonstrates that delivery site learning environments are effective and fit for purpose with robust safety mechanisms in place.</p>	✓		
2.15	<p>Appoint appropriately qualified and experienced people for programme development and delivery.</p> <p><i>Evidence reviewed:</i> <i>Module Tutor List (CV Mapping)</i> <i>Staff CVs</i> <i>WCG Staff CPD</i> <i>Staff Management Folder</i> <i>WCG Staff CPD Job Descriptions</i> <i>WCG Staff CPD audit</i> <i>RCVS Registered Staff</i> <i>Recruitment and Selection Policy</i></p>	✓		

	<p><i>External Examiner's Job Description</i> <i>External Examiner CV</i></p> <p>WCUC and CU have mechanisms in place to ensure that staff are appropriately recruited and appointed. Coventry confirmed that it not only adheres to the External Examiner recruitment process, but also ensures that the External Examiner for the programme is a Registered Veterinary Nurse.</p>			
2.16	<p>Where an Accredited Education Institution is not yet fully accredited, or at the discretion of Veterinary Nurse Education Committee, facilitate the attendance of the RCVS at the trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place for the relevant cohort of students.</p> <p><i>Evidence reviewed:</i></p> <p>CU currently holds full accreditation status.</p>	N/A		
2.17	<p>Where an Accredited Education Institution plans to make any changes to its provision, including assessment, the RCVS must approve all changes prior to implementation.</p> <p><i>Evidence reviewed:</i> <i>2023 RCVS Re-accreditation Report and Action plan</i> <i>Coventry University June 2023 Periodic Review</i></p> <p>WCUC has communicated intended programme changes to the RCVS prior to execution and mechanisms are in place for future communications.</p>	✓		
2.18	<p>Provide evidence that adequate market demand and finances are in place and are sufficient to sustain and develop the programme and have been approved by the Higher Education Institution or Awarding Organisation.</p> <p><i>Evidence reviewed:</i> <i>WCG Annual Statement of Accounts 21/22</i> <i>Self-Evaluation Document - Course Review April 2023</i> <i>WCG Annual Report 2021-22</i> <i>Draft Self Evaluation Document - Course Review</i> <i>Notification of Intent for Veterinary Nursing Programme</i> <i>Additional financial statement (supplied 19/3/24)</i> <i>Presentation overview from 19/3/24</i></p> <p>Evidence has been provided to demonstrate that the programmes are currently financially stable. WCUC has considered how a reduction in numbers may affect its finances and has no concerns regarding this at the present time.</p>	✓		

Conclusion:

This standard has been partially met.

There are effective mechanisms in place within WCUC and CU to ensure compliance with legal, regulatory, professional, and educational requirements.

The diverse needs of students are considered, and procedures are in place to support effective learning. There are mechanisms in place for RPL, however this currently does not include consideration of the RCVS DOC and DOS.

Learning environments are effective and fit for purpose with robust safety mechanisms in place through WCUC. Governance systems ensure that diverse needs of students are taken into consideration.

Suggestions:

- a. Consider adding student attendance requirements student attendance requirements to handbooks, for full transparency.

Actions:

- a. Ensure the WCUC FtP policy includes information pertaining to disclosure of adverse findings of student FtP referrals to RCVS.
- b. Ensure there is a documented process for RPL in relation to consideration of PSRB requirements.

Standard 3 – Student empowerment

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

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

Standard met				
Accredited Education Institutions, together with Centres and Training Practices, must ensure that all students:				
	Requirements	Met	Part Met	Not Met
3.1	<p>Are well prepared for learning in theory and practice having received relevant inductions.</p> <p><i>Evidence reviewed:</i> HE Student Handbook 2022-24 WCUC Process for Securing Placements Induction Documents Animal Unit Documents 2023 Professional Behaviour Evaluation Student Placement Handbook 2023-24 NPL Documents Student Interviews</p> <p>The students confirmed receipt of a thorough veterinary nursing induction at both Moreton Morrell and Pershore campuses. All relevant handbooks are easily accessible via the Google Classroom platform, including a detailed <i>Student Placement Handbook</i>, which was demonstrated to the panel. The DOC, DOS and CoPC are clearly referenced in the induction materials.</p> <p>The students indicated that the induction process was comprehensive with a variety of sessions held in the first week for the integration of the cohort including a tour of the teaching and clinical facilities.</p>	✓		
3.2	<p>Have access to the resources they need to achieve the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks, and programme outcomes required for their professional role.</p> <p><i>Evidence reviewed:</i></p>	✓		

	<p><i>Animal Unit documents</i> <i>Resource statement from FAP (June 2023)</i> <i>Approval and Reapproval Visit Form</i> <i>WCUC Inventory of Clinical Equipment and Consumables</i> <i>Resource statement from FAP (June 2023)</i> <i>Course Handbook</i> <i>2023-24 FdSc VN Pershore Delivery Blocks</i> <i>2023-24 BSc VN Lecture Timetables and Assessment Schedules</i> <i>Risk Management of Primary and Secondary Practices</i> <i>Campus Tour</i></p> <p>The clinical skills area contains all essential equipment for the DOS. The WCUC library holds a variety of textbooks in print, and these are also available online. It was noted on the tour that some of the in-print textbooks were out of date, therefore, it is suggested that these are reviewed to remain current. Students have access to both veterinary nursing and human nursing journals online. It is recommended that the reading lists for modules are reviewed to ensure all contemporary veterinary nursing journals are included. Students also have access to the central CU library.</p> <p>The TP approval form assesses whether the practice has suitable resources for the students on placement.</p>			
3.3	<p>Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, practice placements and other information relevant to the programme.</p> <p><i>Evidence reviewed:</i> <i>FdSc Programme Specification</i> <i>BSc Programme Specification</i> <i>BSc Level 6 top up Programme Specification</i> <i>Virtual tour of Google Classroom</i> <i>HE Student Handbook 2023-24 and Student Intranet Page</i> <i>2023-24 BSc VN Lecture Timetables and Assessment Schedules</i> <i>2023-24 FdSc VN Lecture Timetables and Assessment Schedules</i> <i>Sample Module Guides 2023-24</i> <i>Module Descriptors</i> <i>Clinical Supervisor Documents</i> <i>Student Interviews</i></p> <p>Students are provided with assessment schedules at the start of the academic year with student timetables being released in a timely manner. The evidence provided shows excellent communication channels between the students and the academic team. Google Classroom contains easy access to staff contact details and the stream tab provides students with regular updates.</p>		✓	

