Middlesex University Accreditation Visit

23-25 April 2024

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

Accreditation Outcome for Middlesex University

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

BSc (Hons) Veterinary Nursing
BSc (Hons) Veterinary Nursing with Foundation Year

Following the meeting of Veterinary Nurse Education Committee on 20 June 2024, Middlesex 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. Middlesex 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.

Contents

List of Panel Members

Emma Anscombe-Skirrow RVN – Educator Representative

Sally Bowden RVN – Panel Chair

Jessica Gilby RVN - Employer Representative

Abigayle Gomez RVN – RCVS Senior Qualifications Officer (Observer)

Matt Hall RVN – RCVS Qualifications Assessor (Observer)

Victoria Hedges RVN – RCVS VN Examinations Quality Lead

Florrie Sage – Student Representative

Key Staff met

Dr Phil Barter - Deputy Dean (Education) Faculty of Health, Social Care and Education

Louise Chappell RVN – Senior VN Lecturer (remote)

Alison Coates – Quality Enhancement Officer

Barbara Cooper RVN – The College of Animal Welfare Link Tutor

Nina De Franco MRCVS – Regional Head of Veterinary Studies

Claire Defries RVN – BSc VN Programme Leader

Cariona Flaherty - Associate Professor Deputy Head of Department, Nursing and Midwifery

Emma Gerrard RVN - BSc Online Tutor (remote)

Lisa Hardman RVN – Placement Liaison Coordinator

Leslie Heaton – Smith – Marketing and Development Director

Catherine Hemingway MRCVS – BSc VN Manager and BSc VN Top Up Programme Leader

Alison Langridge RVN – BSc Online Tutor (remote)

Lauren Norton RVN – BSc Online Tutor

Jessica Parkes RVN – Student Engagement Officer

Katie Peates RVN – BSc VN Lecturer

Emma Reed RVN – BSc Online Tutor

Sarah Robertson RVN – BSc Clinical Skills Manager

Sophie Pengelly MRCVS – BSc VN IQA

Jennifer Scrimshaw RVN – Lead IQA

Kathryn Scroope RVN – Deputy BSc VN Programme Leader (remote)

Laura Sellers MRCVS – VN Lecturer and BSc VN Lead (Leeds campus) (remote)

Nikita Smeeton RVN – Senior VN Lecturer and Foundation Year Lead (remote)

Louise Tartaglia – Advanced Practitioner (remote)

Summary of the Panel's findings

- Middlesex University was visited between 23 and 25 April 2024. Affiliated training practices were visited in November 2023. The following programmes were under accreditation review:

  BSc (Hons) Veterinary Nursing

  BSc (Hons) Veterinary Nursing with Foundation Year

- 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 programme sits within the Faculty of Health & Social Care at Middlesex University.

The team found the following:

- Middlesex University is to be **commended** for its innovative approaches to teaching and learning, student and staff support mechanisms, comprehensive documentation, and response to feedback from stakeholders.
- Areas for further review included staff awareness and implementation of some policies and processes, policies for the practical teaching and learning of the RCVS Day One Skills, and commitment to staff involvement in wider veterinary nursing and research projects.

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	Middlesex University (MDX)
Main address and contact details for the above organisation	The Burroughs Hendon London NW4 4BT
Name of Principal or Chief Executive Officer	Carmel Clancy (Dean of Faculty)
Name of Programme Lead	Claire Defries
Proposed programme titles:	BSc (Hons) Veterinary Nursing BSc (Hons) Veterinary Nursing with Foundation Year
Address and contact details of proposed site/s for delivery of licence to practise qualification	Middlesex University The Burroughs Hendon London NW4 4BT Middlesex University StoneX Stadium Greenlands Lane London NW4 1RL
	The College of Animal Welfare (CAW) Headland House Chord Business Park London Road Godmanchester Huntingdon PE29 2BQ

	The College of Animal Welfare Topcliffe Close Capitol Park Tingley Leeds West Yorkshire WF3 1DR
Pattern of delivery	BSc (Hons) Veterinary Nursing - 4 years full time BSc (Hons) Veterinary Nursing with Foundation Year - 5 years full time (Huntingdon only)
Intakes and student numbers	One intake per year, in September **BSc (Hons) Veterinary Nursing** Hendon 50 students Huntingdon 25 students Leeds 25 students **BSc (Hons) with Foundation Year** Huntingdon 25 students

Standard 1 – Learning culture

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

Education and training is valued and promoted in all learning environments, with diversity 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	Demonstrate that the safety of people and animals is a primary consideration in all learning environments. *Evidence reviewed: Health and safety policies (MDX and CAW) Delivery site audit (Leeds) Managers guide to induction and example probation documents Standard Operating Procedures examples Risk assessments e-safety safeguarding arrangements January 2024 Safeguarding policies and procedures (MDX and CAW) Student inductions Fire safety policy MDX and CAW RPA reports (TP Visit Report Form - Version 20 - December 2023) Compliance with IRR 2017 (TP Visit Report Form - Version 20 - December 2023) Clinical skills and laboratory induction form Campus tour* Health and safety (H&S) policies were reviewed, and staff confirmed actions from recent audits had been completed. It was confirmed by staff that no live animals are used across any of the sites. The students receive a thorough induction which includes accident reporting, manual handling, and fire safety. In addition, safeguarding and introduction of Prevent is embedded into the induction week. It was noted on the tour that risk assessments (RAs) and standard operating procedures (SOPs) were limited in the clinical skills area, it would be beneficial for these to be more available to students.	✓		

1.2	Prioritise the wellbeing of people.	✓		
	Evidence reviewed:			
	CPD Policy - Updated Mar 24 & Learning and Development handbook reviewed Mar 24			
	Managers guide to induction and example probation documents			
	Staff appraisal doc and appraisal quarterly 1-2-1 performance record (reviewed Feb 24)			
	Nominated staff member for wellbeing			
	Academic advising and wellbeing video and Middlesex University academic advising guidance series			
	CAW Wellbeing Strategy and Policy - Reviewed Mar 24			
	Wellbeing services MDX			
	Wellbeing Services CAW			
	CAW Living Well Resources			
	CAW staff mentoring scheme			
	February 2024 - Staff Newsletter			
	Staff Interviews			
	Student Interviews			
	The information and services provided to staff and students is thorough and wellbeing services are widely available. New staff members receive comprehensive inductions and are allocated a mentor when they join. Up to six free counselling sessions are available for staff through the university. Student interviews highlighted that generally they feel very well supported and are aware of how to access support. It was noted on the tour of both Hendon and StoneX campuses that there were limited posters signposting to wellbeing services and it is suggested that these are increased.			
1.3	Ensure that facilities and physical resources, including those used for clinical learning, comply with all relevant legislation including UK animal care and welfare standards.	✓		
	Evidence reviewed:			
	Training practice (TP)/Auxiliary Training Practices (aTP) lists with risk banding			
	VMD Registration and Policy for storage and disposal of POM-VS			
	Standard Operating Procedures examples			
	Delivery site audit (Leeds)			
	BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example			
	Work placement induction record			
	Clinical skills Inventory for each campus			

	Programme Voice Group (PVG) Minutes and programme leader reports 2023-24 *Campus tour* *Student Interviews* Students have access to the physical resources and facilities they require for the completion of the programme. The students informed the panel they feel the clinical skills area at Stone X is an improvement and are happy with the resources.			
1.4	Ensure clients have the opportunity to give, and if required withdraw, their informed consent to students being involved in the care of their animals. *Evidence reviewed:* *Client consent poster example* *Consent form example from a TP audit* *TP Visit Report Form* There is a section on the training practice (TP) visit form that checks this is in place, and actions are created if necessary. The programme team were all aware of the current policies and forms in place. There is a template created by the university that is provided to practices, however, from the evidence provided practices are using their own templates which are not informing clients of their right to withdraw their informed consent.		✓	
1.5	Promote client, public and animal safety and welfare and maintaining confidentiality. *Evidence reviewed:* *Job descriptions* *Staff appraisal doc and appraisal quarterly 1-2-1 performance record (reviewed Feb 24)* *Programme Voice Group (PVG) Minutes and programme leader reports 2023-24* *Lesson observations - OTLA Summary BSc Sept - Dec 2023* *APS19 Observation of Learning and Teaching Practice* *Middlesex University Data Protection Policy* *CAW Data Protection Policy and Procedure (January 2020)* *Student and clinical coach observations - examples* *TP Visit Report Form - Version 20 - December 2023* *Support Assessment of Training Placement Practice with Countersigning - January 2024* *MDX Communications principles* *Appropriate use of social media guidelines*	✓		

