

University of Central Lancashire Accreditation Visit

University Centre Myerscough 03-05 December 2024

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

Accreditation Outcome for University of Central Lancashire

University of Central Lancashire (UCLan) submitted an application for accreditation of the following programme:

FdSc in Veterinary Nursing

Following the meeting of Veterinary Nurse Education Committee on 12 February 2025, UCLan has been awarded full accreditation for 5 years. This decision reflects the compliance of the programme against the RCVS Standards Framework for Veterinary Nurse Education and Training. UCLan is next due for re-accreditation in academic year 2029/30, however, this may change subject to quality monitoring.

Classification of Accreditations

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

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

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

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

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

conditions to the AEI as required, depending on the rationale for the decision being taken. The programme will move into an exit strategy and specific details and evidence will be requested by the Veterinary Nursing Department to maintain oversight whilst the final students complete the programme. The provision is quality monitored in accordance with a high-risk provider.

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

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List of Panel Members

Abigail Gomez RVN – RCVS Senior Qualifications Officer (Observer)

Carol Hicks RVN – Employer Representative

Carla Husband RVN – Chair

Nathan Price RVN – Educator Representative

Kira Thomas RVN – Student Representative

Kirsty Williams – RCVS Education Quality Improvement Manager (Observer)

Key Staff met

Heather Bacon MRCVS – Dean of Veterinary Medicine University of Central Lancashire (UCLan)

Helen Clarke MRCVS – Lecturer and Course Tutor

Debbie Clayton – Director of Corporate Services Governance Corporate Services

Louise Cocks RVN – Placement officer Higher Education (HE)

Helen Collinson – Academic Quality Unit UCLan

Amie Davis RVN – Lecturer and Course Tutor

Chloe Dodd RVN – Lecturer and Course Tutor

Louise Fletcher – Director of Curriculum (Land Based)

Rebecca Gillett RVN – Programme Leader Veterinary Nursing HE

Wes Johnson – Chief Executive and Principal

Jon Kerrigan – Curriculum Support Manager – Head of Quality Assurance

Emily Kirk RVN – Lecturer and Course Tutor

Carol Kirkman – Director of Health, Safety and Safeguarding

Tracy Maffit RVN – Placement officer HE

Sophie Millard RVN – Lecturer and Course Tutor

Andrea O-Rourke RVN – Placement officer Coordinator

Cat Randell RVN – Lecturer and Programme Leader Veterinary Nursing of Further Education

Sarah Reynolds-Golding RVN – External advisor/consultant

Alice Roberts – Executive Director of People (Human Resources)

Emily Shaw RVN – Lecturer and Course Tutor

Joanne Sherrington – Vice Principal and Deputy Chief Executive

Damian Stewart – Deputy Principal Education

Louise Sutherland RVN – Curriculum Area Manager Veterinary Nursing

Cat Trickett RVN – Lecturer and Course Tutor

Sarah Urmson – Sustainability, Energy and Transport Lead

Lexy Wakefield RVN – Placement Officer HE

John Wherry – Deputy Principal Resources

Jane Whiteside – Executive Director of Finance

Kerry Yarwood – Vet Tech and Coach

Summary of the Panel's findings

- The University of Central Lancashire, in conjunction with University Centre Myerscough, was visited between 3 – 5 December 2024. The following programme was under review for accreditation:

FdSc in Veterinary Nursing

- The programme is delivered at the University Centre Myerscough campus alongside other land-based, animal health and veterinary nursing programmes. The facilities at University of Central Lancashire (UCLan) have been recently developed to deliver the Veterinary Medicine qualification.
- Four affiliated training practices were visited between 9 and 10 October 2024 by an RCVS Qualifications Assessor who provided feedback regarding the visits.
- The RCVS Panel received a warm welcome from the staff and are grateful to all those who were responsible for preparing the visit, arranging the schedule, and providing supplementary information when requested. The enthusiasm, commitment, and pride of staff in what they do made it an interesting and enjoyable visit.
- The panel met with four final year students on the current FdSc programme. The provision does not currently have any year 1 students due to a pause in recruitment to redesign the FdSc programme. All year 2 students were on placement and not available to meet the panel, however the training practice visits involved year 2 student interviews.

The team found the following:

The University of Central Lancashire in conjunction with University Centre Myerscough is to be **commended** for:

- The clear inclusion of the RCVS Code of Professional Conduct throughout the proposed programme. All students had a very clear understanding of the Code of Professional Conduct and how it related to everyday practice.
- The clear investment in facilities available to all students, including the new facilities at UCLan. There is clear consideration of students' needs and the planned growth of the programme.
- The excellent level of support offered to students. Students have clear opportunities for offering feedback, and it was clear to the panel that this feedback was taken on board, with changes being implemented where possible.
- A very cohesive and supportive team that have passion and vision for the future of the provision. The support and understanding of the programme from senior management, including the Principals at both University Centre Myerscough and UCLan, shows the continued dedication to this programme.

- Continued efforts throughout the process of course design and assessment strategy to gain stakeholder feedback from across the industry, including students. This has formed the evidence base that has been instrumental in impacting course design and pedagogy.
- The continued support of students during industry placement; there are clear provisions in place to provide guidance and prepare students for graduation.

Areas for further review include:

- Improved awareness of General Data Protection Regulations (GDPR) and confidentiality to ensure all staff complete mandatory training.
- A formalised plan for the inter-professional collaboration ideas with UCLan and University Centre Myerscough across their veterinary based programmes.
- A robust staffing allocation is needed to clearly indicate the time for teaching, marking and moderation. This is especially important when considering the potential increase in student numbers.
- An improved clarification of UCLan's roles and responsibilities on official documentation for training practices. This could also provide clearer differentiation between higher education (HE) and further education (FE) veterinary nursing students and the HE graduate outcomes and attributes.

The findings in this report are based on the RCVS panel's review. The panel are not the decision makers, and their commendations, suggestions and actions may be subject to amendment during the committee process.

Programme details

Requirements	Details
Name of organisation awarding the licence to practise qualification	University of Central Lancashire
Main address and contact details for the above organisation	UCLan Campus Fylde Rd Preston PR1 2HE
Name of Principal or Chief Executive Officer	Wes Johnson (University Centre Myerscough) Graham Baldwin (University of Central Lancashire)
Name of Programme Lead	Louise Sutherland
Proposed programme(s) title:	FdSc Veterinary Nursing
Address and contact details of proposed site/s for delivery of licence to practise qualification	University Centre Myerscough St Michael's Rd Preston PR3 0RY
Pattern of delivery	In person 3-year programme with placement blocks in all years.
Intakes and student numbers	One cohort per year. Total intake averages 30 students per year.