	<p>The students felt communication with the veterinary nursing team is good and they were aware of where to find all information relevant to the programme.</p> <p>It is important to ensure that the wording within stakeholder documentation is reviewed, as some documentation refers to students qualifying as Registered Veterinary Nurses which is incorrect. Students will qualify as veterinary nurses and will then be eligible to apply to enter the RCVS Register.</p>			
3.4	<p>To work with and learn from a range of people in practice placements, preparing them to provide care to a range of animals with diverse needs.</p> <p><i>Evidence reviewed:</i> <i>Approval and Reapproval Visit Form</i> <i>Risk Management of Primary and Secondary Practices</i> <i>VN futures week</i> <i>Student Interviews</i></p> <p>The TP approval paperwork incorporates a section ensuring students are learning from a range of professionals in practice. Witness statements are utilised in practice and uploaded to the students' Nursing Progress Log (NPL).</p> <p>'Futures Week' provides students with an opportunity to learn from a range of guest speakers, encouraging inter-professional learning.</p>	✓		
3.5	<p>Are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation-based learning appropriate for their programme as necessary for safe and effective practice.</p> <p><i>Evidence reviewed:</i> <i>FdSc Programme Specification</i> <i>BSc Programme Specification</i> <i>BSc Level 6 top up Programme Specification</i> <i>NPL Documents</i> <i>Student Placement Handbook 2023-24</i> <i>Training Practice and Clinical Supervisor Handbook 2023-24</i> <i>2023-24 BSc VN Lecture Timetables and Assessment Schedules</i> <i>2023-24 FdSc VN Lecture Timetables and Assessment Schedules</i> <i>Virtual tour of Google Classroom</i> <i>OSCE Documentation</i> <i>Module Descriptors</i> <i>Sample Module Guides 2023-24</i></p>	✓		

	<p><i>Approval and Reapproval Visit Form</i> <i>WCUC Inventory of Clinical Equipment and Consumables</i></p> <p>The clinical skills area has a good range of models and equipment enabling students to gain broad exposure to a variety of tasks. The equipment is the same across both campuses, and the students are in groups no larger than 12 in the clinical skills area to enable a more tailored teaching approach.</p> <p>Simulation-based learning is occasionally used for students to open tasks that are less frequently seen in practice.</p>			
3.6	<p>Are supervised and supported in clinical placement learning in accordance with RCVS Standards Framework for Veterinary Nurse Education and Training.</p> <p><i>Evidence reviewed:</i> <i>Approval and Reapproval Visit Form</i> <i>External Examiner Reports</i> <i>External Examiner Review of NPL</i> <i>Training Practice Visit Planner 2023-24</i> <i>Virtual tour of VNAC spreadsheet.mp4</i> <i>NPL documents</i> <i>BSc Y4 VN TP Visit/Check 2023/24</i> <i>Student Interviews</i></p> <p>The Clinical Placement Manager (CPM) team supports students on placement, and the placement handbook provided during induction week details the responsibilities of all parties. All students on placement have a Clinical Supervisor (CS) who supports them with completion of the NPL. There is an increased number of visits for higher risk banded practices, and this is reviewed regularly.</p> <p>There are clear communication channels for students whilst they are on placement, and they feel very well supported by the CPMs.</p>	✓		
3.7	<p>Are supervised according to their individual learning needs, proficiency and confidence.</p> <p><i>Evidence reviewed:</i> <i>Extenuating Circumstances</i> <i>NPL Documents</i> <i>OSCE Documentation</i> <i>TP Secondment Agreement</i> <i>Employer Compliance Checklist</i> <i>Student Placement Handbook 2023-24</i> <i>Disclosing Reasonable Adjustments / Student Needs with Training Practices</i></p>	✓		

	<p><i>Clinical Placement Template - Reasonable Adjustments (September 2023)</i></p> <p><i>Student example - Clinical Placement - Reasonable Adjustments (September 2023)</i></p> <p><i>Student Support Intranet Page</i></p> <p><i>NPL documents</i></p> <p>The evidence provided demonstrates teaching and support is provided according to a student's individual needs both on campus and during placement. There is a clear RA Policy in place, with avenues for declaring these to placements.</p>			
3.8	<p>Are allocated and can make use of supported learning time including blended learning and recording completion of RCVS Day One Skills for Veterinary Nursing when in practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>Video Tour of Google Classrooms</i></p> <p><i>2023-24 BSc VN Lecture Timetables and Assessment Schedules</i></p> <p><i>2023-24 FdSc VN Lecture Timetables and Assessment Schedules</i></p> <p><i>NPL Documents</i></p> <p><i>Approval and Reapproval Visit Form</i></p> <p><i>Memorandum of Understanding</i></p> <p><i>Student Interviews</i></p> <p>Students are allocated three hours per week to work on their NPL in practice. Students felt well supported by their CS and CPM and more time is made available to them if required.</p>	✓		
3.9	<p>Are assigned and have access to a nominated academic tutor/lead for each part of the education programme.</p> <p><i>Evidence reviewed:</i></p> <p><i>Virtual tour of Google Classroom</i></p> <p><i>HE Course Survey 2022-23</i></p> <p><i>Summary Document - You Said, We Did</i></p> <p><i>FdSc Programme Specification</i></p> <p><i>BSc Programme Specification</i></p> <p><i>BSc Level 6 top up Programme Specification</i></p> <p><i>HE Student Handbook 2023-24</i></p> <p><i>Course Handbooks</i></p> <p><i>BSc VN Y1 Tutorials 2023-24</i></p> <p><i>Student Interviews</i></p> <p>Students are aware who their Academic Tutor (AT) is and feel very well supported by them. The communication channels are clear and tutorial time is allocated for each student, with more time</p>	✓		

	available if needed. There are two ATs, one at each campus and students felt this works well.			
3.10	<p>Have the necessary support and information to manage any interruptions to the study of programmes for any reason.</p> <p><i>Evidence reviewed:</i> <i>HE Student Handbook 2023-24</i> <i>Student Intranet Page</i> <i>Course Handbooks</i> <i>Coventry University/Warwickshire College Academic Regulations 2023-24</i> <i>WCUC Fitness to Practise 2023-24</i></p> <p>There are clear policies in place to manage interruptions of study and all information is available to students in the <i>Course Handbook</i>.</p>	✓		
3.11	<p>Have their diverse needs respected and considered across all learning environments.</p> <p><i>Evidence reviewed:</i> <i>Equality and Diversity Policy V6</i> <i>Employer Compliance Checklist</i> <i>WCUC Fitness to Practise 2023-24</i> <i>Student Placement Handbook 2023-24</i> <i>Disclosing Reasonable Adjustments / Student Needs with Training Practices</i> <i>Clinical Placement Template - Reasonable Adjustments (September 2023)</i> <i>Student example - Clinical Placement - Reasonable Adjustments (September 2023)</i> <i>Fitness to Study Policy V3</i></p> <p>There are comprehensive policies in place for ensuring students have their diverse needs considered. It is suggested that to make this more robust, there could be an additional section in the handbook on religious clothing in veterinary education and clinical placement settings.</p> <p>EDI training records were available for staff, with renewal dates clearly shown on a spreadsheet for ease of monitoring.</p>	✓		
3.12	<p>Are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i> <i>Equality and Diversity Policy V6</i> <i>HE Course Survey 2022-23</i></p>	✓		