			✓		
	MDX guidelines Report It To Stop It including bullying and harassment *CAW Bullying and harassment policy November 2023* *CAW Internet email MS Teams and social media usage policy - Feb 2023* Policies provided demonstrated the requirements for confidentiality and maintaining safety. Students and staff complete online e-safety training which clearly outlines procedures for recognising and reporting a range of concerns.				
1.6	Ensure students and educators understand how to raise concerns or complaints and are encouraged and supported to do so in line with local and national policies without fear of adverse consequences. *Evidence reviewed:* *Programme Voice Group (PVG) Minutes and programme leader reports 2023-24* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* *CAW staff handbook - updated March 24* *Induction policy and timetables for students and staff* *202324 Student Complaints Grievance policy* *Whistle Blowing Policy reviewed January 2024 CAW* *Appropriate use of social media guidelines and CAW Internet email MS Teams and social media usage policy - Feb 2023* *Safeguarding Policies for MDX and CAW* *Wellbeing Policies* *Student Interviews* *Staff Interviews* Both students and staff were aware of where to find the information relating to concerns and complaints. Staff were able to fully explain the complaints procedure, including the various stages and points of potential escalation.	✓		
1.7	Ensure any concerns or complaints are investigated and dealt with effectively, ensuring the wellbeing of people and animals is prioritised. *Evidence reviewed:* *BSc Complaints action plan* *202324 - Student Complaints Grievance Policy* *MDX Fitness for Practise Policy 2023-2024* *FINAL Fitness for Practice policy 2023-24* *Safeguarding Policy (MDX and CAW)* *Care and Concern weblink*	✓		

	Wellbeing Services Evidence provided demonstrates that there is a robust procedure in place for any concerns or complaints and these are efficiently dealt with.			
1.8	Ensure mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated. *Evidence reviewed:* *BSc VN Meeting Minutes* *Health and safety incident report* *202324 - Student Complaints Grievance Policy* *FINAL 202324 Student Conduct Discipline rules* *CAW EMER* Processes are in place to ensure mistakes are investigated with actions being disseminated to the appropriate people. The evidence provided demonstrates there is a procedure in place for ensuring H&S incidents are documented appropriately and fully investigated.	✓		
1.9	Ensure students are supported and supervised in being open and honest in accordance with the RCVS Codes of Professional Conduct. *Evidence reviewed:* *Fitness to practise procedure* *Programme Voice Group (PVG) Minutes and programme leader reports 2023-24* *VET0103/VET2720 Professional Development 2 module handbook example* *Example lesson plan referencing RCVS CoPC* *Lesson observations - OTLA Summary BSc Sept - Dec 2023* *Day One Skills Recording Tool Middlesex Degree NPL Moderation Report - final year* *Reflective blog (Clinical Tool demonstration video)* *Tutorial records (Clinical Tool demonstration video)* *Learner review/support plan examples* *Progress review meetings (PRMs)* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* *Expectations and Commitments Agreement 20232024 DocuSign* *Policy and procedure for academic integrity and misconduct 23-24*	✓		

	BSc Placement Handbook for Students and Clinical Supervisors 2024-25 *Student Interviews* Student interviews highlighted that the RCVS Code of Professional Conduct (CoPC) is embedded from the start of the programme and constantly referred to throughout lectures and placement blocks. The students were able to provide numerous examples of how they apply this at various stages of the programme and were confident in this area.			
1.10	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. *Evidence reviewed:* *Lesson observations - OTLA Summary BSc Sept - Dec 2023* *Staff induction guide and example probation documents* *CPD records* *RCVS SAR 2022-23* *Student feedback* *External examiner reports* *MDX and CAW Equality, Diversity and Inclusion Policy* *MDX Disability Support Policy* *Example student learning support form (LSF) redacted* *Final University Regulations 2023-24* *MDX Student Charter* *202324 Student Complaints Grievance policy* *Student Interviews* There is a strong emphasis on fostering good relationships between individuals and this is in line with human rights legislation. This was confirmed in student interviews and in line with the evidence provided. There is an equality, diversity, and inclusion (EDI) staff calendar for the year, with a working group that meets every six weeks for discussions.	✓		
1.11	Advance equality of opportunity through effective use of information and data. *Evidence reviewed:* *RCVS SAR 2022-23* *External examiner reports* *Student feedback* *Stakeholder feedback - TP and student feedback summary* *Programme Voice Group (PVG) Minutes and programme leader reports 2023-24*	✓		

	BSc VN meeting minutes *National student survey data* *Access and participation plan 2020-21 to 2024-25* The university has clear policies in place for access and participation. Middlesex University has an inclusive policy with a wide international community. There is a culture and exchange system where they are buddied up with another student and supported via this process.			
1.12	Work to promote inter-professional education and inter-professional practice and support opportunities for research collaboration. *Evidence reviewed:* *Programme specification and module narratives* *Schedule A Document October 2023 with countersigning* *Careers event and academic advising schedules* *Evidence of tutor publications speaking and committee memberships* *NPL Expert Witness Statement Template* *Journal clubs* Middlesex University holds a teaching and learning conference annually and collaboration has taken place with the human nursing department surrounding holistic assessment e.g. scenario-based exams, which was presented at an international conference. Staff are encouraged to identify areas for professional development to enhance both veterinary nursing and pedagogy. Students receive occasional emails about cross-department collaboration events; and this is something the team are looking at developing further as this is currently limited. It was suggested that more collaboration opportunities would be valuable for staff and students.	✓		
1.13	Promote evidenced-based improvement in education and veterinary nursing practice. *Evidence reviewed:* *Evidence of tutor publications speaking and committee memberships* *Programme specification and module narratives* *VET0103/VET2720 Professional Development 2 module handbook example* *CPD Policy - Updated Mar 24* *Careers event and academic advising schedules* *Journal clubs* *Academic Quality and Standards Policy APS 11*	✓		

Evidence provided included journal clubs, which are embedded into the curriculum through formative feedback, and students feel this works well. Staff journal clubs are run monthly and are used as an internal networking opportunity. These incorporate both clinical and education-based areas of interest.				

Conclusion:

This standard has been met.

The learning culture prioritises the safety and wellbeing of people and the values of the RCVS CoPC are embedded and upheld throughout the programme. Robust H&S policies are in place for students and staff and discussions confirmed these are followed. Diversity and inclusion are at the forefront of learning environments and the education and training in place for students is promoted across learning environments.

Commendations:
1.9 The RCVS CoPC is embedded from the start of the programme and is very well understood by students.

Suggestions:
1.1 Consider how access to risk assessments and SOPs could be improved in the clinical skills area for students to refer to.

1.2 Promote the signposting of wellbeing opportunities on campus through posters or interactive screens.

1.12 Consider the further development of inter-professional opportunities across departments at the university.

Actions:
1.4 Support practices in understanding how to inform clients of consent and formalise resources available to them.