Standard 1 – Learning culture

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

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

Standard met				
Accredited education institutions, together with delivery sites and training practices, must:				
	Requirements	Met	Part Met	Not Met
1.1	<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 and Procedure</i></p> <p><i>Health, Safety and Security SAR - Vet Nursing</i></p> <p><i>Day 1 Induction Presentation</i></p> <p><i>FREDIE policy</i></p> <p><i>Animal Welfare policy</i></p> <p><i>Clinical Risk Assessments</i></p> <p><i>Staying safe online and use of mobile technology policy</i></p> <p><i>Xray service record 2024</i></p> <p><i>Child Protection and Safeguarding Policy</i></p> <p><i>Animals in Education Policy</i></p> <p><i>Biosecurity manual animal studies and lodge farm 2024-2025.</i></p> <p><i>Fire Safety Procedure</i></p> <p><i>Haswel for placement</i></p> <p><i>Security and Protection against Terrorism Policy and Procedure</i></p> <p><i>Staff discussion</i></p> <p>Health and safety policies were reviewed. Policies are in place to protect the safety of students whilst on campus using the various facilities that are on offer and those accessible by the course. Students have an induction process which covers areas of clinical and academic safety provision, but also for those students accessing student facilities such as on-site accommodation. Risk assessments are available for animal handling and clinical based activities. Items of equipment used in the teaching facilities are also accompanied by a standard operating procedure.</p>	✓		

1.2	<p>Prioritise the wellbeing of people.</p> <p><i>Evidence reviewed:</i> <i>Residential Teams Structure</i> <i>Living in Halls Booklet for Students</i> <i>Student induction - general</i> <i>Student Support and Welfare Policy</i> <i>Evidence of counselling and links to mental health</i> <i>FREDIE Calendar</i> <i>Staff Support & wellbeing</i> <i>College counselling referral form</i> <i>Summer wellbeing CPD email</i> <i>Staff discussions</i></p> <p>The Fairness, Respect, Equality, Diversity, Inclusion, Engagement policy (FREDIE) that is in place captures the wellbeing of students on campus and provides a plethora of activities that they can get involved with. There are similar support structures for staff, as well as summer continuing professional development (CPD) events.</p> <p>There is adequate provision around topics of mental health, values, identity, and accountability. Counselling services have an ease of accessibility and reduced waiting times. There is a high uptake of this service which is well integrated as a campus facility. Residential teams and student services are also available to support students in various aspects of academia and campus life.</p>	✓		
1.3	<p>Ensure that facilities and physical resources, including those used for clinical learning, comply with all relevant legislation including UK animal care and welfare standards.</p> <p><i>Evidence reviewed:</i> <i>TP/Approval Review form</i> <i>Smoke and Vape free Procedure</i> <i>Animal Welfare Policy</i> <i>Dog Risk Assessments</i> <i>Animal Academy Risk Assessments</i> <i>Clinical Risk Assessments</i> <i>COSHH Risk Assessments</i> <i>VMD Practice Premises Report 2023</i> <i>Health and Safety Policy and Procedure</i> <i>Individual risk assessment - pregnant student</i> <i>Redacted PEEP</i> <i>Staff discussions and tour of the facilities</i></p>	✓		

	<p>Adequate resources are accessible to students at all times of the programme to complete their studies. This includes animals, clinical skills models, and various other pieces of clinical equipment. Risk assessments are in place and available for the various clinical practical sessions and animal interaction through the animal unit commonly referred to at University Centre Myerscough as the 'animal academy'.</p> <p>Some concerns were raised regarding the potential over use of animals across cohorts, courses and institutes that could inadvertently affect animal welfare. There are increased pressures from the students studying at University Centre Myerscough and the student veterinary surgeons visiting the campus to use facilities for animal handling from UCLan.</p> <p>Veterinary interventions are not undertaken by registered professionals teaching on the programme; therefore, no POM-V drugs are kept on site.</p>			
1.4	<p>Ensure clients understand the remit of the student veterinary nurse's involvement in the care of their animals and have the opportunity to withdraw consent.</p> <p><i>Evidence reviewed:</i> <i>Option to withdraw poster</i> <i>MOU TP June 2024</i> <i>Clinical coach training presentations.</i> <i>Clinical Workshop invitation dates</i> <i>Staff discussions</i></p> <p>Within the training practice (TP) visit form there is a check box section to state that the consent form contains an option to withdraw consent from a student veterinary nurse being involved in their animal's procedure. This is accompanied by a practice Principal's declaration to ensure that a sign is displayed in the waiting room stating students' involvement with patient care.</p>	✓		
1.5	<p>Maintain confidentiality in all aspects of the provision, ensuring client, public and animal safety and welfare is promoted.</p> <p><i>Evidence reviewed:</i> <i>Social Media Policy and Procedure</i> <i>Redacted ARD 24</i> <i>Student Review form</i> <i>Vet Nursing CPD Hours Recorded</i> <i>Safeguarding poster</i></p>		✓	

	<p>Policies and procedures provided demonstrate the requirements for confidentiality and maintaining a safe student environment.</p> <p>All staff are required to undertake essential training such as safeguarding. GDPR training, under the umbrella of cybersecurity, is available for all staff to complete, but there is limited evidence in training provision documentation to demonstrate that all staff have completed this requirement. University Centre Myerscough people team representatives confirmed that all staff have access to Smart Log, the health and safety software, which informs them when refreshers or training are due.</p> <p>Within the submitted application there were pieces of evidence that were not compliant with GDPR. This compromised certain aspects of the required confidentiality and safeguarding. The panel is therefore not assured that all staff have undertaken the required training.</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>Fitness to Study Policy and Procedure</i> <i>Veterinary Nursing Fitness to Study and Fitness to Practise Policy and Procedure</i> <i>UCLan - Reportable Events</i> <i>Safeguarding poster</i> <i>Complaints and Compliments Policy and Procedure policy & UCLan - Student Complaints Procedure</i> <i>Whistleblowing policy and Procedure</i> <i>Child Protection and Safeguarding Policy</i> <i>Appeals Outcome Letter</i> <i>Employee and Volunteer Professional Code of Conduct</i> <i>Student Charter</i> <i>Staff Malpractice and Maladministration Relating to Assessments Policy and Procedure</i> <i>Staff Resolution Policy</i> <i>Discussion with staff</i> <i>Discussion with students</i></p> <p>Staff were well versed in the policies and procedures available for students and themselves to raise a concern. Processes</p>	✓		

	<p>from the academic team and allied student facilities encouraged an open and honest platform that invoked professionalism and integrity. This is evidenced in the policies and flow charts demonstrating how complaints are received and processed. Staff confirmed that students have access to these policies through Canvas, the online learning platform utilised.</p> <p>Students were able to explain to the panel that they knew how to raise complaints regarding course provision and any issues that may arise in the clinical placements with the TPs.</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>Academic appeals Procedure</i> <i>Student Disciplinary Policy</i> <i>Employee Discipline Policy and Procedure</i> <i>Resolution (Grievance) Policy</i> <i>Safeguarding concern referral form (redacted)</i> <i>Child Protection and Safeguarding Policy and Procedure</i> <i>Anti- Bullying Policy (including harassment)</i></p> <p>The evidence provided demonstrates a robust procedure when dealing with concerns or complaints that can be cascaded to the correct level of intervention based on flow charts and diagrams. These appear to be dealt with efficiently and effectively.</p>	✓		
1.8	<p>Ensure incidents are fully investigated and learning reflections and actions are recorded and disseminated.</p> <p><i>Evidence reviewed:</i> <i>Complaints and Compliments Policy and Procedure policy & UCLan - Student Complaints Procedure</i> <i>Complaints and Appeals monitoring record</i> <i>Resolution policy and procedure</i> <i>Student Behaviour policy</i> <i>Safeguarding alert form</i> <i>Vet Nursing Accidents</i> <i>Partner reporting matrix</i> <i>UCLan Interim Review Process</i></p> <p>Any issues around incidences follow the provided documented procedure. It is evident that any accident reporting is logged and reviewed.</p>	✓		