	<p><i>Summary Document - You Said, We Did</i> <i>WCG Safeguarding Policy V9</i> <i>Student Interviews</i></p> <p>WCUC has an Inclusion Team and students feel well supported by this team.</p> <p>A policy is in place whereby students are encouraged to disclose any reasonable adjustments to their placement to ensure any necessary support is provided. Students were aware of the process for requesting Extenuating Circumstances (ECs) and there is clear guidance available in the <i>Student Handbook</i>.</p>			
3.13	<p>Are protected from discrimination, harassment and other behaviour that undermines their performance or confidence.</p> <p><i>Evidence reviewed:</i> <i>Equality and Diversity Policy V6</i> <i>HE Anti-Bullying, Harassment and Sexual Misconduct Policy V4</i> <i>HE Complaints Procedure V7</i> <i>HE Course Survey 2022-23</i> <i>Summary Document - You Said, We Did</i> <i>WCG Safeguarding Policy V9</i> <i>Campus tour</i></p> <p>There were many posters displayed around the campus relating to bullying, discrimination, and harassment and WCUC has a clear policy in place. Information was displayed in prominent locations including classrooms, toilets, and the library with QR codes enabling students to easily access further information if needed.</p>	✓		
3.14	<p>Are provided with information and support which encourages them to take responsibility for their own mental and physical health and wellbeing.</p> <p><i>Evidence reviewed:</i> <i>HE Student Handbook 2023-24 and Student Intranet Page</i> <i>Course Handbooks</i> <i>Job descriptions</i> <i>Arrangements for Pastoral Support</i> <i>Mental Health Support for Students Intranet Page</i> <i>KOOTH - Student Access</i> <i>Student Support Intranet Page</i> <i>WCUC Mental Health Support Intranet</i> <i>HE Course Survey 2022-23</i> <i>Summary Document - You Said, We Did</i> <i>Wellbeing Strategy 2018-2023</i></p>	✓		

	<p><i>Employee Wellbeing Intranet Page</i> <i>Induction</i> <i>Student Interviews</i> <i>Campus tour</i></p> <p>Students were very complimentary on the available support to enable them to take responsibility for their own mental and physical wellbeing. They were aware of the resources available to them and how to access them if needed. Vetlife and the Mind Matters Initiative (MMI) are embedded throughout lectures and signposted on the Google Classroom platform.</p>			
3.15	<p>Are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice.</p> <p><i>Evidence reviewed:</i> <i>HE Tutorial Policy V4</i> <i>Module Descriptors</i> <i>Sample Module Guides 2023-24</i> <i>Course Handbooks 2023-24</i> <i>HE Course Survey 2022-23</i> <i>Summary Document - You Said, We Did</i> <i>NPL Documents (specifically NPL Guide 2023)</i> <i>2023 Professional Behaviour Evaluation</i> <i>Student Interviews</i></p> <p>Each student has an allocated Pastoral Tutor (PT) who they have access to on campus and the students interviewed were very complimentary regarding this support.</p> <p>Reflection is introduced early in the first year of the course in the Academic Study Skills, Employability and T-shaped (ASSET) module. Reflection is embedded throughout the course; students are provided with a cover sheet to add to the start of their assessments which asks them to reflect on previous work and how they have used previous feedback to improve practice.</p>	✓		
3.16	<p>Have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills.</p> <p><i>Evidence reviewed:</i> <i>Course Consultative Committees</i> <i>Guest Speaker List</i> <i>NPL Documents</i> <i>2023 Professional Behaviour Evaluation</i> <i>Futures Week 2024</i></p>	✓		

	<p><i>Module Descriptors</i> <i>Sample Module Guides 2023-24</i> <i>Student Interviews</i></p> <p>The 'Futures Week' provides an excellent opportunity for students to learn from a range of professionals to encourage best practice. There are plans for fourth year students to come into first year practical sessions to encourage cross cohort collaboration. The students mentioned on the visit that they would like more involvement with the other year groups, and they feel this would be beneficial. Students are encouraged to develop supervision skills by becoming course representatives for their cohort and relaying feedback to the programme team.</p>			
3.17	<p>Receive constructive feedback throughout the programme to promote and encourage reflective learning.</p> <p><i>Evidence reviewed:</i> <i>HE Assessment Policy V6</i> <i>HE Assessment Guide</i> <i>Clinical Supervisor Documents</i> <i>Examples of feedback (passing and failing)</i> <i>Module Descriptors</i> <i>Sample Module Guides 2023-24</i> <i>Course Handbooks 2023-24</i> <i>External Examiner Review of NPL</i> <i>NPL Documents</i> <i>2023 Professional Behaviour Evaluation</i> <i>Student Interviews</i></p> <p>Students receive timely and comprehensive feedback throughout the programme. Reflective learning is encouraged prior to submission of assessments by utilising a cover sheet where students reflect on previous work, encouraging utilisation of past feedback to help develop future work. Students felt this was beneficial and helped to develop their reflective skills.</p>	✓		
3.18	<p>Have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.</p> <p><i>Evidence reviewed:</i> <i>HE Course Survey 2022-23</i> <i>Summary Document - You Said, We Did</i> <i>NSS results</i> <i>Student Interviews</i></p>	✓		

	There are various channels in place for students to provide feedback on the programme, including surveys and a course representative for each cohort. The students feel that their feedback is listened to and acted upon. The veterinary nursing team is very supportive and encouraging to the students with an aim to increase engagement with providing feedback. Minutes from student meetings were provided, detailing suggestions and actions.			
3.19	<p>Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.</p> <p><i>Evidence reviewed:</i> <i>NPL Documents (specifically NPL PBE folder within)</i> <i>2023 Professional Behaviour Evaluation</i> <i>Clinical Supervisor Documents</i></p> <p>The evidence provided detailed that Professional Behaviour (PB) tutorials take place, encouraging students to reflect on their performance in clinical placement.</p>	✓		
<p>Conclusion:</p> <p>This standard has been met.</p> <p>Students have a range of teaching resources available to them, enabling them to achieve the DOC/DOS for Veterinary Nurses and the PBs in line with the RCVS CoPC. The academic and pastoral support for students is excellent both on campus and whilst on clinical placement. Students are encouraged to become reflective learners throughout the course and have various opportunities to learn from a variety of professionals, particularly during 'Futures Week'.</p>				
<p>Commendations:</p> <p>Students are provided with excellent support from the Veterinary Nursing programme team including the lecturers and the CPM team.</p> <p>The ASSET module includes a reflective portfolio, introducing students to reflective techniques and developing their analytical skills from the beginning of the programme.</p> <p>Suggestions:</p> <ol style="list-style-type: none"> a. Consider updating reading lists with contemporary veterinary nursing journals and texts, which the library should hold copies of, promoting the use of current literature. b. Consider providing information to students on religious clothing in veterinary education and clinical placement settings. <p>Actions:</p> <ol style="list-style-type: none"> a. Review the Course Handbook for 2024/2025 to ensure students are provided with correct information regarding qualifying as a Veterinary Nurse and being able to apply to enter the RCVS Register. 				