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 met			
Accredited Education Institutions, together with Centres and Training Practices, must:			
	Requirements	Met	Part Met	Not Met
2.1	Comply with all relevant legal, regulatory, professional and educational requirements. *Evidence reviewed: Middlesex University OfS registration Middlesex University summary TEF 2023 panel statement Middlesex University QAA report 2015 External examiners' reports Minutes of validation/accreditation event and evidence of any conditions have been addressed New programmes only: RCVS pre-accreditation support* Middlesex University has OfS registration and was awarded Silver in the Teaching Excellence Framework, in 2023. The most recent QAA Report from 2015 had several recommendations that have all been actioned.	✓		
2.2	Provide all information and evidence required by regulators in a timely manner i.e. within published timescales. *Evidence reviewed: Middlesex University Action Plan 18.11.22* This requirement has been well evidenced by the programme team. Additional evidence requested before and during the event was provided in a timely manner.	✓		
2.3	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. *Evidence reviewed:*	✓		

	Curriculum mapping documents to meet RCVS Day One Competences/RCVS Day One Skills *Curriculum mapping document to QAA Veterinary Nursing Benchmarks (HEIs)* The curriculum mapping documents provided demonstrate that the DOC/DOS have been mapped to the modules. The modules have also been mapped to the course outcomes.			
2.4	Comply with the RCVS Code of Professional Conduct for Veterinary Nurses. *Evidence reviewed:* *VET0103/VET2720 Professional Development 2 module handbook example* *Day One Skills Recording Tool Middlesex Degree NPL Moderation Report - final year* *Schemes of Work* *Example lesson plan referencing RCVS CoPC* *BSc Placement Handbook for Students and Clinical Supervisors 2024-25* The CoPC for Veterinary Nurses is embedded throughout the course. When asked, the students demonstrated a good understanding of the CoPC and felt this is integrated within multiple modules throughout their study.	✓		
2.5	Comply with the RCVS Veterinary Nursing Registration Rules. *Evidence reviewed:* *Training practice (TP)/Auxiliary Training Practices (aTP) lists with risk banding* *Programme specification and module narratives* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* The programme is designed to ensure that graduates meet the Veterinary Nursing Registration rules. A link to the registration requirements is provided within the Student Handbook.	✓		
2.6	Adopt a partnership approach, with shared responsibility, evidenced by a Memorandum of Understanding between the Accredited Education Institution and the delivery site and between the delivery site and the Training Practice. This must be regularly reviewed and clearly stipulate the roles, responsibilities, and regulatory requirements. *Evidence reviewed:*		✓	

	Memorandum of Understanding *IQA procedures Handbook (VN) - March 24* *BSc sampling plan - as of 05.03.24* *CS Training Demonstration* *BSc Placement Handbook for Students and Clinical Supervisors 2024-25* *TP Visit Report Form - Version 20 - December 2023* *Schedule A Document October 2023 with countersigning* An updated Memorandum of Cooperation between Middlesex University and the College of Animal Welfare must be provided for the new course structure. Memoranda of Agreement with TPs were supplied within the evidence provided. There is evidence that the Clinical Supervisors are trained and have access to support.			
2.7	Ensure that recruitment, selection and retention of students is open, fair and transparent and includes measures to understand and address underrepresentation. *Evidence reviewed:* *Entry requirements for the programme MDX and CAW websites* *Programme specifications* *Example applicant interview questions and scoring* *Interview information and guidance for applicants* *Final University Regulations 2023-24* *Online guidance for RPL* *MDX and CAW Equality, Diversity and Inclusion Policy* *RCVS SAR 2022-23* *Access and participation plan 2020-21 to 2024-25* The current application process includes an interview with the applicant; these are a combination of face-to-face and online interviews. Staff are proposing to provide offers based on written application with a minimum requirement of 4 weeks work experience, which can be arranged for a future date but must be complete by the start of the course. The applicants are provided with a reference template to supply to veterinary practices once they have undertaken their work experience. Applicants that have received an offer are then invited to the relevant campus for an applicant's open day.	✓		
2.8	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.	✓		

	Evidence reviewed: *Programme specifications* *Entry requirements for the programme MDX and CAW websites* *Interview information and guidance for applicants* *2023-24 Middlesex University English Language* The entry criteria indicate a requirement of 112-128 UCAS points including 5 GCSE grade C/4 in English, mathematics, science and two other subjects or equivalent. A level 3 foundation year is available for those who do not meet the entry requirements for the 4-year BSc VN degree initially.			
2.9	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. *Evidence reviewed:* *MDX Fitness for Practise Policy 2023-2024* *Student Veterinary Nurse Fitness to Practise September 2015 (Reviewed September 2017)* *Interview information and guidance for applicants* *Student applications/interviews* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* *BSc Honours Veterinary Nursing Degree Induction pack 2023* Students are informed of the professional requirements including disclosure of criminal convictions at the beginning of the course; the declaration is then processed via DocuSign online. It is suggested that this is repeated annually to ensure students are meeting these requirements at the start of each academic year.	✓		
2.10	Demonstrate a robust process for recognition of prior learning (RPL). *Evidence reviewed:* *Final University Regulations 2023-24* *Online guidance for RPL* *Programme specifications* The theory elements of another programme would be unlikely to map across successfully due to the proposed curriculum structure. However, it was accepted that prior learning	✓		

	demonstrated within the Nursing Progress Log (NPL) could be mapped across, due to the utilisation of the platform within the MU programme.			
2.11	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. *Evidence reviewed:* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* *BSc Placement Handbook for Students and Clinical Supervisors 2024-25* *MDX Fitness for Practise Policy 2023-2024* *Student inductions* *MDX academic policies are readily available online* *VET0103/VET2720 Professional Development 2 module handbook example* Students will be provided with detailed student handbooks outlining the information about the course. H&S is covered within these and is accessible on the online portal. The *Placement Handbook for Students and Clinical Supervisors* is very detailed and has a useful section signposting students for advice during adverse events. The Student Engagement Officer is very proactive and involved in engaging the students with the information; this was evident during staff and student discussions.	✓		
2.12	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. *Evidence reviewed:* *MDX Fitness for Practise Policy 2023-2024* *FINAL 202324 Student Conduct Discipline rules* *FINAL 202324 Fitness to Study Policy* *Appeals* *Policy and procedure for academic integrity and misconduct 23-24* *FINAL policy and Procedures for Extenuating Circumstances 23-24* *Final University Regulations 2023-24*	✓		

	There is a Middlesex University *Fitness to Study policy,* which is fit for purpose, and students are also signposted to the RCVS guidelines.			
2.13	Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award. *Evidence reviewed:* *PAB Agenda - Nursing Midwifery Vet 280723* *Programme specifications* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* Students who do not meet the requirements for the BSc (Hons) may be awarded appropriate exit awards at the relevant academic level.	✓		
2.14	Regularly review all learning environments and provide assurance that they are safe, effective and fit for purpose. *Evidence reviewed:* *Programme Voice Group (PVG) Minutes and programme leader reports 2023-24* *Student feedback* *TP Visit Report Form - Version 20 - December 2023* *Risk assessments* *Health and safety policies (MDX and CAW)* *BSc sampling plan - as of 05.03.24* *Delivery site audit (Leeds)* *Memorandum of Understanding* *External examiner reports* *Middlesex University summary TEF 2023 panel statement* *Middlesex University QAA report 2015* *Minutes of validation/accreditation event and evidence of any conditions have been addressed* *Standard Operating Procedures examples* *e-safety safeguarding arrangements January 2024* *Student protection plan Feb 2024* The campus tour of Stone X and Middlesex Hendon campus showed a variety of learning environments for various teaching practices that can be booked centrally. The library had options for silent study and group study for students. It was noted by staff and students that the clinical skills room at Stone X was a significant improvement on the prefabricated		✓	

	building that was previously based at Middlesex Hendon campus. The TP Support Assessment ensures standardisation across all IQA staff with regard to risk banding. However, the IQA team seemed unaware that this scoring system was in place and, upon questioning, appeared to be judging the level of risk on an individual basis. Further, there was general agreement amongst staff that any form of health and safety issue would render a TP "high risk", yet the evidence provided suggested that this was not the case, as the TP in question had been identified as "medium risk", despite outstanding health and safety issues. This raises concern with the potential disparity in the requirements placed upon two TPs with similar issues. Increased clarity of the requirements of the IQA role with regard to risk banding, to include utilisation of the support assessment, is required.				
2.15	Appoint appropriately qualified and experienced people for programme development and delivery. *Evidence reviewed:* *Staff list* *CPD Policy - Updated Mar 24 & Learning and Development handbook reviewed Mar 24* *Staff profiles* *Job descriptions* *Recruitment and selection procedure - Mar 24* *Section 4 External Examiners* The university has a large team of staff with a range of experience and backgrounds. External examiners are appointed following the process outlined in the Academic Quality Handbook, which includes Professional, Statutory and Regulatory Bodies (PSRB) stipulations in the requirements. The team seek those suitably experienced and involved in the delivery of similar programmes. They aim to select one RVN and one MRCVS representative. There are currently two External Examiners and no unfilled vacancies.	✓			
2.16	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	N/A			