	<p>It was confirmed to the panel that any learning opportunity from these were disseminated to staff and then students via Canvas. UCLan also provided confirmation that it was also able to invoke complaints procedures as part of an independent investigation.</p>			
1.9	<p>Promote student engagement with the RCVS Codes of Professional Conduct to develop open and honest practitioners.</p> <p><i>Evidence reviewed:</i> <i>FdSc Handbook</i> <i>Preparing for professional regulation module</i> <i>Veterinary Nursing fitness to practice</i> <i>Teaching delivery Plan example</i> <i>Nursing Progress log HE</i> <i>MOU TP June</i> <i>Staff discussions</i> <i>Student discussions</i></p> <p>The RCVS Code of Professional Conduct (CoPC) is incorporated into the VN2048 <i>Preparing for Professional Regulation</i> module and is also discussed as part of the RCVS Professional Behaviours. The academic team admitted that on paper this might not be visible in all places but assured the panel that the delivery and understanding of the CoPC is embedded throughout the course.</p> <p>After speaking to the student representatives, it was evident that the CoPC was embedded throughout the programme. It was mentioned by the students that this was embedded from day one of the course delivery, and guidance was linked in the teaching materials. Students were also familiar with the concept of the CoPC from utilisation of the Nursing Progress Log (NPL).</p>	✓		
1.10	<p>Develop a learning culture that is fair, impartial, transparent, fosters good relations between individuals and diverse groups, and is compliant with equalities and human rights legislation.</p> <p><i>Evidence reviewed:</i> <i>UCLan - 2023 Myerscough Partnership Agreement</i> <i>UCLan - Academic Regulations - Taught Programmes, policies and procedures</i> <i>FREDIE - A framework for respect</i> <i>FREDIE Policy</i></p>	✓		

	<p><i>FREDIE Annual Report</i> <i>External Examiner reports for FdSc Veterinary Nursing</i> <i>Staff discussion</i></p> <p>There are some positive indicators that relationships between individuals and groups are fostered. The FREDIE policy is a great example of how diversity and inclusivity is approached by University Centre Myerscough. Quality assurance processes are in place from the external examiner (EE) which promotes a transparent learning culture.</p> <p>Partnership agreements in place between UCLan and University Centre Myerscough also help to foster collaboration. UCLan facilities are available to students, who have access to facilities, clubs, groups, sports, Students Union, and resources, helping with the connection between delivery site and AEI.</p>			
1.11	<p>Utilise information and data to promote and enhance equality of opportunities and widening participation. <i>Evidence reviewed:</i> <i>Access and Participation Plan</i> <i>ANA Data Level 2</i> <i>Foundation Year acceptance HE Partnership</i> <i>FdSc Handbook showing inclusion of Foundation year</i> <i>External Examiner reports for FdSc Veterinary Nursing</i> <i>Staff Discussions</i></p> <p>University Centre Myerscough undertakes outreach activities across the Northwest of England which are not just land-based. This is part of their strategic plan to encourage Indices of Multiple Deprivation (IMD) and Black, Asian Minority Ethnic (BAME) students to engage with the campus and what is on offer from their course portfolio. A lot of the outreach is towards primary and secondary schools with open days for junior schools targeting the above groups. The Integrated Foundation Year (IFY) enables students who do not meet the entry requirements to study a degree in the UK. This allows accessibility to a wider range of students.</p>	✓		
1.12	<p>Work to promote inter-professional education and inter-professional practice and support opportunities for research. <i>Evidence reviewed:</i> <i>Programme Specification (draft)</i> <i>UCLan steering group meetings</i> <i>Inter professional Collaboration evidence</i></p>		✓	

	<p><i>23-24 Delegate Information Pack</i> <i>Interprofessional Skills module spec</i> <i>Staff Discussions</i></p> <p>University Centre Myerscough staff stated that there are many opportunities for collaboration especially from the UCLan veterinary school. There have been strong and positive discussions and initial communications around interprofessional collaboration, which is expected to flourish with the new course developments, professional connections, and established delivery team. These discussions are an early phase; therefore, nothing has been formally documented or scheduled thus far. University Centre Myerscough was also keen to investigate collaboration across human medicine, environmental sciences, and agriculture.</p> <p>Students on the FdSc are also exposed to a showcase event from dissertation research that is undertaken by the BSc (Hons) top-up degree students.</p>			
1.13	<p>Promote evidenced-based improvement in education and veterinary nursing practice.</p> <p><i>Evidence reviewed:</i> <i>Programme Specification (draft)</i> <i>Module Specifications (draft)</i> <i>Market research</i> <i>CPD logs</i> <i>CPD Policy</i> <i>CPD Policy</i></p> <p>Evidence shows that market research and the use of a critical friend has enhanced the design and provision of the programme. Teaching and learning coaches are in place with the opportunity for staff to undertake their fellowships in Advanced HE.</p> <p>The teaching ethos is to move toward a more active pedagogy, rather than standard lesson provision, with the implementation of diverse learning interventions such as flipped learning, case studies and evidence-based research. All staff in the first two years of their teaching appointment are enrolled onto a level 5 teaching qualification programme to develop teaching provision and pedagogy. One staff member is undertaking their master's degree which is specifically tailored to veterinary education.</p>	✓		

1.14	<p>Demonstrate a reasonable commitment to environmental sustainability, including consideration of the impact of delivering the programme on the environment.</p> <p><i>Evidence reviewed:</i> <i>Sustainability Statement</i> <i>Sustainability in the Curriculum</i> <i>Go Green Leaflet</i> <i>My Living Lab</i> <i>Sustainability Question OSCEs</i></p> <p>Evidence provided demonstrates a very 'green' and sustainable approach at the Myerscough campus. The institute has a green infrastructure meaning that sustainability is obvious to students, for example, recycling bins and solar panels. Student engagement officers will be recruiting sustainability champions who can work towards green passport qualification based on training participation. Sustainability is embedded into the campus through the United Nations Sustainable Development Goals. Students, assessors, and staff are involved in discussions around sustainable practice provided by a central college department. Discussion around sustainability from a course perspective and clinical practice implementation are not set out formally in the documentation and appear to be presented to the students in an ad hoc way. Feedback on sustainable practice for University Centre Myerscough is gained from external assessors and students when practical exams are concluded. Typically, sustainable practice at a course level includes re-using of consumables where possible.</p>	✓		
<p>Conclusion:</p> <p>This standard has been met.</p> <p>UCLan, in collaboration with University Centre Myerscough, has created an environment that encourages the development of novel teaching pedagogies that are based on evidence and are student orientated, allowing a more inclusive learning environment. There is a great level of implementation of values around the RCVS CoPC that is embedded throughout the programme delivery from day one, evident from student interactions and discussions. University Centre Myerscough specifically has also implemented the FREDIE policy with emphasis around equality, inclusivity, and diversity of the campus experience for all students, which is successfully mapped across to all employees from all areas of the institution.</p>				
<p>Commendations:</p> <p>The RCVS CoPC is mapped throughout the programme delivery and is understood by the students from day one, with interactions throughout the programme embedded in delivery sessions, tutorials and the NPL.</p>				

Suggestions:

1.3 – Monitor the use of animals as an element of the learning resources to ensure that overhandling does not become a welfare issue.

1.14 – Consider creating opportunities for discussion of sustainability within taught sessions and through group tutorials to allow students to start considering practice orientated sustainability developments and 'greener' working conditions.

Actions:

1.5 Provide records to show that all staff have completed essential training around GDPR and Safeguarding.

1.12 Create an action plan to demonstrate and map the proposed interprofessional collaboration between University Centre Myerscough, UCLan and allied professional industries.