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 partially met				
Accredited Education Institutions, together with Centres and Training Practices, must ensure that all educators and assessors:				
	Requirements	Met	Part Met	Not Met
4.1	<p>Are appropriately qualified and experienced and always act as professional role models.</p> <p><i>Evidence reviewed:</i></p> <p><i>Staff CVs</i></p> <p><i>WCG Staff CPD</i></p> <p><i>Approval and Reapproval Visit Form</i></p> <p><i>Virtual tour of VNAC spreadsheet.mp4</i></p> <p><i>WCG Staff CPD Audit</i></p> <p><i>HE Course Survey 2022-23</i></p> <p><i>Summary Document - You Said, We Did</i></p> <p><i>Lesson Observations</i></p> <p><i>IQA Direct Observation Form 2023_2024</i></p> <p><i>Staff Code of Conduct</i></p> <p><i>RCVS Registered Staff</i></p> <p><i>Meetings with staff and students</i></p> <p>The evidence reviewed demonstrates that a range of suitably qualified staff contribute to the delivery of the programmes. WCUC has an internal teaching qualification and encourages staff to achieve fellowship status with Advance HE.</p> <p>All teaching staff have clear job descriptions with the majority of the programme team registered as a veterinary nurse. WCUC has a robust teaching and learning support process in place which includes the observation of staff members and supporting newly recruited teaching staff.</p> <p>CS receive support and guidance from WCUC, and mechanisms are in place to ensure that they hold a current Registered Veterinary Nurse status and meet CPD requirements.</p>	✓		

4.2	<p>Receive relevant induction, ongoing support, education and training which includes training in equality and diversity.</p> <p><i>Evidence reviewed:</i> <i>WCG Staff CPD</i> <i>Approval and Reapproval Visit Form</i> <i>Virtual tour of VNAC spreadsheet.mp4</i> <i>Staff Management Folder</i> <i>Clinical Supervisor Documents</i> <i>Virtual tour of VNAC spreadsheet.mp4</i> <i>Mental Health First Aid Poster (redacted)</i> <i>Mental Health Support Content from CS Standardisation September 2023 (link to 058)</i> <i>OSCE Documentation</i> <i>Staff meetings</i> <i>Staff Core Training Record excel sheet</i></p> <p>The discussions held with the delivery team, and the evidence examined, show that thorough staff inductions are implemented, complemented by 'buddy' systems for extra support. Staff are engaging with compulsory, core WCUC training, including EDI, which is recorded and audited by line managers.</p> <p>CS are provided with bi-annual standardisation events, which include mental health first aid training.</p>	✓		
4.3	<p>Have their diverse needs respected and considered and are provided with support and adjustments in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i> <i>Staff Management Folder</i> <i>Equality and Diversity Policy V6</i> <i>Recruitment and Selection Policy</i> <i>Mental Health Intranet Page</i> <i>Employee Assistance Programme Leaflet</i> <i>Employee Wellbeing Intranet Page</i> <i>Employee Assistance Programme</i> <i>Health and Safety Policy</i> <i>WCG Accident and Incident Reporting</i> <i>Training Practice and Clinical Supervisor Handbook 2023-24</i> <i>Staff meetings</i></p> <p>There are comprehensive policies in place to support the needs of educators and assessors. Staff are provided with a range of internal supportive resources.</p>	✓		

4.4	<p>Have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities.</p> <p><i>Evidence reviewed:</i> <i>Sample of Staff Timetables 2023-24</i> <i>Approval and Reapproval Visit Form</i> <i>Job Descriptions</i> <i>Memorandum of Understanding</i></p> <p>Discussion with the staff members and the evidence submitted indicate that staff currently do not have supported time to enable them to fulfil their roles. Discussion with senior leaders indicated that this is under consideration, however, this is not yet fully resolved. Staff have access to a range of academic and wellbeing resources to support their roles. The programme team demonstrate strong teamwork and support for each other.</p>		✓	
4.5	<p>Respond effectively to the learning needs of individuals.</p> <p><i>Evidence reviewed:</i> <i>HE Course Survey 2022-23</i> <i>Summary Document - You Said, We Did</i> <i>Inclusion</i> <i>Lesson Planning</i> <i>Student Placement Handbook 2023-24</i> <i>Clinical Placement Template - Reasonable Adjustments (September 2023)</i> <i>Student example - Clinical Placement - reasonable adjustments (September 2023)</i> <i>Lesson observations</i> <i>Student Support Intranet Page</i> <i>Employer Compliance Checklist</i> <i>Disclosing Reasonable Adjustments / Student Needs with Training Practices</i> <i>Staff and student meetings</i></p> <p>The programme team engage with the WCUC Inclusion Team and pastoral staff to ensure that all learning needs are identified and supported. Reasonable adjustments are recognised and applied, however, consideration should be given to the OSCE assessment, as discussed in Standard 5.</p>	✓		
4.6	<p>Are supportive and objective in their approach to student supervision, assessment and progression and appropriately share and use evidence to make decisions on student assessment and progression.</p> <p><i>Evidence reviewed:</i> <i>HE Assessment Policy V6</i> <i>HE Assessment Guide</i></p>	✓		

	<p><i>NPL Documents</i> <i>Coventry University/ Warwickshire College Academic Regulations 2023-24</i> <i>OSCE Documentation</i> <i>Training Practice Visit Planner 2023-24</i> <i>Clinical Supervisor Documents</i> <i>CCQEM Report</i> <i>Self-Evaluation Document Course Review April 2023</i> <i>External Examiner Review of NPL</i> <i>RCVS SAR</i> <i>Virtual tour of Google Classroom</i> <i>Staff and student meetings</i></p> <p>The evidence highlights the comprehensive support that students receive both on campus and placement. The University regulations and mechanisms in place for decisions relating to progression are transparent and robust.</p>			
4.7	<p>Liaise, collaborate and action constructive feedback generated by colleagues, students and stakeholders to enhance their teaching assessment and to share effective practice.</p> <p><i>Evidence reviewed:</i> <i>Recruitment and Selection Policy</i> <i>OSCE Documentation</i> <i>VN - marking, IV and standardisation event 2023</i> <i>Clinical Supervisor Documents</i> <i>External Examiner Reports</i> <i>Lesson Planning and observations</i> <i>HE Course Survey 2022-23</i> <i>Summary Document - You Said, We Did</i> <i>External Experts Feedback - Coventry University Course Revalidation 2023</i> <i>VN Provision Employer Survey</i> <i>Action plan from FAP January 2022</i> <i>2023 RCVS Re-accreditation Report and Action plan</i> <i>Coventry University June 2023 Periodic Review</i> <i>Exam Samples 2022-23</i> <i>Staff and student meetings</i></p> <p>WCUC has comprehensive mechanisms in place for obtaining student feedback. Additional feedback is generated through external members such as the External Examiner and CU external subject expert. There are further feedback opportunities which WCUC is not yet utilising; this is discussed further in Standard 5.</p>	✓		