			✓	
	the relevant cohort of students. *Evidence reviewed:* *None* This programme has previously achieved full accreditation.			
2.17	Where an Accredited Education Institution plans to make any changes to its provision, including assessment, the RCVS must approve all changes prior to implementation. *Evidence reviewed:* *MDX RCVS Notification of Intent 2023* *Academic Quality Handbook* The University has policies in place to consider major and minor programme changes. During the visit, the panel was informed that changes to the VN programme are very rare as it is normal process to make changes at scheduled validation events. There was verbal confirmation that a PSRB would be involved if there were major or minor programme changes, but the panel could not see this requirement within the *Academic Quality Handbook.*		✓	
2.18	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. *Evidence reviewed:* *Minutes of validation/accreditation event and evidence of any conditions have been addressed* *RCVS SAR 2022-23* *MDX Financial Statements 2022-2023* *National student survey data* The business case for the BSc VN programme details a demand for study. The newly proposed BSc VN programme is already generating interest, with several students having submitted applications already.	✓		

Conclusion:

This standard is met.

There is a good level of support and defined processes of governance from both Middlesex University and the College of Animal Welfare. Overall, there is compliance with the regulatory and legal requirements.

It is important to ensure consistency of the processes when undertaking TP visits and assessments for all staff involved.

The panel commend the team on their dedication to supporting students and fellow colleagues.

Commendations:

2.11 Placement Handbook for Students and Clinical Supervisors is very detailed and a great resource for students, with a particularly useful section on adverse events.

Suggestions:

2.12 Consider repeating the criminal conviction declaration to the Fitness to Practise DocuSign for students to complete at the beginning of each academic year.

Actions:

2.6 An updated Memorandum of Cooperation between Middlesex University and the College of Animal Welfare must be provided.

2.14 Undertake a review of the process of risk banding of training practices and provide training to staff to ensure procedures are followed consistently across all training practice environments.

2.17 Make it implicit within institution processes that the PSRB (RCVS) must be notified of all proposed changes to the programme.

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	Are well prepared for learning in theory and practice having received relevant inductions. *Evidence reviewed:* *BSc Honours Veterinary Nursing Degree Induction pack 2023* *Student inductions* *Programme and student engagement inductions* *MDX23 - NPL Induction - Dec 2023* *Student Interviews* Students receive comprehensive inductions and are well prepared for theory and practice learning. Students were complimentary on the inductions provided, specifically referring to the NPL induction they receive.	✓		
3.2	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. *Evidence reviewed:* *Clinical skills Inventory for each campus* *Clinical skills facilities at each campus* *Library resources* *TP Visit Report Form - Version 20 - December 2023* *OSCE and practical skills videos* *VET3703 OSCE Practical Workbook* *Campus tour* *Student Interviews*	✓		

			✓		
	Students have access to the resources they need in order to complete the Day One Competences (DOC) and Day One Skills (DOS) during the programme. There is an excellent range of resources available in the library, with a dedicated veterinary nursing online page for students to improve ease of access. There were laptop loan stations available across the campus for students.				
3.3	Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, practice placements and other information relevant to the programme. *Evidence reviewed:* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* *Draft timetable 2024-2028 and programme planner* *Schemes of work* *BSc Placement Handbook for Students and Clinical Supervisors 2024-25* *VET0103/VET2720 Professional Development 2 module handbook example* *Programme specification and module narratives* *Monthly Newsletters* *You said we did* *Placement correspondence letter to practice and letter to student* *October 2023 - January 2024 Student Engagement Calendar* Students are provided with programme information on the virtual learning environment (VLE) and there are robust communication channels in place between staff and students. The student handbooks are comprehensive and incorporate all relevant information in one place for students to refer to.	✓			
3.4	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. *Evidence reviewed:* *TP Visit Report Form - Version 20 - December 2023* *NPL Expert Witness Statement Template* *BSc Placement Handbook for Students and Clinical Supervisors 2024-25* *Student Interviews* Students are provided with a practice placement to enable them to learn from a range of professionals. Witness	✓			

			✓		
	statements are utilised to ensure students are working with a variety of staff veterinary professionals in practice.				
3.5	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. *Evidence reviewed:* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* *Draft timetable 2024-2028 and programme planner* *Programme specification and module narratives* *VR OSCEs - Small Companion Animal* *BSc Placement Handbook for Students and Clinical Supervisors 2024-25* *Clinical skills Inventory for each campus* *Student Interviews* *Campus tour* Students have access to a virtual reality (VR) headset which they can use to practise clinical skills in preparation for practical sessions and placement. The students discussed with the panel how much they enjoy this aspect of the course as it enables them to practise clinical skills whilst at home. The use of simulation is embedded into assessments and there is a good variety across the modules.	✓			
3.6	Are supervised and supported in clinical placement learning in accordance with RCVS Standards Framework for Veterinary Nurse Education and Training. *Evidence reviewed:* *TP Visit Report Form - Version 20 - December 2023* *Memorandum of Understanding* *IQA procedures Handbook (VN) - March 24* *BSc sampling plan - as of 05.03.24* *CS Training Demonstration* *BSc Placement Handbook for Students and Clinical Supervisors 2024-25* *Support Assessment of Training Placement Practice with Countersigning - January 2024* *Training practice (TP)/Auxiliary Training Practices (aTP) lists with risk banding* *Learner review/support plan examples* *Student Interviews*	✓			

	The evidence provided demonstrates that students are well supported and appropriately supervised whilst on clinical placement. Comprehensive clinical supervisor (CS) training is in place, with a CS forum that is checked by the IQAs weekly as a support mechanism.				
3.7	Are supervised according to their individual learning needs, proficiency and confidence. *Evidence reviewed:* *Learner review/support plan examples* *Example student learning support form (LSF) redacted* *Student support services* *MDX Disability Support Policy* *Learning Enhancement Team (LET)* *Campus tour* There is excellent support in place for students through student support services and the Learning Enhancement Team (LET). If required, students are signposted to the Disability and Dyslexia Service (DDS) who provide advice on reasonable adjustments and have access to counselling resources as well. Students were complimentary on the support services available and knew how to access them.	✓			
3.8	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. *Evidence reviewed:* *Placement correspondence letter to practice and letter to student* *Day One Skills Recording Tool Middlesex Degree NPL* *Moderation Report - final year* *Memorandum of Understanding* *IQA procedures Handbook (VN) - March 24* *BSc Placement Handbook for Students and Clinical Supervisors 2024-25* Students are allocated time for logging on the NPL whilst in placement. This is stated in the placement correspondence letter and the CS is also informed and reminded about this allocation of time.	✓			
3.9	Are assigned and have access to a nominated academic tutor/lead for each part of the education programme. *Evidence reviewed:*	✓			