Standard 2 – Governance and quality

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

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

Standard met				
Accredited education institutions, together with delivery sites and training practices, must:				
	Requirements	Met	Part Met	Not Met
2.1	<p>Comply with all relevant legal, regulatory, professional, and educational requirements.</p> <p><i>Evidence reviewed:</i></p> <p><i>OFS Registration Document</i></p> <p><i>OFS Veterinary Nursing Report</i></p> <p><i>External Examiner reports and Action Plans from course reviews 2018 - 2024</i></p> <p><i>DOS DOC QAA PB Mapping</i></p> <p><i>Self assessment plans and CCERs</i></p> <p><i>QPMM Veterinary Nursing</i></p> <p><i>RCVS Action Plans</i></p> <p><i>Notification of Intent</i></p> <p><i>Validation Confirmation</i></p> <p><i>College Policy Approval Process</i></p> <p><i>Periodic Course Review 2013</i></p> <p><i>Periodic course review 2017</i></p> <p>University Centre Myerscough underwent validation with UCLan shortly before the RCVS accreditation visit. Changes to the programme based on the recommendations of the validation report may be subject to RCVS consultation; the university is reminded to maintain its compliance with changes to course provision (see 2.15). Relevant industry requirements are well met and evidenced within this standard.</p>	✓		
2.2	<p>Provide all information and evidence required by regulators in a timely manner, i.e., within published timescales.</p> <p><i>Evidence reviewed:</i></p> <p><i>RCVS Action Plans</i></p>	✓		

	Compliance with audits and professional processes was followed with appropriate evidence provided.			
2.3	<p>Comply with the RCVS Code of Professional Conduct for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> <i>Module Specifications</i> <i>Programme Specification</i> <i>Vet Skill SOW</i></p> <p>The CoPC is embedded throughout the programme content and specifically mentioned in module descriptions of <i>Interprofessional Skills</i> and <i>Preparing for Professional Regulation</i>.</p>	✓		
2.4	<p>Comply with the RCVS Veterinary Nurse Registration Rules.</p> <p><i>Evidence reviewed:</i> <i>Myerscough TP Tracking</i> <i>New course structure</i> <i>Preparing for Professional regulation module</i></p> <p>The programme includes a <i>Preparing for Professional Regulation module</i> which incorporates licence to practise and registration rules.</p> <p>The mandatory requirements of registration are effectively governed, and processes are in place to check compliance.</p>	✓		
2.5	<p>Adopt a partnership approach, with shared responsibility, evidenced by a Memorandum of Understanding between the accredited education institution and the delivery site and between the delivery site and the training practice. This must be regularly reviewed and clearly stipulate the roles, responsibilities, and regulatory requirements.</p> <p><i>Evidence reviewed:</i> <i>Memoranda of Understanding</i> <i>Academic Quality Assurance, Appendix 10, Collaborative Provision, Policy & Procedures</i> <i>2023 Myerscough Partnership Agreement</i> <i>Clinical Coach Induction handbook</i> <i>Myerscough Interim Review Report</i></p> <p>UCLan, as the AEI, has validated the HE programme at University Centre Myerscough; the relationship agreement and processing is effective, as described within panel facing documentation and discussions with staff around the subject.</p>		✓	

	<p>It is clear from policy and discussions that both the delivery site and the AEI are passionate about the programme and this relationship is regularly reviewed. The role of UCLan is not always clear to external stakeholders and the students that are mainly situated at the University Centre Myerscough leading to a degree of ambiguity. The documentation requires some clarity on the roles and responsibilities of the AEI, delivery site and TPs.</p>			
2.6	<p>Ensure that recruitment, selection, and retention of students is open, fair, and transparent, and includes measures to understand and address underrepresentation.</p> <p><i>Evidence reviewed:</i> <i>Veterinary Nursing Myerscough homepage</i> <i>Foundation Year 0</i> <i>Recognition of Prior Learning</i> <i>Access and Participation plan</i> <i>Student admissions Policy and Procedure</i> <i>FREDIE policy</i> <i>Staff discussions</i></p> <p>University Centre Myerscough has developed a foundation year as a pathway on to the programme. There is a clear, college-wide widening participation plan for the upcoming years. Measures to address student retention and completion of the course have been considered through discussions at the accreditation event, the FREDIE policy, and student support packages available.</p>	✓		
2.7	<p>Have entry criteria for the programme that includes evidence that the student has a capability in numeracy, literacy, and science, written and spoken English and mathematics to meet the programme outcomes.</p> <p><i>Evidence reviewed:</i> <i>Programme Specifications</i> <i>Veterinary Nursing Entry Requirements</i> <i>Accreditation presentation</i></p> <p>Clear entry requirements for the course have been provided to include English, maths, science, and mandatory sector relevant work-experience. University Centre Myerscough has increased the UCAS tariff point required for entry and provided a rationale for the changes. The panel felt that the increase in tariff points should be considered in line with similar HE programmes as part of a future review process, to scrutinise the impact of the proposed changes (see also 2.16).</p>	✓		

2.8	<p>Demonstrate a robust process for the recognition of prior learning (RPL).</p> <p><i>Evidence reviewed:</i> <i>Recognition of Prior Learning Policy and Procedure</i> <i>RPL module example outside of VN</i> <i>RPL Claim form example</i> <i>Accreditation staff discussion</i></p> <p>RPL policies are transparent and the process for considering prior learning is robust. Discussions with University Centre Myerscough staff ensured that the RCVS Day One Competences (DOC) and Day One Skills (DOS) are considered in line with RPL, and cases would be reviewed on an individual basis.</p>	✓		
2.9	<p>Provide accurate and accessible information to students enabling them to understand and comply with relevant governance processes and policies.</p> <p><i>Evidence reviewed:</i> <i>Student Health and Safety Introduction</i> <i>Student Induction Example</i> <i>Fitness to study and practise recorded session</i> <i>Veterinary Nursing Fitness to practise policy</i> <i>Preparing for Professional Regulation</i> <i>Normal Way of working form</i> <i>Examination access arrangements example</i> <i>Myerscough website</i> <i>Student accreditation discussion</i></p> <p>Governance processes and policies are accessible in a variety of ways for the students; at the beginning of the programme, embedded as part of the module work and available on the online learning platform. This was apparent in student discussions with the panel, where students demonstrated a clear understanding of governance and professional conduct.</p>	✓		
2.10	<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. The procedure must include disclosure of criminal convictions that may affect registration with the RCVS.</p> <p><i>Evidence reviewed:</i> <i>Fitness to practice example</i></p>	✓		

	<p><i>Fitness to study policy</i> <i>Veterinary nursing fitness to study and fitness to practise policy and procedure</i> <i>UCLan - Academic Appeals Procedure</i> <i>FdSc Interview Question</i> <i>UCLan - Academic Integrity Policy and Procedure for Academic Misconduct</i> <i>Student Behaviour Policy</i> <i>Student Admissions Policy</i> <i>Whistleblowing Policy</i></p> <p>Procedures surrounding fitness to practise are fit for purpose and appropriate, in line with RCVS requirements.</p>			
2.11	<p>Confirm that students meet the required programme outcomes in full and are eligible for academic and professional award.</p> <p><i>Evidence reviewed:</i> <i>UCLan - 202324 Myerscough Outcomes and Recommendations</i> <i>Preparing for Professional Regulations</i> <i>NPL Final 100% report example</i> <i>External examiner reports</i> <i>Accreditation discussion</i></p> <p>There are appropriate level exit awards for students who do not meet the professional and/or academic requirements of the programme at each level. UCLan and University Centre Myerscough documents demonstrate a transparent process for gaining academic and professional awards.</p>	✓		
2.12	<p>Undertake regular reviews of all learning environments and provide assurance that they are safe, effective, and fit for purpose.</p> <p><i>Evidence reviewed:</i> <i>Clinical Risk Assessments</i> <i>SAR - Vet Nursing</i> <i>Employers Liability Certificate</i> <i>Public Liability Certificate</i> <i>UCLan - Safety, Health & Environment Policy</i> <i>COSHH risk assessments</i> <i>Risk Assessment Conformation</i> <i>UCLan - Myerscough/UCLan Partnership Agreement</i> <i>Evidence of effective internet filtering</i> <i>CPD planning and delivery programme</i> <i>Prevent risk management</i></p>		✓	