4.8	<p>Are expected to respond effectively to concerns and complaints about public protection, animal welfare and student performance in learning environments and are supported in doing so.</p> <p><i>Evidence reviewed:</i> <i>HE Complaints Procedure</i> <i>CCQEM Report</i> <i>Draft Self Evaluation Document - Course Review April 2023</i> <i>Approval and Reapproval Visit Form</i> <i>Staff and student meetings</i></p> <p>There are clear procedures in place to ensure that concerns and complaints can be raised and considered. Staff and students were confident and felt fully informed of the reporting processes.</p>	✓		
4.9	<p>Ensure the programme lead is a Registered Veterinary Nurse (RVN) who has substantial experience of veterinary nurse education and training at a suitable level for the qualification(s) being delivered and holds a recognised teaching qualification.</p> <p><i>Evidence reviewed:</i> <i>RCVS Registered Staff</i> <i>WCG Staff CPD</i> <i>Staff CVs</i></p> <p>The programme lead is an RVN with suitable qualifications and experience within education and has demonstrated commitment and dedication to their role.</p>	✓		
<p>Conclusion:</p> <p>This standard is partially met.</p> <p>The programme team is well established, experienced, and suitably qualified. The staff workloads require additional consideration, which is currently under review.</p> <p>The programme team provide a high level of mutual support for each other with additional support from the wider WCUC and CU teams. Staff inductions are comprehensive and support for newly recruited staff is provided through several mechanisms.</p>				
<p>Commendations:</p> <p>The programme team should be praised for their collegiality and mutual support as professional peers.</p> <p>Suggestions:</p> <p>None.</p>				

Actions:

- a. Ensure all staff are given sufficient time to fulfil their roles during work hours.

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 and Skills for Veterinary Nurses, QAA HE Benchmarks for Veterinary Nurses (for HE) and outcomes for their approved programme.

Standard partially met				
Accredited Education Institutions, together with Centres and Training Practices, must ensure:				
	Requirements	Met	Part Met	Not Met
5.1	<p>Curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks for Veterinary Nurses and programme outcomes.</p> <p><i>Evidence reviewed:</i> Programme Specification FdSc Programme Specification BSc Course Handbooks Virtual tour of Google Classroom RCVS.mp4 Assessment Mapping RCVS DOS/DOC Mapping 2023</p> <p>All RCVS DOC, DOS and QAA HE Benchmarks have been mapped across modules and assessments. Clarification regarding changes to Learning Outcomes (LOs) was provided by the programme team, as well as confirmation of embedding of indicative content within modules to ensure LOs can be achieved.</p>	✓		
5.2	<p>Programmes are designed, developed, delivered, evaluated, and improved based upon stakeholder feedback.</p> <p><i>Evidence reviewed:</i> CCQEM Draft Self Evaluation Document - Course Approval April 2023 Self-Evaluation Document Course Review April 2023 Coventry University June 2023 Periodic Review External Experts Feedback - Coventry University Course Revalidation 2023 2023 RCVS Re-accreditation Report and Action plan Draft Self Evaluation Document - Course Review April 2023 Action plan from FAP January 2023 HE Course Survey 2022-23 Summary Document - You Said, We Did HEQAS Terms of Reference</p>		✓	

	<p><i>External Experts Feedback - Coventry University Course</i> <i>Draft Module Descriptors</i> <i>Draft Programme Specifications</i></p> <p>Feedback is sought from students, TPs, and CS regarding module changes; however, further inclusion of stakeholder feedback is required to ensure the overall programme continues to remain current and reflective of industry standards and practice.</p> <p>Within the latest External Examiner report, it was evident that this relationship has not been utilised to its full potential to provide insight and feedback on the proposed changes to the programmes.</p>			
5.3	<p>Curricula remain relevant in respect of contemporary veterinary nursing practice.</p> <p><i>Evidence reviewed:</i> <i>External Examiner Reports</i> <i>Module Descriptors</i> <i>Sample Module Guides 2023-24</i></p> <p>There are clear processes in place for reviewing curricula both internally within WCUC, and by CU. The <i>Sample Module Guides 2023-2024</i> for the proposed programmes have been updated to include different types of teaching and assessment methods and command verbs have been strengthened for level appropriateness.</p>	✓		
5.4	<p>Curricula and assessments weigh theory and practice learning appropriately to the programme.</p> <p><i>Evidence reviewed:</i> <i>FdSc Programme Specification</i> <i>BSc Programme Specification</i> <i>BSc Level 6 top up Programme Specification</i> <i>Programme Hours</i> <i>Module Descriptors</i> <i>Sample Module Guides 2023-24</i> <i>2023-2024 BSc VN Lecture Timetables and Assessment Schedules</i> <i>2023-2024 FdSc VN Lecture Timetables and Assessment Schedules</i> <i>RCVS DOS/DOC Mapping 2023</i> <i>Assessment Mapping</i> <i>Accredited module mapping</i></p> <p>Weighting of assessments is based upon WCUC guidelines, with overall percentage weighting for individual assessments founded on the depth and breadth of indicative content that is being covered.</p>	✓		

	<p>Practical sessions are scheduled throughout the programme with access to resources to demonstrate and practise skills in relation to the DOS and Objective Structured Clinical Examinations (OSCEs).</p>			
5.5	<p>Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity.</p> <p><i>Evidence reviewed:</i> <i>Sample Module Guides 2023-24</i> <i>2023-2024 BSc VN Lecture Timetables and Assessment Schedules</i> <i>2023-2024 FdSc VN Lecture Timetables and Assessment Schedules</i> <i>Module Descriptors</i> <i>RCVS DOS/DOC Mapping 2023</i> <i>Assessment Mapping</i> <i>Assessment Blueprint Model for 2023-24 Examinations</i> <i>Accredited module mapping - RCVS, unseen and LOs</i> <i>FdSc Programme Specification</i> <i>BSc Programme Specification</i> <i>Draft BSc Level 6 top up Programme Specification</i> <i>Course Handbooks</i> <i>Sample Module Guides 2023-24</i></p> <p>Students across both programmes spend sufficient time in clinical placements to achieve experience and competence in the DOS, with specific targets being set for each placement period.</p> <p>LOs have been aligned to module requirements and where applicable, to the DOC and DOS. The presentation provided by the programme team demonstrated increasing levels of complexity and it is evident that command verbs have been amended to enhance the appropriateness of the level being delivered and assessed.</p>	✓		
5.6	<p>Curricula and assessments are structured and sequenced to enable students to manage their theory and practice learning experience effectively, with progression determined at appropriate points.</p> <p><i>Evidence reviewed:</i> <i>Sample Module Guides 2023-24</i> <i>2023-2024 BSc VN Lecture Timetables and Assessment Schedules</i> <i>2023-2024 FdSc VN Lecture Timetables and Assessment Schedules</i> <i>RCVS DOS/DOC Mapping 2023</i> <i>Assessment Mapping</i> <i>Assessment Blueprint Model for 2023-24 Examinations</i> <i>Accredited module mapping - RCVS, unseen and LOs</i> <i>FdSc Programme Specification</i> <i>BSc Programme Specification</i> <i>Draft BSc Level 6 top up Programme Specification</i> <i>Course Handbooks</i></p>	✓		