	Group tutorial records *Programme Voice Group (PVG) Minutes and programme leader reports 2023-24* *Programme specification* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* *Academic advising and wellbeing video and Middlesex University academic advising guidance series* *Careers event and academic advising schedules* *Learner review/support plan examples* *Student Interviews* Students have an academic advisor (AA) assigned to them. Each AA has around 20 students allocated, depending on their experience. They provide advice and support on both academic and pastoral themes. At the start of students' final year, the AA sessions are focused on wellbeing and careers advice. Students find the AA system works very well and feel well supported.			
3.10	Have the necessary support and information to manage any interruptions to the study of programmes for any reason. *Evidence reviewed:* *Progress review meetings (PRMs)* *Progression and support team* *MDX Fitness for Practise Policy 2023-2024* Staff clearly explained the policy in place for interruptions to study. Students receive progression support meetings following progress reviews if required. Here, all options are provided, including permanent withdrawal, deferral, and support mechanisms. The RCVS is informed through the College of Animal Welfare (CAW) Student Services team. When academic enrolment is paused, a letter is sent to the student.	✓		
3.11	Have their diverse needs respected and considered across all learning environments. *Evidence reviewed:* *MDX and CAW Equality, Diversity and Inclusion Policy* *MDX Disability Support Policy* *MDX Fitness for Practise Policy 2023-2024* *FINAL 202324 Fitness to Study Policy* *Campus tour*	✓		

	There are comprehensive policies in place for students and staff surrounding EDI and these were well understood in discussions. At the StoneX campus prayer rooms are available for student use.				
3.12	Are provided with support and adjustments in accordance with equalities and human rights legislation and good practice. *Evidence reviewed:* *MDX and CAW Equality, Diversity and Inclusion Policy* *MDX Disability Support Policy* *Example student learning support form (LSF) redacted* *Final University Regulations 2023-24* *Safeguarding policies and procedures (MDX and CAW)* *Student Interviews* Students have access to excellent support services across the university and the DDS is well set up to provide advice and support to students. Evidence provided shows a detailed learning support form (LSF) which is used. Student meetings highlighted that they are aware of how to access this support.	✓			
3.13	Are protected from discrimination, harassment and other behaviour that undermines their performance or confidence. *Evidence reviewed:* *MDX and CAW Equality, Diversity and Inclusion Policy* *FINAL 202324 Student Conduct Discipline rules* *202324 Student Complaints Grievance policy* *Safeguarding policies and procedures (MDX and CAW)* *Campus tour* There are robust policies in place relating to EDI and safeguarding. Staff were aware of all policies in place and where to find them. Posters were seen around campus, relating to harassment and bullying, with QR codes for access to information.	✓			
3.14	Are provided with information and support which encourages them to take responsibility for their own mental and physical health and wellbeing. *Evidence reviewed:* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* *Learner review/support plan examples* *Academic advising and wellbeing video and Middlesex University academic advising guidance series*	✓			

			✓		
	Academic advising schedule *Example mental health and wellbeing AA session delivered by mental health lead (CAW)* *Student inductions* *Monthly Newsletters* *Wellbeing services MDX* *Student Interviews* *Campus tour* Students are provided with information surrounding health and wellbeing in their induction week and are reminded throughout the course during AA sessions. Students are actively encouraged to engage with DDS if this is needed and supported by staff. The students complimented the range of support services available, including free counselling sessions available.				
3.15	Are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice. *Evidence reviewed:* *Academic advising and wellbeing video and Middlesex University academic advising guidance series* *Learner review/support plan examples* *Programme specification and module narratives* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* *Programme Voice Group (PVG) Minutes and programme leader reports 2023-24* *MDX23 - NPL Induction - Dec 2023* *Student Interviews* The university provided thorough evidence detailing the learning and pastoral support available to students on the programme. This was reiterated in student meetings, where students complimented the staff on the support they have received throughout the programme.	✓			
3.16	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. *Evidence reviewed:* *Programme specification and module narratives* *BSc Placement Handbook for Students and Clinical Supervisors 2024-25*	✓			

	Programme Voice Group (PVG) Minutes and programme leader reports 2023-24 *Careers event and academic advising schedules* *NPL Expert Witness Statement Template* Students can become a Programme Voice Leader for their cohort, where they collect feedback and present this to staff at meetings. Students felt this was an excellent way to learn from and work with their peers and develop leadership skills. A careers event was held which students really enjoyed; students felt it informed them of a range of career opportunities of which they were not previously aware. Whilst students felt they could request clinical skills support, they were unaware of any formal approach for booking clinical skills drop-in sessions. It is suggested that this service is advertised more widely to students.				
3.17	Receive constructive feedback throughout the programme to promote and encourage reflective learning. *Evidence reviewed:* *Anonymous marking assessment policy* *Assessment fairness principles policy and requirements May 2023* *Student feedback examples* *Internal moderation examples* *Programme specification and module narratives* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* *Clinical tool Initial, mid and final tutorial records* *Learner review/support plan examples* *Behavioural Tool assessment* *Day One Skills Recording Tool Middlesex Degree NPL* *Moderation Report - final year* *Staff Interviews* Students receive comprehensive feedback on assessments and throughout the programme from staff. They are encouraged to reflect across different modules, and this is well developed within the programme. Clear marking policies are in place and staff arewere aware of these and utilise them.	✓			
3.18	Have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.	✓			

	Evidence reviewed: *Student feedback* *Programme Voice Group (PVG) Minutes and programme leader reports 2023-24* *National student survey data* *Placement evaluation survey* *Learner review/support plan examples* Students are provided with sufficient opportunities to provide feedback through a variety of mechanisms, including AA sessions, surveys and through the Programme Voice Group. The student meetings highlighted this is an area of strength by the programme team and they feel their feedback is actioned and the feedback loop is always closed, which is to be commended. The students have been actively involved with the development of the new programme and this was well received by current students.			
3.19	Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation. *Evidence reviewed:* *Behavioural Tool updated May 2022 FINAL* *BSc Placement Handbook for Students and Clinical Supervisors 2024-25* *IQA procedures Handbook (VN) - March 24* The RCVS Professional Behaviours (PBs) are embedded throughout the course and evidence provided confirmed this. This enables students to be empowered to develop these behaviours and translate them into professional practice.	✓		

Conclusion:

This standard has been met.

Students are provided with excellent induction information helping them to prepare for achievement of the RCVS DOC, DOS and PBs. Students are provided with many support mechanisms which are freely available and are well advertised by the programme team. The students have the resources available to support a variety of learning opportunities, particularly through simulation-based learning. Students have sufficient feedback avenues and feel well listened to by staff.

Students appear to be well supported and empowered to become resilient and reflective learners.

Commendations:
3.5 Excellent use of simulation-based learning through VR headsets, providing opportunities for students to practise clinical skills in a variety of settings.

3.18 Students have many different feedback avenues available to them. The team respond to the student voice and have involved them in the development of the new programme.

Suggestions:

3.16 The creation of a more formal approach for booking drop-in sessions for clinical skills which is more widely advertised to the students.

Actions:

None.