	<p><i>Academic Quality Assurance, Appendix 10, Collaborative Provision, Policy & Procedures, including link tutor roles (section 13)</i></p> <p><i>UCLan Reviews including where learning environments are reviewed.</i></p> <p><i>Myerscough tour</i></p> <p><i>UCLan virtual tour</i></p> <p><i>TP tracking working document</i></p> <p>The University Centre Myerscough campus tour showcased excellent clinical learning environments and facilities. The veterinary nursing building has undergone changes to provide simulated working environments and appropriate tasks as a response to industry change and stakeholder feedback, such as the nurse clinic consult room.</p> <p>Although the approach for reviewing TPs is appropriate, the panel queried the effectiveness of the TP tracking documents provided and whether the processes are followed as described. For example, there are active clinical supervisors (CS) who have not completed yearly standardisation according to the tracking document, and some inactive CSs remain on the documents after several years.</p> <p>The role of UCLan in the programme development and delivery was unclear from the evidence provided; it is expected that a Memorandum of Understanding (MOU) should clearly detail this relationship, as a minimum.</p>			
2.13	<p>Have safe and effective recruitment processes in place to ensure appropriate personnel are recruited to support programme delivery.</p> <p><i>Evidence reviewed:</i></p> <p><i>Process on Annual Reviews,</i></p> <p><i>Annual Review & Development (ARD) Template,</i></p> <p><i>ARD Guidance,</i></p> <p><i>FREDIE Framework Recruitment policy,</i></p> <p><i>Background & DBS Checks, Additional information on the training completed by People Team and Managers</i></p> <p><i>Shortlisting Template.</i></p> <p><i>A copy of a Safer Recruitment Audit form.</i></p> <p><i>Safeguarding Audit Report</i></p> <p><i>Safe and Effective Recruitment</i></p> <p><i>Myerscough Interim Report</i></p> <p><i>Staff CPD</i></p> <p><i>Staff Discussions</i></p>	✓		

	<p>University Centre Myerscough was able to evidence that its recruitment process is adequate to ensure that appropriately qualified people are appointed for roles across the HE and FE provisions. The panel met with the academic team and were satisfied that current and newly onboarded lecturers and support staff were qualified to the level they were teaching and were either an RVN or MRCVS where DOC, DOS and professional behaviours (PB) were taught and assessed.</p>			
2.14	<p>Where an accredited education institution is not yet fully accredited, or at the discretion of the Veterinary Nurse Education Committee, facilitate the attendance of the RCVS at a trial/mock OSCE/practical assessment at least one year in advance of the final summative assessment taking place for the relevant cohort of students.</p> <p>This programme has previously achieved full accreditation.</p>	N/A		
2.15	<p>Where an accredited education institution plans to make any changes to its provision, including assessments, the RCVS must approve all changes prior to implementation.</p> <p><i>Evidence reviewed:</i> <i>Notification of Intent</i> <i>Course and Module Amendments Policy</i> <i>Curriculum Review Policy</i> <i>Staff Discussions</i></p> <p>UCLan, along with University Centre Myerscough, has policies in place to ensure that any minor or major course changes are approved through internal quality assurance processes. There was verbal confirmation from both teams that any changes would also be confirmed with professional, statutory and regulatory bodies (PSRBs) before implementation within the programme that matched information in the Curriculum Review Policy. This is a multilevel system with the delivery site and the AEI which showed a great understanding of process and procedure from both academic institutions.</p>	✓		
2.16	<p>Provide evidence that adequate market demand and finances are in place and are sufficient to sustain and develop the programme and have been approved by the AEI.</p> <p><i>Evidence reviewed:</i> <i>Successful capital bids</i> <i>ESFA budget report</i></p>	✓		

	<p><i>Myerscough College Financial statements and report July 2023</i> <i>Vector Information for VN</i></p> <p>UCLan has demonstrated to the panel that an adequate business plan is in place for the proposed developments and changes to the FdSc VN programme. Opportunities have been widened for students by including an integrated foundation year (IFY). The students currently on the IFY have already expressed interest in starting the FdSc in the next academic year.</p>			
<p>Conclusion:</p> <p>This standard has been met.</p> <p>The VN programme was successfully validated by UCLan in December 2024 and University Centre Myerscough has provided relevant evidence to demonstrate compliance for legal, regulatory, professional and educational requirements.</p> <p>Recruitment and retention of students has been well considered alongside the proposed changes to the FdSc. Whilst the entry requirements of the course have increased, there is also the inclusion of an integrated foundation year to diversify access to the course. Equality is addressed especially well through the University Centre Myerscough FREDIE policy and manifests throughout the evidence presented to the panel.</p> <p>Whilst feedback from students suggests good support whilst on clinical placement, aspects of the placement documentation, including the MoU, require review.</p>				
<p>Commendations:</p> <p>The panel commends the widening of student recruitment and participation through the introduction of the integrated foundation year.</p> <p>Suggestions:</p> <p>2.5 Consider how to make the relationship, roles and responsibilities of University Centre Myerscough and UCLan clearer for students and stakeholders.</p> <p>2.7 Consider reviewing enrolment metrics from the increase in UCAS entry points onto the FdSc programme.</p> <p>2.12 Consider reviewing the documentation for TP tracking to ensure the information is relevant, up-to-date and fit for purpose.</p> <p>Actions:</p> <p>2.12 Ensure the roles and responsibilities for all those involved in the regular review of the learning environments is clearly communicated.</p>				

Standard 3 – Student empowerment

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

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

Standard met				
Accredited education institutions, together with delivery sites and training practices, must ensure that all students:				
	Requirements	Met	Part Met	Not Met
3.1	<p>Are well prepared for learning in theory and practice having received relevant inductions.</p> <p><i>Evidence reviewed:</i> <i>Programme Specification</i> <i>Fitness to study and practise information</i> <i>Example TT for Induction of our cohort last year</i> <i>Student NPL introduction</i> <i>New starters PowerPoint</i> <i>Online learning platform</i></p> <p>The induction process evidenced is fit for purpose and prepares students effectively for learning.</p>	✓		
3.2	<p>Have access to the resources they need to achieve the RCVS Day One Competences, Skills and Professional Behaviours for Veterinary Nurses, and programme outcomes required for their professional role.</p> <p><i>Evidence reviewed:</i> <i>Successful capital bids 2024</i> <i>Anatomage table order confirmation</i> <i>Library Induction</i> <i>Animal practical rota</i> <i>TP Approval form</i> <i>Canvas sites</i> <i>Myerscough TP tracking doc</i> <i>Myerscough campus tour</i></p> <p>The students have a variety of resources available to achieve the programme outcomes and professional award. The</p>	✓		

	campus tour offered evidence of various live animals, clinical skill simulations, mock veterinary practice rooms and innovative technology such as the 'Anatomage table' to enhance learning.			
3.3	<p>Are provided with timely and accurate information about curriculum, teaching, supervision, assessment, clinical practice, and other information relevant to the programme in an accessible way for students' diverse needs.</p> <p><i>Evidence reviewed:</i> <i>Programme specification</i> <i>Student Placement Handbook</i> <i>Student Timetable</i> <i>Assessment Strategy</i> <i>Redacted tutorial</i> <i>Student comms</i> <i>Evidence of feedback to students</i> <i>Assessment reflection</i> <i>Online learning platform</i></p> <p>The online learning platform is informative and utilised for dissemination of information about the programme and individual modules.</p> <p>At the time of accreditation, the upcoming programme and course specifications were still being developed and will need to be completed prior to programme commencement.</p>		✓	
3.4	<p>Work with and learn from a range of people in clinical practice, preparing them to provide care to a range of animals with diverse nursing requirements.</p> <p><i>Evidence reviewed:</i> <i>Animal practical rota</i> <i>TP form</i> <i>Witness statements</i> <i>Clinical Coach induction handbook</i> <i>Student review forms</i></p> <p>Students are able to access and learn from a variety of professionals on campus and on placement. Students are supported and monitored by the placement team and tutors whilst in practice.</p>	✓		
3.5	Are enabled to learn and are assessed using a range of methods, including technology enhanced and simulation-	✓		