	<p><i>Module Descriptors</i> <i>Assessment Board Minutes</i> <i>HE Assessment Board Procedure V4</i></p> <p>Students are well prepared for different types of assessments with the introduction of report writing, case studies and presentations within the ASSET module in year one. These methods are escalated throughout different points of the programme to promote a smooth transition across the academic levels. It was evident from discussions that the programme team make a conscious effort to link theory back to practical experiences to promote continual development of skills.</p>			
5.7	<p>A range of appropriate assessments are delivered, within the educational setting, to accurately measure the knowledge, skills and understanding outlined in the programme. At least one summative assessment must be in the form of an Objective Structured Clinical Examination (OSCE) or similarly robust, objective and evidenced-based form of practical examination to test the safe and effective acquisition of a broad range of skills and competences outlined in the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> <i>HE Course Survey 2022-23</i> <i>Summary Document - You Said, We Did</i> <i>VN - marking, IV and Standardisation Event 2023</i> <i>HE Assessment Guide</i> <i>IV Paperwork Examples - show examples of IV for modules</i> <i>Assessment Board Minutes</i> <i>HE Examination Conduct Procedure V4</i> <i>Module Descriptors</i> <i>Sample Module Guides 2023-24</i> <i>Assessment Mapping</i> <i>2023-2024 BSc VN Lecture Timetables and Assessment Schedules</i> <i>2023-2024 FdSc VN Lecture Timetables and Assessment Schedules</i> <i>Assessment Blueprint Model for 2023-24 Examinations</i> <i>Accredited module mapping - RCVS, unseen and LOs</i> <i>OSCE - specifically staff handbook</i> <i>HE Assessment Policy V6</i> <i>Course Handbooks</i></p> <p>Students are assessed by seen and unseen assessments, and there has been further development of novel assessment methods within the programme, through the inclusion of presentations, videos, and professional discussions. It is encouraging that students are provided with support by the WCUC Information Technology (IT) team to</p>	✓		

	<p>prepare and assist them with the development of presentations and videos.</p> <p>Completion of the DOS is directly linked to eligibility to sit the OSCEs and these elements have been moved to a non-credit bearing module for the updated programmes.</p> <p>Further development of OSCE stations is underway and these will be reviewed as part of the quality monitoring process.</p>			
5.8	<p>Students are assessed practically across clinical placement settings and learning environments as required by their programme.</p> <p><i>Evidence reviewed:</i> <i>Approval and Reapproval Visit Form</i> <i>NPL Documents (specifically HE NPL IQA Protocol 2023)</i> <i>Training Practice Visit Planner 2023-24</i> <i>Training Practice Visit Form</i> <i>IQA Direct Observation Form 2023_2024</i> <i>IQA Direct Observation Form 2023_2024 redacted example</i> <i>OSCE Documents</i> <i>Exam Samples 2022/23</i> <i>NPL Documents</i></p> <p>During practical sessions on campus, the inhouse animal welfare units at both sites are accessed to allow students to gain experience of animal handling, restraint, and husbandry for a range of small animal and exotic species.</p> <p>Students are assessed against the DOS through the utilisation of the DOS recording platform, the NPL, when in clinical placement.</p>	✓		
5.9	<p>Processes are in place to establish a high degree of validity and robustness to support the decisions made based on the results of the assessment.</p> <p><i>Evidence reviewed:</i> <i>Approval and Reapproval Visit Form</i> <i>NPL Documents (specifically HE NPL IQA Protocol 2023)</i> <i>Training Practice Visit Planner 2023-24</i> <i>Training Practice Visit Form</i> <i>IQA Direct Observation Form 2023_2024</i> <i>IQA Direct Observation Form 2023_2024 redacted example</i> <i>OSCE Documents</i> <i>Exam Samples 2022/23</i></p> <p>The Internal Verification (IV) processes in place are implemented to ensure validity and reliability of assessment results. It is evident that</p>	✓		

	<p>there is standardisation and collaboration across the two delivery sites to ensure a collegiate approach to marking.</p> <p>Within the newly developed modules, there is less differentiation between the FdSc and BSc programmes, which is encouraging, and blueprinting of assessments has been implemented to ensure all LOs are covered and assessed.</p> <p>Discussions with the programme team highlighted that Artificial Intelligence (AI) has been well considered, and guidance is given to students to ensure that AI is used appropriately within assignments. WCUC's policy in relation to AI is implemented to address any misuse of AI and aligns with the academic misconduct process.</p> <p>It has been suggested by the External Examiner that further post-exam analysis is carried out in relation to Multiple Choice Questions (MCQs). The programme team indicated that these are being used less frequently, however, it would be beneficial for programme development and currency to foster this process moving forward with all types of assessment.</p> <p>Whilst there is a process in place for the weighting and marking of OSCE stations, further review and consideration is encouraged to develop validity and reliability of assessment results and analysis of the data.</p>			
5.10	<p>Moderation processes are in place and demonstrate that assessment is fair, reliable and valid.</p> <p><i>Evidence reviewed:</i> <i>HE Examination Conduct Procedure V4</i> <i>Coventry University/ Warwickshire College Academic Regulations 2023-24</i> <i>IV Paperwork Examples</i> <i>2023-2024 BSc VN Lecture Timetables and Assessment Schedules</i> <i>2023-2024 FdSc VN Lecture Timetables and Assessment Schedules</i> <i>Assessment Mapping</i> <i>Assessment Blueprint Model for 2023-24 Examinations</i> <i>Accredited module mapping - RCVS, unseen and LOs</i> <i>Sample Module Guides 2023-24</i> <i>Exam samples 2022/23</i> <i>OSCE examiner information (as of January 2024)</i> <i>OSCE Examiner (external) CVs and CPD from 2022-23</i> <i>OSCE Documentation</i> <i>External Examiner Reports</i> <i>Sample Module Guides 2023-24</i></p>		✓	

	<p><i>Turnitin Guidance</i> <i>Example of Feedback - Failing Assignment</i> <i>Example of Feedback - Passing Assignment</i> <i>Academic Appeals Procedure V6</i> <i>Invigilator Staff Training 2023-24</i> <i>HE Course Survey 2022-23</i> <i>Summary Document - You Said, We Did</i> <i>VN marking, IV & standardisation 2023</i> <i>Assessment Board Minutes and 064A</i> <i>HE Assessment Guide</i> <i>IV Paperwork Examples</i> <i>2023 RCVS Re-accreditation Report/Actions</i> <i>CCQEM Report</i> <i>Action Plan from FAP January 2023</i> <i>EE OSCE Report (and Response) Aug23</i> <i>NPL Documents</i></p> <p>Cross moderation days are attended by staff to ensure a standardised approach to marking, and newer members of the team are trained and supported through the process, along with receiving feedback and engagement from the Teaching Learning and Improvement (TLI) team.</p> <p>It is important that there are mechanisms in place, such as standard setting, to ensure that the levelling of questions within written examinations such as MCQs is appropriate. There is not yet robust evidence that these mechanisms are fully in place.</p>			
5.11	<p>Mechanisms are in place to minimise bias in all assessments.</p> <p><i>Evidence reviewed:</i> <i>HE Examination Conduct Procedure V4</i> <i>Module Descriptors</i> <i>Sample Module Guides 2023-24</i> <i>OSCE Documents</i> <i>HE Assessment Guide</i> <i>Invigilator Staff Training 2023-24</i> <i>OSCE documentation</i> <i>VN Marking, IV and standardisation event 2023</i> <i>IV Paperwork Examples</i></p> <p>There are processes in place to minimise bias within assessments, including blind marking where applicable. Second marking and internal and external verification processes are utilised sufficiently. For assessments where blind marking is not possible, such as professional discussions and video presentations, there is a panel of two markers and the assessment is recorded to allow for moderation.</p>	✓		