Standard 4 – Educators and assessors

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

Standard met			
Accredited Education Institutions, together with Centres and Training Practices, must ensure that all educators and assessors:			
	Requirements	Met	Part Met	Not Met
4.1	Are appropriately qualified and experienced and always act as professional role models. *Evidence reviewed:* *CV and CPD records* *Evidence of tutor publications speaking and committee memberships* *MDX strategy to 2031* *Lesson observations - OTLA Summary BSc Sept - Dec 2023* *CAW staff handbook - updated March 24* Staff are appropriately experienced and qualified and act as professional role models. The enthusiasm of both individual members of the team as well as their overall experience is to be commended. Staff were proactive in engaging with students and providing additional support. The veterinary nursing subject librarian was engaging, knowledgeable and ensured that excellent online resources were available to students across locations and whilst on placement.	✓		
4.2	Receive relevant induction, ongoing support, education and training which includes training in equality and diversity. *Evidence reviewed:* *CV and CPD records* *CPD Policy - Updated Mar 24 & Learning and Development handbook reviewed Mar 24* *Lesson observations - OTLA Summary BSc Sept - Dec 2023* *Staff appraisal doc and appraisal quarterly 1-2-1 performance record (reviewed Feb 24)* *Staff induction guide and example probation documents* *CS Training Demonstration* *Veterinary Nursing School - CC Standardisation VLE pages* *Completed reviews of Clinical Supervisor suitability (CV, CPD, registration checks)*	✓		

	CC standardisation Additional Learning Needs Lesson Content *CC standardisation certificate Additional Learning Needs* Staff receive extensive inductions spanning a three-week period with specific targets and training. A mentoring system ensures that staff have ongoing support during the first year of employment and the management hierarchy in place ensures that training and continued professional development (CPD) requirements are met as needed.				
4.3	Have their diverse needs respected and considered and are provided with support and adjustments in accordance with equalities and human rights legislation and good practice. *Evidence reviewed:* *Managers guide to induction and example probation documents* *MDX and CAW Equality, Diversity and Inclusion Policy* *Recruitment and selection procedure - Mar 24* *CAW staff handbook - updated March 24* *Supporting Employees Experiencing Menopause (Jan 22)* *Health and safety policies (MDX and CAW)* Procedures and policies are in place to ensure that support is available, and adjustments made as required.	✓			
4.4	Have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities. *Evidence reviewed:* *Draft timetable 2024-2028 and programme planner* *Staff profiles* *Job descriptions* *CPD Policy - Updated Mar 24 & Learning and Development handbook reviewed Mar 24* *Memorandum of Understanding* *Staff HE training programme* Staff have sufficient time allocated to ensure they can fulfil their roles in relation to teaching and supporting students. The Student Engagement Officer showed enthusiasm and an innovative approach to the role. The BSc VN Deputy Programme Leader showed enthusiasm towards maintaining positive staff morale and introducing monthly online social meets to build professional working relationships and team bonding, especially for those working remotely.	✓			

	Staff would benefit from the further development of research and publication opportunities. Staff already receive support to act as examiners and/or sit on panels, and it was indicated that this would be extended to External Examiner roles, with time allocated to allow for this.			
4.5	Respond effectively to the learning needs of individuals. *Evidence reviewed:* *Student feedback* *Programme Voice Group (PVG) Minutes and programme leader reports 2023-24* *Careers event and academic advising schedules* *Learner review/support plan examples* *Progress review meetings (PRMs)* *Example student learning support form (LSF) redacted* *Lesson observations - OTLA Summary BSc Sept - Dec 2023* *Student support services* *MDX Disability Support Policy* A range of online and in person support is available at each campus and staff are aware of how to access this and signpost to students. Staff are responsive to student needs and able to provide advice as required.	✓		
4.6	Are supportive and objective in their approach to student supervision, assessment and progression and appropriately share and use evidence to make decisions on student assessment and progression. *Evidence reviewed:* *Programme specification and module narratives* *Draft timetable 2024-2028 and programme planner* *Final University Regulations 2023-24* *TP Visit Report Form - Version 20 - December 2023* *Day One Skills Recording Tool Middlesex Degree NPL* *Moderation Report - final year* *BSc sampling plan - as of 05.03.24* *RCVS SAR 2022-23* *Curriculum mapping document to QAA Veterinary Nursing Benchmarks (HEIs)* *Learner review/support plan examples* Staff are confident in their ability to support and supervise students and can make appropriate decisions on assessment and progression. There are robust mechanisms in place to minimise bias and make decisions objectively.	✓		

4.7	Liaise, collaborate and action constructive feedback generated by colleagues, students and stakeholders to enhance their teaching assessment and to share effective practice. *Evidence reviewed:* *Recruitment and selection procedure - Mar 24* *Section 4 External Examiners* *Examiner Standardisation CAW OSCE-July 23* *External examiner reports* *Learner review/support plan examples* *Lesson observations - OTLA Summary BSc Sept - Dec 2023* *Programme Voice Group (PVG) Minutes and programme leader reports 2023-24* *CAW EMER* *BSc VN Meeting Minutes* *Minutes of validation/accreditation event and evidence of any conditions have been addressed* *BSc VN Moderation Plan Meeting Minutes 08 09 23* *Example documents from July 2023 OSCE resit exam* Feedback from staff, students and stakeholders including TP staff and external examiners, was collected to make significant enhancements to the programme.	✓		
4.8	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. *Evidence reviewed:* *202324 Student Complaints Grievance policy* *MDX Fitness for Practise Policy 2023-2024* *RCVS SAR 2022-23* There are appropriate mechanisms in place to enable staff to respond effectively to complaints and concerns. Evidence provided demonstrates how complaints were addressed and students were satisfied that staff respond to concerns effectively.	✓		
4.9	Ensure the programme lead is a Registered Veterinary Nurse (RVN) who has substantial experience of veterinary nurse education and training at a suitable level for the qualification(s) being delivered and holds a recognised teaching qualification. *Evidence reviewed:* *Staff profile, job description and CPD records*	✓		

	The Programme Lead is a Registered Veterinary Nurse (RVN) with extensive experience in veterinary nurse education and training.			

Conclusion:

This Standard has been met.

Staff involved in the delivery and support of the programme are experienced and professional role models for their students. They have extensive experience and share this with students across each location. The enthusiasm and knowledge of staff at all levels is clear throughout and to be commended.

There are procedures and policies in place to ensure staff are supported through induction and beyond, though further development of these roles would be beneficial to allow staff to further develop and share these within the wider profession.

Commendations:

4.1 The enthusiastic and passionate staff both directly within the veterinary nursing delivery team and beyond, including the veterinary nursing subject librarian is to be commended.

4.2 Thorough induction of staff ensures that they are fully prepared from the start.

4.4 Staff are well supported in their roles and are provided with the resources needed to allow them to undertake their professional responsibilities, including online support for staff working remotely.

Suggestions:

4.4 Further develop research and publication opportunities for staff.

Actions:

None

Standard 5 – Curricula and assessment

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

		Met	Part Met	Not Met
**Standard met**
Accredited Education Institutions, together with Centres and Training Practices, must ensure:
	Requirements	**Met**	**Part Met**	**Not Met**
5.1	Curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, QAA HE Benchmarks for Veterinary Nurses and programme outcomes. *Evidence reviewed:* *Programme specifications* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* *Curriculum mapping documents to meet RCVS Day One Competences/RCVS Day One Skills* All RCVS DOC, DOS and QAA HE Benchmarks have been mapped across modules and assessments. The programme team are aware of the recent publication of the revised Subject Benchmark statements for Veterinary Nurses and confirmed that they used a draft of these when developing the programme with an intent to fully map these prior to the commencement of the programme.	✓		
5.2	Programmes are designed, developed, delivered, evaluated and improved based upon stakeholder feedback. *Evidence reviewed:* *RCVS SAR 2022-23* *CAW EMER* *Minutes of validation/accreditation event and evidence of any conditions have been addressed* *BSc VN Meeting Minutes* *Learning Framework 2031* *External examiner reports* *Student feedback*	✓		