	<p>based learning appropriate for the programme as necessary for safe and effective practice.</p> <p><i>Evidence reviewed:</i></p> <p><i>Module Specifications</i></p> <p><i>Clinical Coach induction handbook</i></p> <p><i>Assessment mapping FdSc</i></p> <p><i>Module specifications</i></p> <p><i>UCLan approach to AI</i></p> <p><i>AI approaches in the classroom</i></p> <p><i>AI students guidance</i></p> <p><i>Anatomage table order confirmation</i></p> <p><i>Successful capital bids 2024</i></p> <p>University Centre Myerscough presented diverse learning and assessment methods to the panel during the accreditation event. Onsite resources included excellent models for simulation-based learning and practicals. Assessment examples provided ranged from traditional coursework and exam papers to VLE quizzes and practical exams.</p> <p>Academic integrity forms part of the module assessments and is revisited at different stages of the programme to check understanding. It holds a 0% weighting in the module assessment blueprint, but students are required to pass before submitting assignments. Plagiarism detection systems are used effectively for assessments and artificial intelligence guidance is available for both students and staff.</p>			
3.6	<p>Are supervised and supported according to their individual learning needs, proficiency, and confidence.</p> <p><i>Evidence reviewed:</i></p> <p><i>Reasonable adjustments annotated evidence</i></p> <p><i>Guidance notes for NPL</i></p> <p><i>Learning support interventions</i></p> <p><i>Evidence of process for RA</i></p> <p><i>Evidence of counselling links</i></p> <p><i>Student review forms</i></p> <p><i>NPL report</i></p> <p><i>Normal way of working form</i></p> <p><i>Student discussions</i></p> <p><i>TP visits</i></p> <p>University Centre Myerscough provided evidence of various support mechanisms for students onsite and whilst undertaking placement; there is a log of student interactions and concerns maintained in an online student record system.</p>	✓		

	<p>A suitable reasonable adjustment policy is used and students with additional needs are considered at multiple levels, including in the <i>'normal way of working form.'</i></p> <p>TPs reported being unaware of students' additional learning needs prior to placement commencement. The panel recognised this could be due to disclosure consent, however, it is felt that a clearer stance should be considered by University Centre Myerscough to communicate additional learning needs whilst complying with GDPR. This could further enhance the support available to students on placement if CSs are better prepared to meet the individual's needs.</p> <p>Students interviewed had largely positive feedback about the support available from tutors, placement team and onsite staff. However, the students were unsure who their individual tutors were, and which members of staff were appropriate to contact in different circumstances. University Centre Myerscough could consider how to make the role and responsibilities of staff clearer so that support is directed to the most appropriate place, see also 3.8.</p>			
3.7	<p>Are allocated and can make use of protected supported learning time including blended learning and recording completion of the RCVS Day One Skills for Veterinary Nurses when in practice.</p> <p><i>Evidence reviewed:</i> <i>Clinical Supervisor Observation</i> <i>TP Approval form</i> <i>MOU TP</i> <i>Clinical Coach Handbook</i> <i>Example Timetable</i> <i>Example SOW FdSc</i> <i>SOW FdSc Tutorial sessions</i> <i>Student interviews</i></p> <p>The MOU stipulates protected time to record and log DOS. Interviewed students confirmed these allowances are in place.</p>	✓		
3.8	<p>Are assigned and have access to a nominated academic tutor/lead for each part of the programme.</p> <p><i>Evidence reviewed:</i> <i>Programme Specification</i> <i>Canvas Sites</i> <i>Student discussion</i></p>	✓		

	<p>There is multi-level support available and designated tutors for different parts of the programme. However, the panel were unsure how to distinguish between the roles of course, academic and module tutors. This was reaffirmed by student discussions on the day, who were unsure who their nominated academic tutor was. University Centre Myerscough could take steps to clarify the roles of tutors across the programme.</p>			
3.9	<p>Have the necessary support and information to manage any interruptions to the study of programmes for any reason.</p> <p><i>Evidence reviewed:</i> <i>Programme Specification</i> <i>UCLan - Policies</i> <i>UCLan - SEAM - Student Engagement & Attendance Monitoring</i> <i>Redacted Interruption of Studies</i> <i>Withdrawal, Break in Learning and Transfer Policy</i> <i>Academic Regulations</i></p> <p>Students have access to the appropriate information and support around interruption to study, suspension of study and withdrawal from the programme.</p>	✓		
3.10	<p>Have their diverse needs respected and considered across all learning environments, with support and adjustments provided in accordance with equalities and human rights legislation and good practice.</p> <p><i>Evidence reviewed:</i> <i>FREDIE Policy and Procedure</i> <i>VN Fitness to study policy</i> <i>Reasonable adjustment annotated evidence</i> <i>Normal Way of Working Form</i> <i>Document to explain the process and interventions for reasonable adjustments</i> <i>Initial contact record form</i> <i>Reasonable adjustments request form</i> <i>Learning support intervention record</i> <i>Staff discussions</i></p> <p>University Centre Myerscough has a comprehensive and thorough FREDIE policy which was discussed in detail by staff at the visit. They provided evidence of robust policies for supporting diverse needs and staff were able to explain how they implement these to support their students.</p>	✓		

3.11	<p>Are protected from discrimination, harassment, incivility, and other behaviours that undermine their performance or confidence.</p> <p><i>Evidence reviewed:</i> <i>FREDIE policy</i> <i>Anti bullying and harassment policy</i> <i>Complaints and compliments policy and procedure</i> <i>Complaints and appeals monitoring record</i> <i>Safeguarding policy</i> <i>Interprofessional skills</i> <i>Student Charter</i> <i>Freedom of Speech Code of Practice</i> <i>Tutorial scheme of work</i> <i>Myerscough campus tour</i></p> <p>Appropriate policies are available to protect students and encourage appropriate behaviour both on campus and during placement. The Vet Nursing Centre contained a display on how to recognise and address incivility and the provided tutorial scheme of work included building resilience and managing professional relationships.</p>	✓		
3.12	<p>Are provided with information and support that encourages them to take responsibility for their own mental and physical health and wellbeing.</p> <p><i>Evidence reviewed:</i> <i>Student example induction timetable</i> <i>Student FdSc Current timetable</i> <i>Student support policy</i> <i>MOU TP form</i> <i>Student Review form</i> <i>Reasonable adjustments annotated evidence</i> <i>Student support services - information on the student intranet</i> <i>Canvas</i></p> <p>The panel were encouraged by the levels of support available both in person and on the VLE platform. Responsibility for wellbeing is integrated into the weekly tutorial scheme of work.</p>	✓		
3.13	<p>Are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice.</p> <p><i>Evidence reviewed:</i> <i>Interprofessional skills</i> <i>Care of the Medical Patient</i></p>	✓		

	<p><i>Programme specification</i> <i>Evidence of feedback</i> <i>Student support and wellbeing</i> <i>Inter professional collaboration</i> <i>Assessment wrapper reflection tool</i></p> <p>University Centre Myerscough has developed new modules ‘<i>Interprofessional Skills</i>’ and ‘<i>Care of the Medical Patient</i>’ which include independent study and research skills. The VN staff offer module specific support to include assignment feedback. Students reported feeling able to contact module tutors when needed.</p>			
3.14	<p>Have opportunities throughout their programme to collaborate and learn with and from peers and other professionals, and to develop supervision and leadership skills.</p> <p><i>Evidence reviewed:</i> <i>Inter professional collaboration</i> <i>Student Focus groups</i> <i>FdSc Timetable</i> <i>Witness statement examples</i> <i>Working to improve facilitation of peer learning and collaboration</i></p> <p>Teaching staff discussed moving from traditional lecture style learning to more group-based learning and intracohort discussions. Students are taught by a range of different professionals and have the opportunity to volunteer on the campus farm for experience.</p> <p>University Centre Myerscough is in the process of strengthening its interprofessional collaboration and one health education: joint teaching with the UCLan veterinary school and projects supporting the agriculture teams. The panel felt there is excellent opportunity for interprofessional collaboration, however this is yet to be embedded into the proposed curriculum.</p>	✓		
3.15	<p>Receive constructive feedback throughout the programme to promote and encourage reflective learning.</p> <p><i>Evidence reviewed:</i> <i>Student focus groups feedback</i> <i>IQA NPL Report</i> <i>Market research</i> <i>Assessment mapping</i> <i>Redacted tutorials</i></p>	✓		