5.12	<p>Adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice.</p> <p><i>Evidence reviewed:</i> <i>Inclusion Policies</i> <i>Disclosing Reasonable Adjustments / Student Needs with Training Practices</i> <i>Clinical Placement Template - Reasonable Adjustments (September 2023)</i> <i>Student example - Clinical Placement - reasonable adjustments (September 2023)</i> <i>Extenuating Circumstances</i> <i>WCUC Fitness to Practise 2023-24</i></p> <p>Reasonable adjustment processes are in place, with students reporting good support and access for assessments. It is important to ensure, however, that fair access to practical examinations is considered for all students, ensuring those without reasonable adjustments are not unfairly disadvantaged, i.e., where 25% extra time is given across all practical tasks without due consideration for which tasks may require additional time. For example, it was indicated that students requiring additional time for dyslexia have this extension applied for all stations, however, this may not be required for stations such as gowning and gloving, where additional time may only be required to read the task.</p>		✓	
5.13	<p>Clinical placement assessment is facilitated and evidenced by observations and other appropriate methods.</p> <p><i>Evidence reviewed:</i> <i>NPL Documents</i> <i>External Examiner Review of NPL</i> <i>Training Practice Visit Planner 2023-24</i> <i>NPL Documents</i> <i>Training Practice Visit Form</i> <i>Approval and Reapproval Visit Form</i> <i>IQA Direct Observation Form 2023_2024</i> <i>IQA Direct Observation Form 2023_2024 redacted example</i></p> <p>Assessment of the DOS is undertaken by CS in clinical placement throughout the student's practical training, and all CS receive training and standardisation in this process. Direct observations have been implemented to ensure the validity and reliability of assessment decisions made by CS.</p> <p>Clinical placement visits are facilitated by the CPM team on a regular basis where review of the NPL is undertaken and discussed to ensure sufficient practical experiences and engagement.</p>	✓		

5.14	<p>Students' self-reflections contribute to, and are evidenced in, assessments.</p> <p><i>Evidence reviewed:</i> <i>IV Paperwork Examples VN (specifically the CW examples per module)</i> <i>NPL Documents</i> <i>Sample Module Guides 2023-24</i> <i>Lesson Observations</i> <i>2023 Professional Behaviour Evaluation</i></p> <p>From reviewing the evidence submitted and following discussions with students and the programme team, it is evident that reflection is encouraged.</p>	✓		
5.15	<p>There is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> <i>Module Descriptors</i> <i>Sample Module Guides 2023-24</i> <i>Programme Specification FdSc</i> <i>Programme Specification BSc</i> <i>Course Handbooks</i></p> <p>The panel was satisfied that there is no compensation between modules referenced to the DOC/DOS, and that this has been incorporated within CU and WCUC academic guidelines.</p>	✓		
5.16	<p>Ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen examination as an element of the assessment strategy.</p> <p><i>Evidence reviewed:</i> <i>Module Descriptors</i> <i>RCVS DOS/DOC Mapping 2023</i> <i>Assessment Mapping</i> <i>Accredited Module Mapping RCVS Unseen</i> <i>Sample Module Guides 2023-24</i></p> <p>All modules for the updated programmes that are mapped to the DOC include a form of unseen examination.</p>	✓		
<p>Conclusion:</p> <p>This Standard has been partially met.</p> <p>It is apparent that there have been considerable steps taken by the programme team to ensure curricula and assessments remain current and valid, enabling students to achieve the required</p>				

programme and regulatory outcomes. However, to further enhance the reliability and fairness of assessments, additional measures are required.

Integrating stakeholder feedback into course development and delivery will ensure the relevance and continued evolution and sustainability of the programme.

Suggestions:

- a. Consider the approach to post-assessment analysis, ensuring practical and theoretical assessments are effectively reviewed.
- b. Consider reviewing the weighting of OSCE steps to strengthen the validity and reliability of results.

Actions:

- a. Demonstrate how feedback from stakeholders, such as employers, CSs and the EE, is sought and implemented to improve programme design and delivery.
- b. Implement mechanisms, such as standard setting, within written examinations to maintain appropriate levelling of questions to ensure minimal competence is achieved.
- c. Review the reasonable adjustment process for practical examinations to ensure fair access to assessment for all students.

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 Centres and Training Practices, must:				
	Requirements	Met	Part Met	Not Met
6.1	<p>Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> <i>Virtual tour of VNAC spreadsheet.mp4</i> <i>Approval and Reapproval Visit Form</i> <i>WCUC Inventory of Clinical Equipment and Consumables</i> <i>Memorandum of Understanding</i> <i>Risk Management or Primary and Secondary Practices</i></p> <p>The clinical learning facilities and equipment across all learning environments is adequate to deliver the Day One Skills; this was evidenced throughout the tour of the campus and clinical skills lab. There are plans to advance the available equipment to enrich clinical learning. This is standardised across both campuses.</p> <p>TP approval/reapproval paperwork is current and demonstrates the audit of clinical learning facilities. The panel was reasonably assured that there is sufficient provision of TPs for all enrolled students.</p>	✓		
6.2	<p>Ensure students are enrolled with the RCVS prior to undertaking clinical placement (in order to comply with legislation).</p> <p><i>Evidence reviewed:</i> <i>Course Handbooks</i> <i>FdSc and BSc Course Handbooks - specifically Section 4.5.</i></p> <p>Students are enrolled with the RCVS prior to any clinical placement.</p>	✓		
6.3	<p>Ensure students are actively learning and adequately supervised in all clinical learning environments.</p> <p><i>Evidence reviewed:</i> <i>Approval and Reapproval Visit Form</i></p>	✓		

	<p><i>2023-2024 BSc VN Lecture Timetables and Assessment Schedules</i> <i>2023-2024 FdSc VN Lecture Timetables and Assessment Schedules</i> <i>Memorandum of Understanding</i> <i>Job descriptions</i> <i>Student Placement Handbook 2023-24</i> <i>Work Placement Agreement</i> <i>Clinical Supervisor Documents</i> <i>HE Course Survey 2022-23</i> <i>Summary Document - You Said, We Did</i> <i>External Examiner Reports</i> <i>See Standard 3.6c</i> <i>NPL documents</i> <i>Risk Management of Primary and Secondary Practices</i></p> <p>Students are encouraged to be actively learning across all learning environments. TP/aTPs are routinely assessed and monitored by the CPM team to a high standard. TP visits will be arranged dependent upon risk banding.</p>			
6.4	<p>Ensure clinical learning environments are provided for every student, within a RCVS listed training practice or auxiliary training practice, for a minimum duration of hours as stipulated in the RCVS Veterinary Nurse Registration Rules.</p> <p><i>Evidence reviewed:</i> <i>Virtual tour of VN Placement Google Classroom.mp4</i> <i>WCUC Process for Securing Placements</i> <i>Memorandum of Understanding</i> <i>RCVS Student Hours (2023 cohort)</i> <i>Virtual tour of Google Classroom for RCVS.mp4</i> <i>RCVS Hours Central Tracker (2023 cohort)</i> <i>FdSc Programme Specification</i> <i>BSc Programme Specification</i> <i>2023-2024 BSc VN Lecture Timetables and Assessment Schedules</i> <i>2023-2024 FdSc VN Lecture Timetables and Assessment Schedules</i> <i>CCQEM folder</i> <i>RCVS SAR</i></p> <p>The panel were assured that there is sufficient TP/aTP provision to support all enrolled students. All TP/aTPs are listed with the RCVS. The CPM team regularly signpost students to available Clinical Placement opportunities through the google classroom. Students felt well supported in acquiring a suitable clinical placement. The MOU was evidenced and is fit for purpose.</p>	✓		