	The programme has been redesigned. The BSc programme has changed from three to four years and the BSc with Foundation year from four to five years. The structure of the programme has changed from a siloed approach to spiralised integrated delivery with modules categorised in to three streams: Body Systems, Practical Veterinary Nursing and Professional Development. These changes are supported by students, employers and the delivery team, as indicated within survey results presented to the panel.				
5.3	Curricula remain relevant in respect of contemporary veterinary nursing practice. *Evidence reviewed:* *Clinical skills facilities at each campus* *External examiner reports* *Student feedback* *Programme specification and module narratives* The university has embedded contemporary veterinary nursing throughout the programme. Of particular note was the design of *VET 3737 Contemporary Veterinary Nursing Module,* the content of which will change depending on current affairs and developments in veterinary nursing at the time of delivery.	✓			
5.5	Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity. *Evidence reviewed:* *Draft timetable 2024-2028 and programme planner* *VET0103/VET2720 Professional Development 2 module handbook example* *Curriculum mapping documents to meet RCVS Day One Competences/RCVS Day One Skills* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* *Programme specification and module narratives* The spiral curriculum design means that topics and concepts are revisited throughout the programme with a deepening level of knowledge as students progress through the programme.	✓			
5.6	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. *Evidence reviewed:* *Draft timetable 2024-2028 and programme planner* *BSc Placement Handbook for Students and Clinical Supervisors 2024-25* *Schemes of work* *Curriculum mapping documents to meet RCVS Day One Competences/RCVS Day One Skills* *Learner review/support plan examples* *Progress review meetings (PRMs)* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* *PAB Agenda - Nursing Midwifery Vet 280723* Assessments are spread throughout each academic year and allow for progression at suitable points. The move to a four-year programme will ensure that the workload is more manageable for students and that they are able to focus on practical learning whilst on placement. Expectations are clearly outlined at each stage of the course in the relevant documentation.			
5.7	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. *Evidence reviewed:* *Example documents from July 2023 OSCE resit exam* *Final University Regulations 2023-24* *PAB Agenda - Nursing Midwifery Vet 280723* *Exam regulations Notice to Students* *Curriculum mapping documents to meet RCVS Day One Competences/RCVS Day One Skills* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* *Examples of assessment material for each different assessment methodology* *Assessment briefs* *Draft timetable 2024-2028 and programme planner* *BSc examiner practical handbook - 2024-25*	✓		

	BSc student practical handbook - 2024-25 A range of assessments are delivered, including practical assessments at each stage of the programme. The OSCE has been included at a suitable stage and students must have met prerequisite requirements to be eligible to sit this summative practical assessment.			
5.8	Students are assessed practically across clinical placement settings and learning environments as required by their programme. *Evidence reviewed:* *Behavioural Tool assessment* *Day One Skills Recording Tool Middlesex Degree NPL Moderation Report - final year* *Example documents from July 2023 OSCE resit exam* *BSc student practical handbook - 2024-25* *BSc Placement Handbook for Students and Clinical Supervisors 2024-25* *BSc sampling plan - as of 05.03.24* Students are assessed practically via a range of assessments in both clinical placement and in the teaching environment across each location.	✓		
5.9	Processes are in place to establish a high degree of validity and robustness to support the decisions made based on the results of the assessment. *Evidence reviewed:* *Final University Regulations 2023-24* *Policy and procedure for academic integrity and misconduct 23-24* *Assessment fairness principles policy and requirements May 2023* *Example documents from July 2023 OSCE resit exam* *Standardised grading rubrics* *Staff HE training programme* *Example written examination report 2022-23* *Anonymous marking assessment policy* *OSCE Task ANGOFF example NUR07* *Academic integrity information* *Assessment appeals policy* *Assessment design 2022-23* There are several processes in place to ensure a high degree of validity and robustness in decision making for theory		✓	

	assessments. However, the OSCE procedure documentation requires further consideration and updating to ensure that it reflects what is being undertaken to ensure these are robust and valid. There is evidence of post hoc analysis of the theory examinations, but this is not extended to the OSCE. This needs to be implemented to ensure that the OSCEs can be further developed after each cycle.			
5.10	Moderation processes are in place and demonstrate that assessment is fair, reliable and valid. *Evidence reviewed:* *Internal moderation examples* *BSc VN Moderation Plan Meeting Minutes 08 09 23* *PAB Agenda - Nursing Midwifery Vet 280723* *Assessment fairness principles policy and requirements May 2023* *External examiner reports* *BSc sampling plan - as of 05.03.24* There are robust moderation mechanisms in place to minimise bias in all assessments. The sampling of work undertaken is in depth and generally more than the minimum number of assessments are moderated.	✓		
5.11	Mechanisms are in place to minimise bias in all assessments. *Evidence reviewed:* *Final University Regulations 2023-24* *BSc examiner practical handbook - 2024-25* *Assessment design 2022-23* *Anonymous marking assessment policy* *Policy and procedure for academic integrity and misconduct 23-24* *Internal moderation examples* *Example documents from July 2023 OSCE resit exam* There are mechanisms in place to reduce bias where possible. If anonymity of work cannot be ensured, such as in presentations and practical examinations, assessments are recorded. There are also procedures in place for the OSCE to reduce bias, such as using multiple examiners.	✓		
5.12	Adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice. *Evidence reviewed:* *MDX Disability Support Policy*	✓		

	FINAL policy and Procedures for Extenuating Circumstances 23-24 *Example student learning support form (LSF) redacted* *MDX Fitness for Practise Policy 2023-2024* There are clear processes and procedures in place to ensure reasonable adjustments are provided for theory assessments. There is an opportunity to further review the reasonable adjustments for OSCE assessments to ensure students are not disadvantaged where the adjustment requirements relate to the completion of the practical skill.			
5.13	Clinical placement assessment is facilitated and evidenced by observations and other appropriate methods. *Evidence reviewed:* *BSc sampling plan - as of 05.03.24* *BSc Placement Handbook for Students and Clinical Supervisors 2024-25* *Clinical tool Initial, mid and final tutorial records* *Behavioural Tool assessment* *IQA procedures Handbook (VN) - March 24* *Day One Skills Recording Tool Middlesex Degree NPL Moderation Report - final year* Clinical placement assessment is embedded into the programme for each placement block. CSs and students are each given extensive guidance on the completion of the assessments during each placement block.	✓		
5.14	Students' self-reflections contribute to, and are evidenced in, assessments. *Evidence reviewed:* *Day One Skills Recording Tool Middlesex Degree NPL Moderation Report - final year* *Learner review/support plan examples* *Behavioural Tool assessment* *Programme specification and module narratives* *Reflective blog (Clinical Tool demonstration video)* Students are encouraged to reflect on the assessment outcomes to enable them to improve as they progress through the qualification. Reflection is embedded into the assessments and students met were confident in development of their reflective skills when on clinical placement.	✓		

5.15	There is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses. *Evidence reviewed:* *Programme specification and module narratives* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* The academic regulations and course materials clearly demonstrate that no compensation is permitted between modules that are mapped to the RCVS DOC/DOS.	✓		
5.16	Ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen examination as an element of the assessment strategy. *Evidence reviewed:* *Curriculum mapping documents to meet RCVS Day One Competences/RCVS Day One Skills* *Programme specification and module narratives* This requirement has been well evidenced by the programme team. All modules mapped to the RCVS Day One Competences contain an unseen examination element.	✓		

Conclusion:

This Standard is met.

The programme presented for accreditation has been re developed significantly with the total length of programme increasing and a change to the delivery model. The changes have been positively received by staff, students, and stakeholders.

Through discussion with the programme team, it is clear that in most areas, moderation and quality assurance processes are being applied as required by the university. There are clear processes being applied to assessments and post hoc analysis of the MCQs is undertaken, although this is not currently applied to the OSCE.

The range of assessment methods has been well considered, with the inclusion of unseen/closed book assessments where necessary.

Commendations:

5.1 The mapping of the curriculum to all relevant programme requirements is extensive and detailed.

5.3 The flexible design of the *VET 3737 Contemporary Veterinary Nursing Module* to allow current affairs and developments in veterinary nursing at the time of delivery to be taught and assessed.

5.5 The development of the spiralised curriculum approach is novel and encourages deepening understanding of content at each level.