	<p><i>Module feedback</i> <i>Calendar of feedback</i> <i>Learning walks</i> <i>DOS mapping</i> <i>Student feedback</i></p> <p>Students are provided with formative assessment opportunities throughout the modules prior to summative assessments. They are offered opportunities to submit draft assignment submissions and receive constructive written feedback through the process. The panel commends the use of the 'assessment wrapper reflection tool' as a structured reflective mechanism for students following assessment.</p>			
3.16	<p>Have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice with clear outcomes.</p> <p><i>Evidence reviewed:</i> <i>Student voice calendar</i> <i>NSS</i> <i>Practice Principal feedback</i> <i>Tutorial timetable for FdSc Students example newsletter sent out</i> <i>Comms to industry and students</i> <i>Assessment Wrapper Reflection</i> <i>Student Discussion</i> <i>Staff Discussion</i></p> <p>Students have various ways of providing feedback to both University Centre Myerscough and UCLan, including through staff-student liaison committees, focus groups every semester, student voice opportunities and through the VLE platform. Students also reported direct feedback mechanisms, such as an open-door policy for feedback with the Myerscough Chief Executive and Curricula Area Manager. Students interviewed felt positive that the feedback they provided led to visible changes within the programme.</p>	✓		
3.17	<p>Are empowered to develop their professional behaviours in line with the RCVS Professional Behaviour Evaluation.</p> <p><i>Evidence reviewed:</i> <i>Professional Behaviour completion</i> <i>Student placement handbooks</i> <i>Module mapping documentation</i> <i>2022 NPL Sampling Plan FdSc Cohort</i></p>	✓		

	<p>The PBs are mapped across the module content and detailed information regarding the PBs is available in the student placement handbook and on the VLE.</p>			
<p>Conclusion:</p> <p>This standard is met.</p> <p>Students are provided with appropriate resources and support to achieve RCVS DOC, DOS and PBs in the programme. University Centre Myerscough campus resources are excellent and provide good skill simulation for practical tasks.</p> <p>Students are complimentary of the academic and pastoral support available from the University Centre Myerscough VN team. The individual needs of students are considered carefully on campus and during assessments. Students are actively encouraged to provide course feedback and from student discussions with the panel it was clear that feedback is actioned appropriately by University Centre Myerscough and UCLan. Reflection is embedded well into course academic feedback.</p>				
<p>Commendations:</p> <p>The panel commends the excellent and advanced resources for learning at University Centre Myerscough. The Veterinary Nurse Centre is well built for the simulation of skills including first aid, inpatient work, and nursing consultations.</p> <p>The 'assessment wrapper reflection tool' is a notable and useful written reflection framework that will help students in their academia and help develop skills as reflective practitioners.</p> <p>Suggestions:</p> <p>3.6 Ensure there is complete transparency on disclosure of individual learning needs and reasonable adjustments.</p> <p>3.6 and 3.8 Ensure clarity of job roles of each individual tutor to include course, academic and module tutors.</p> <p>3.14 Consolidate the interprofessional collaboration opportunities into the programme modules.</p> <p>Actions:</p> <p>3.3 Provide completed programme and course specifications.</p>				

Standard 4 – Educators and assessors

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

Standard met				
Accredited education institutions, together with delivery sites and training practices, must ensure that all educators and assessors:				
	Requirements	Met	Part Met	Not Met
4.1	<p>Are appropriately qualified and experienced and always act as professional role models.</p> <p><i>Evidence reviewed:</i></p> <p><i>OFS Registration Document</i></p> <p><i>OFS Veterinary Nursing Report</i></p> <p><i>Staff CPD</i></p> <p><i>Recruitment policy, Background & DBS Checks along with supporting Appendix A, Additional information on the training completed by People Team and Managers to ensure compliance with Safer Recruitment. A template Shortlisting email that is shared with Recruiting Managers, along with a copy of a Shortlisting Template. A copy of a Safer Recruitment Audit form template that is completed by the People Team for all new starters.</i></p> <p><i>Job Specifications</i></p> <p><i>CPD funding letters</i></p> <p><i>Declaration of outside interest form</i></p> <p><i>TLC Times</i></p> <p><i>Employee & Volunteer Code of Conduct</i></p> <p><i>RCVS reg numbers</i></p> <p><i>3335 Myerscough Interim Report</i></p> <p><i>Lesson Observation</i></p> <p><i>Verbal discussion</i></p> <p>The Veterinary Nursing department is currently fully staffed with 21 members of appropriately qualified personnel. Newer members of the team are being well supported as they progress through their level 5 certificates in education. Newer members of the team are also paired with an experienced tutor, and this process of support is planned to remain, moving forward.</p>	✓		

	Staff are professional and are expected to comply with the terms of their contract and professional registration. It is, however, suggested that a robust review of RCVS CPD requirements follows a formalised review process.			
4.2	<p>Receive relevant induction, ongoing support, education, and training which includes training in equality, diversity, and inclusion.</p> <p><i>Evidence reviewed:</i> <i>Staff CPD</i> <i>CPD Policy</i> <i>Annual Review Development (ARD) Process (policy being finalised), ARD Template, ARD Guidance, FREDIE Framework which supports our ARD Process.</i> <i>Induction and Probationary documents for staff and managers</i> <i>Probation Process Redacted</i> <i>Clinical Coach CPD, CV Collections</i> <i>Vet Nursing CPD hours recorded</i> <i>Assessment, Verification and Moderation of Higher Education Assessments</i> <i>Invigilator Training</i> <i>Myerscough and Proud staff induction</i> <i>Verbal discussion</i></p> <p>Relevant induction policies are in place and have clearly been well implemented. Ongoing support mechanisms, especially for new staff members, are in place and have been well received, with a two-year academic mentor programme in place. There are weekly meetings with the teaching and learning team along with the mentor team and follow-on meetings with the Curriculum Area Manager. Teaching and learning coaches are not specific to course content but are experts in pedagogy.</p> <p>The HE Quality Lead supports new HE tutors to structure assessments.</p> <p>CSs receive annual standardisation with several opportunities to attend, and this can be accessed online.</p> <p>Training in equality, diversity, and inclusion forms part of the institution's mandatory staff training.</p>	✓		
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.		✓	

	<p><i>Evidence reviewed:</i> <i>Staff Day 1 Induction Presentation</i> <i>FREDIE Policy and Procedure</i> <i>Recruitment policy, Background & DBS Checks along with supporting Appendix A, Additional information on the training completed by People Team and Mangers to ensure compliance with Safer Recruitment. A template Shortlisting email that is shared with Recruiting Managers, along with a copy of a Shortlisting Template. A copy of a Safer Recruitment Audit form template that is completed by the People Team for all new starters.</i> <i>Mentoring allocation for academics</i> <i>Equal Opportunity & Dignity at Work Policy Certificate</i> <i>Health and Safety Policy and Procedure</i> <i>Family Friendly Policy</i> <i>Details of College Employee Assistance Programme and Wellbeing Contact information. Copy of Stress Risk Assessment and Guidance. Wellness Action Plan and Managers Guidance. Supporting our Attendance Policy, a copy of our Phased Return to Work Plan and Indicusla Risk Assessment is also listed within the folder.</i> <i>Menopause Policy and Procedure</i> <i>Flexible Working Application Form</i> <i>Supporting Attendance Policy</i> <i>Verbal discussion</i></p> <p>Staff are well supported and receive appropriate inductions. There is a flexible working policy that has been effectively implemented by some members of the team.</p> <p>The panel were not satisfied that equal opportunities and dignity in the workplace were fully compliant as the policy surrounding this was not up to date, thus personnel may not have access to the correct information.</p>			
4.4	<p>Have sufficient time allocation within contracted hours to fulfil all aspects of their roles.</p> <p><i>Evidence reviewed:</i> <i>Veterinary Nursing Matrix</i> <i>Staff workload Information</i> <i>VN Staff Deployment Academic year Sep 24</i> <i>Job Specifications</i> <i>FdSc VN Y3 Timetable 2425</i> <i>Assessment Strategy</i> <i>Moderation and Marking Allocations</i></p>		✓	