6.5	<p>All students must have sufficient time within the programme to achieve the Veterinary Nurse Registration Rules hours requirement.</p> <p><i>Evidence reviewed:</i></p> <p><i>Programme Hours</i></p> <p><i>2023-2024 BSc VN Lecture Timetables and Assessment Schedules</i></p> <p><i>2023-2024 FdSc VN Lecture Timetables and Assessment Schedules</i></p> <p><i>Course Handbook</i></p> <p><i>2023-24 FdSc VN Pershore Delivery Blocks</i></p> <p><i>FdSc Programme Specification</i></p> <p><i>BSc Programme Specification</i></p> <p><i>Extenuating Circumstances</i></p> <p><i>Virtual tour of VN Placement Google Classroom.mp4</i></p> <p><i>Virtual tour of VNAC spreadsheet.mp4</i></p> <p>BSc students have clinical placement embedded throughout the course and FdSc students undertake block placements, which provides ample opportunity to achieve the RCVS Registration Rules hours.</p>	✓		
6.6	<p>Ensure all students are allocated a clinical supervisor responsible for confirming competency of RCVS Day One Skills for Veterinary Nurses. All clinical supervisors must be RVN or MRCVS (UK practising), be experienced and able to demonstrate an experienced level of clinical skills and ongoing professional development.</p> <p><i>Evidence reviewed:</i></p> <p><i>Virtual tour of VNAC spreadsheet.mp4</i></p> <p><i>Approval and Reapproval Visit Form</i></p> <p>All CSs are RVN or MRCVS (UK Practising), the CPM team carry out annual audits on the RCVS Register, CPD records, and carry out direct observations of the CSs during TP visits. The panel were reasonably assured that there is sufficient CS support available for the enrolled students.</p>	✓		
6.7	<p>Maintain accurate records of student clinical learning environment attendance and provide these to RCVS upon request.</p> <p><i>Evidence reviewed:</i></p> <p><i>RCVS Student Hours (2023 cohort)</i></p> <p><i>Virtual tour of Google Classroom for RCVS.mp4</i></p> <p><i>Virtual tour of VNAC spreadsheet.mp4</i></p> <p>WCUC records clinical learning hours in a central spreadsheet that is audited regularly and available to the RCVS upon request. Students log their hours on a tracker and any absences are reported to WCUC, which would instigate closer monitoring.</p>	✓		

6.8	<p>There must be sufficient TP support available for all recruited students.</p> <p><i>Evidence reviewed:</i> <i>Virtual tour of VNAC spreadsheet.mp4</i> <i>Memorandum of Understanding</i> <i>TP Secondment agreement</i> <i>Secondary Centre Agreement</i> <i>NPL Documents</i> <i>Training Practice Visit Planner 2023-24</i> <i>Risk Management of Primary and Secondary Practices</i></p> <p>The panel were assured of the availability of TPs for all recruited students. WCUC has introduced a cap to its cohort numbers to ensure adequate support.</p>	✓		
6.9	<p>Ensure that training practices either hold a primary affiliation with the Accredited Education Institution itself or its delivery site, or, where the training practice is to hold a secondary affiliation, that the training practice also holds a primary affiliation elsewhere and is an RCVS listed practice.</p> <p><i>Evidence reviewed:</i> <i>Memorandum of Understanding</i> <i>Virtual tour of VNAC spreadsheet.mp4</i> <i>WCUC Process for Securing Placements</i> <i>TP Secondment Agreement</i></p> <p>WCUC has sufficient affiliated TPs and aTPs for its students. There are robust MOUs evidenced to support the relationship between the affiliated TPs and the AEI. Additionally, there is utilisation of secondary TPs that are affiliated elsewhere and are RCVS listed practices.</p>	✓		
6.10	<p>Ensure that where a secondary affiliated training practice is used there is a Memorandum of Understanding and robust communication between the Centre responsible for the secondary affiliated training practice and the Accredited Education Institution.</p> <p><i>Evidence reviewed:</i> <i>Secondary Centre Agreement</i> <i>Memorandum of Understanding</i></p> <p>This requirement is well evidenced; the MOUs are clear and robust detailing the required communication between any secondary affiliated TPs and WCUC.</p>	✓		

6.11	<p>Be compliant with the RCVS standards framework for veterinary nursing education, including clinical requirements for all periods of learning undertaken outside the UK and comply with all relevant legislation and UK animal care and welfare standards (including the Veterinary Surgeons Act 1966).</p> <p><i>Evidence reviewed:</i> n/a</p> <p>There are currently no international clinical placements utilised.</p>	N/A		
6.12	<p>Ensure clinical learning experiences are tailored to the student's stage of learning, competences and programme outcomes.</p> <p><i>Evidence reviewed:</i> <i>Approval and Reapproval Visit Form</i> <i>2023-2024 BSc VN Lecture Timetables and Assessment Schedules</i> <i>2023-2024 FdSc VN Lecture Timetables and Assessment Schedules</i> <i>NPL documents</i> <i>External Examiner Review of NPL</i> <i>Draft Course Handbooks</i> <i>Student Placement Handbook 2023-24</i> <i>Employer Compliance Checklist</i> <i>Clinical Supervisor Documents</i></p> <p>The clinical learning experiences are tailored for each student throughout the programme, and this is standardised across both sites. The CPM team tailor support dependent upon student competences and the risk banding of the TP. An NPL guidance document has been developed to assist CSs to tailor stages of learning.</p>	✓		
6.13	<p>The veterinary team contribute to learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i> <i>Approval and Reapproval Visit Form</i> <i>NPL Documents</i> <i>Memorandum of Understanding</i></p> <p>The CPM team ensure the involvement of the whole veterinary team in all students' clinical learning environments through the approval and reapproval process and this is recorded on the appropriate forms. It is suggested that the MOU could be further strengthened regarding this requirement.</p>	✓		

Conclusion:

This standard is met.

WCUC ensures all students have clinical learning experiences provided which are safe, effective, and inclusive. The CPM team ensure that clinical practice environments adhere to the necessary governance and regulation requirements, whilst ensuring the required resources are available to allow students to be active in their own education. There are ample opportunities for students to learn from a variety of professionals.

Suggestions:

- a. Consider further strengthening of the MoU to promote the wider veterinary team's engagement with students in the clinical learning environments.

Actions:

None.