Suggestions:

5.12 Reasonable adjustments for the OSCEs could be reviewed to ensure that students are not disadvantaged.

Actions:

5.9 Develop more robust post exam analysis of the OSCE.

5.9 Update OSCE paperwork to ensure it reflects what is being undertaken to ensure assessments are robust and valid.

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	Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses. *Evidence reviewed:* *Training practice (TP)/Auxiliary Training Practices (aTP) lists with risk banding* *TP Visit Report Form - Version 20 - December 2023* *Support Assessment of Training Placement Practice with Countersigning - January 2024* *Clinical skills Inventory for each campus* *Memorandum of Understanding* *Schedule A Document October 2023 with countersigning* A range of equipment for practical teaching was seen within the clinical skills room at the StoneX site. The anaesthetic machine is the same model as those at the Huntingdon and Leeds sites to ensure standardisation, although it was notably an older model that may not remain reflective of standard veterinary practice in the future. There was a lack of written learning aids and protocols for the students to refer to whilst using the facility, as discussed in Standard 1. The students suggested that written guides for clinical skills are not supplied during practical sessions; students confirmed that they were available upon request, however, the addition of these would be beneficial to their learning in situ. The TP visit form supplied within the evidence had several actions outstanding, although the programme team supplied an updated form with actions met during the visit. Staff were therefore able to demonstrate that actions are closely monitored and addressed to ensure that clinical environments are adequate to support and deliver the DOS.	✓		

6.2	Ensure students are enrolled with the RCVS prior to undertaking clinical placement (in order to comply with legislation). *Evidence reviewed:* *BSc Honours Veterinary Nursing Degree Induction pack 2023* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* *Programme specification and module narratives* All students are enrolled with the RCVS. Administration staff complete online RCVS enrolment for all students. IQAs check the enrolment at the point of assigning students to TPs for placements.	✓		
6.3	Ensure students are actively learning and adequately supervised in all clinical learning environments. *Evidence reviewed:* *Job descriptions* *Draft timetable 2024-2028 and programme planner* *Memorandum of Understanding* *CS CPD JD and risk banding report* *Placement evaluation survey* *TP Visit Report Form - Version 20 - December 2023* *Day One Skills Recording Tool Middlesex Degree NPL* *Moderation Report - final year* CSs receive a handbook and access to CAW VLE. The VN Quality Assurance Team track student NPL progress and monitor audit status for each student within a shared-access document. Students did feel the audit process can sometimes be introduced at a late stage and felt they had little time to rectify logs due to the audits taking place at the end of the placement block. However, the team explained that development of the skills over time was expected; the clinical tool allowed for this and that there was no rule that all skills must be passed the first time. As mentioned earlier within the report, the TP risk banding policy is not always effectively followed, and staff should utilise this to ensure TPs are being risk banded appropriately and in a standardised fashion.	✓		
6.4	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.	✓		

	Evidence reviewed: *Training practice (TP)/Auxiliary Training Practices (aTP) lists with risk banding* *Memorandum of Understanding* *Reflective blog (Clinical Tool demonstration video)* *DW-7410000 summary of training example* *Programme specification and module narratives* *Draft timetable 2024-2028 and programme planner* *RCVS SAR 2022-23* Staff and students feel they have access to a sufficient number of TPs and are not geographically restricted.			
6.5	All students must have sufficient time within the programme to achieve the Veterinary Nurse Registration Rules hours requirement. *Evidence reviewed:* *Draft timetable 2024-2028 and programme planner* *BSc Placement Handbook for Students and Clinical Supervisors 2024-25* *Programme specification and module narratives* *Learner review/support plan examples* *Training practice (TP)/Auxiliary Training Practices (aTP) lists with risk banding* The BSc VN course timetable was provided; the proposed changes to the modules and placement blocks were explained, demonstrating how they meet the required hours. The staff feel the proposed placement blocks will ensure the students have a proficient level of veterinary nursing knowledge before entering practice and applying their knowledge and skills. The course allows students the opportunity to complete the required hours for Registration, and allows time for additional hours if required, to meet the requirements.	✓		
6.6	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. *Evidence reviewed:* *CS CPD JD and risk banding report*	✓		

	Training practice (TP)/Auxiliary Training Practices (aTP) lists with risk banding *TP Visit Report Form - Version 20 - December 2023* *Support Assessment of Training Placement Practice with Countersigning - January 2024* *CS Training Demonstration* CSs within the TPs are screened by the Middlesex/CAW IQA team at the point of assigning a student: all CSs are risk assessed and supported by the IQA team at Middlesex University. The IQA team have regular contact with the students and CSs. CSs also have access to the CAW VLE for additional support.			
6.7	Maintain accurate records of student clinical learning environment attendance and provide these to RCVS upon request. *Evidence reviewed:* *DW-7410000 summary of training example* *Reflective blog (Clinical Tool demonstration video)* Absence is reported to the placement team and recorded. Attendance records are recorded and monitored by the IQA team, with oversight from the Programme Administrator. These were supplied as requested and viewed.	✓		
6.8	There must be sufficient TP support available for all recruited students. *Evidence reviewed:* *Training practice (TP)/Auxiliary Training Practices (aTP) lists with risk banding* *Memorandum of Understanding* *Schedule A Document October 2023 with countersigning* *Placement correspondence letter to practice and letter to student* *Learner review/support plan examples* The IQA team has a good plan for providing support to the TPs and felt it was manageable within the team, considering the large quantity of TPs. At the visit, evidence was provided to show that the sample TP visits with actions were followed up appropriately and in a timely manner.	✓		
6.9	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. *Evidence reviewed:* *Memorandum of Understanding* *RCVS SAR 2022-23* *Training practice (TP)/Auxiliary Training Practices (aTP) lists with risk banding* *Schedule A Document October 2023 with countersigning* The documentation reviewed provided evidence that the policies are followed as per the requirement to ensure the TPs meet RCVS requirements as a TP/aTP.			
6.10	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. *Evidence reviewed:* *Support Assessment of Training Placement Practice with Countersigning - January 2024* *Memorandum of Agreement* All non-CAW affiliated TPs are subject to onboarding processes to ensure they meet RCVS TP requirements before undergoing training and discussions with the IQA team to ensure suitability for the students.	✓		
6.11	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). *Evidence reviewed:* *Verbal confirmation* Middlesex University is not placing students internationally.	N/A		
6.12	Ensure clinical learning experiences are tailored to the student's stage of learning, competences and programme outcomes. *Evidence reviewed:* *CS Training Demonstration* *Veterinary Nursing School - CC Standardisation VLE pages* *Reflective blog (Clinical Tool demonstration video)*	✓		

	Learner review/support plan examples *Behavioural Tool assessment* *BSc (Hons) Veterinary Nursing Programme Handbooks 2024-25 Example* *BSc Placement Handbook for Students and Clinical Supervisors 2024-25* *Draft timetable 2024-2028 and programme planner* The Middlesex University team provide simulated practical training within the clinical skills areas at the Stone X, Huntingdon, and Leeds sites. Whilst on placement, students' NPL progression is monitored and audited by the IQA team. Training for CSs is tailored to the individual needs of the student and CS. All CSs are given access to the CAW VLE, which includes wellbeing support.				
6.13	The veterinary team contribute to learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct. *Evidence reviewed:* *CS CPD JD and risk banding report* *BSc Placement Handbook for Students and Clinical Supervisors 2024-25* *NPL Expert Witness Statement Template* *TP Visit Report Form - Version 20 - December 2023* *Memorandum of Understanding* *Support Assessment of Training Placement Practice with Countersigning - January 2024* The panel discussed with the IQA team how they actively monitor all TP/aTPs to ensure appropriate support and assistance whilst students are undertaking their placements. Students have tutorials, face-to-face or virtual depending on the year of study, and CSs are contacted for progress updates. Overall, students felt supported by the veterinary team whilst on placement. The *Placement Handbook* is a useful resource for both students and CSs.	✓			
Conclusion: This standard is met.					

The team at Middlesex University provide the opportunity for students to select from a vast range of TPs. The students feel well equipped when starting a placement and felt they had an informative guide for their NPL and extensive information within the placement handbook.

Commendations:

6.12 Clinical Supervisors have access to support via the CAW VLE, including all wellbeing services.

6.4 Students have access to a wide range of TPs including both CAW and non-CAW, allowing for wide geographical spread.

Suggestions:

6.1 Provide visual learning aids for students to refer to within the clinical skills room.

Actions:

None.