	<p><i>Verbal discussion</i></p> <p>Reallocation of current workload appeared to take place on an ad hoc basis, and the panel were not satisfied that the evidence provided was therefore fully fit for purpose. Clarification on reallocation of workload is therefore required.</p>			
4.5	<p>Respond effectively to the learning needs of individuals.</p> <p><i>Evidence reviewed:</i></p> <p><i>Assessment mapping</i></p> <p><i>VN summary of focus groups</i></p> <p><i>Student support and welfare policy</i></p> <p><i>Normal Way of working form</i></p> <p><i>Reasonable adjustments request form</i></p> <p><i>Evidence and process of interventions for reasonable adjustments.</i></p> <p><i>Student support and welfare policy</i></p> <p><i>Initial contact record</i></p> <p><i>Example of exam access requirements</i></p> <p><i>Verbal discussion</i></p> <p>Provision is in place to ensure that the learning needs of individuals are considered, adjusted appropriately, and responded to effectively.</p> <p>TP visits did suggest that there was a lack of information provided on reasonable adjustments, but the panel appreciated that this could be multi factorial and limited by student consent. The panel suggests additional guidance that offers transparency to the TPs, of the processes in place, including limitations of student consent, as discussed in 3.6.</p>	✓		
4.6	<p>Are supportive and objective in their approach to student supervision, assessment, and progression, and appropriately share and use evidence to make decisions on student assessment and progression.</p> <p><i>Evidence reviewed:</i></p> <p><i>Starting Point Assessment</i></p> <p><i>Academic appeals procedure</i></p> <p><i>Academic Regulations 2425</i></p> <p><i>IQA Sampling Strategy</i></p> <p><i>DOS DOC PB QAA Mapping</i></p> <p><i>FdSc VN Y3 Timetable 2425</i></p> <p><i>Tutorial Scheme of work</i></p> <p><i>202324 Myerscough Outcomes and Recommendations</i></p> <p><i>External Examiner Report</i></p>	✓		

	<p><i>Verbal discussion</i> <i>RCVS TP Visit report</i> <i>Student discussions</i></p> <p>Mechanisms to assess and monitor student support are holistically addressed throughout the programme. Findings are shared and disseminated across VN staff teams to ensure adequate and ongoing student support, supervision, and progression.</p> <p>It was encouraging to see the commitment, knowledge, and support for the University Centre Myerscough team, from senior UCLan representatives.</p> <p>The support for students and CSs whilst students are on placement was consistently commended within the TP visit report and in the student discussions.</p>			
4.7	<p>Liaise, collaborate, and action constructive feedback generated by colleagues, students, and stakeholders to enhance their teaching and assessment and to share effective practice.</p> <p><i>Evidence reviewed:</i> <i>Copy of HSE Survey. Employee Resource Group Information, Exit Interview template</i> <i>Market research</i> <i>HE External examiner tracker</i> <i>EE Emily Hall report</i> <i>EE Alison Simpson report</i> <i>RCVS Action Plans from 2024</i> <i>Higher Education Veterinary Nursing Stakeholder summary Version 2s - New modules for the programme</i> <i>Mentor training for staff supporting new teachers</i> <i>VN summary of focus groups</i> <i>Module review 2223</i> <i>Comparison data table</i> <i>Verbal discussion</i></p> <p>Feedback has been sought via a variety of surveys and questionnaires, from students, colleagues, and stakeholders. Feedback has been considered and implemented and in part this has led to the development of this updated programme.</p> <p>Staff members commended both the Curriculum Area Manager in veterinary nursing and senior management, in</p>	✓		

	feeling that their voices have been heard, and many suggestions actioned.			
4.8	<p>Respond effectively to concerns and complaints about public protection and animal welfare and student performance in learning environments and are supported in doing so.</p> <p><i>Evidence reviewed:</i> <i>Complaints and compliments policy and procedure</i> <i>Academic appeals procedure</i> <i>Veterinary Nursing Fitness to Study and Fitness to Practise Policy and Procedure</i> <i>Retention Schedule - details of retention of data relating to resolution.</i> <i>Student review form</i> <i>QPMM</i></p> <p>Policies and procedures are in place to ensure that any concerns relating to public protection and animal welfare are effectively responded to.</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>Rebecca Gillett CV</i> <i>Statement from Curriculum Area Manager</i> <i>Rebecca Gillett 1CPD record</i> <i>Staff CVs</i></p> <p>This requirement has been well evidenced by the Programme Lead.</p>	✓		
<p>Conclusion:</p> <p>This standard has been met.</p> <p>The programme team is fully staffed, with appropriately qualified and experienced professionals. Newer staff members working through their teaching qualification are well supported by experienced colleagues. CSs in practice are appropriately trained and are well supported by the Internal Quality Assurance (IQA) team.</p>				
<p>Commendations:</p>				

University Centre Myerscough should be commended for the close knit and cohesive staff team. Staff have worked through significant change, and it was encouraging to witness and see such comradery, support and strength across the entire team.

It was encouraging to see such commitment, involvement and knowledge demonstrated during the accreditation from senior University Centre Myerscough and UCLan representatives.

Suggestions:

4.1 Whilst CPD mandated by the AEI is monitored, it is suggested that a review of RCVS CPD requirements also follows a robust review process.

Actions:

4.3 Provide a finalised document for the Equal Opportunity & Dignity at Work Policy

4.4 Provide a transparent process on staffing allocations and workload when it comes to teaching, marking and moderation, with increasing student numbers.

Standard 5 – Curricula and assessment

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

Standard met				
Accredited education institutions, together with delivery sites and training practices, must ensure:				
	Requirements	Met	Part Met	Not Met
5.1	<p>Curricula are mapped and fulfil the RCVS Day One Competences and Skills for Veterinary Nurses, regulatory requirements, and programme outcomes.</p> <p><i>Evidence reviewed</i></p> <p><i>New FdSc Handbook Veterinary Nursing 2526</i></p> <p><i>DOS/DOC/PB/QAA mapping</i></p> <p><i>Assessment mapping FdSc 2526</i></p> <p><i>Staff Discussion</i></p> <p>UCLan, alongside University Centre Myerscough, has undertaken a curriculum review to propose a new format for its delivery programme. This has been mapped well to ensure that the DOC, DOS and PBs are fully embedded across modules. It is clear that regulatory requirements are present in student facing documents which feed into the programme outcomes.</p>	✓		
5.2	<p>Programmes are designed, developed, delivered, evaluated, and improved based upon stakeholder feedback.</p> <p><i>Evidence reviewed:</i></p> <p><i>Course leaders reports (2018-2022); CCER action plans (2022-2024)</i></p> <p><i>Market Research</i></p> <p><i>Action Plans RCVS</i></p> <p><i>UCLan Myerscough OSCE audit action plan</i></p> <p><i>Myerscough FdSc VN SAR</i></p> <p><i>QPMM Veterinary Nursing</i></p> <p><i>UCLan Steering Group PowerPoints</i></p> <p><i>VN Notification of Intent</i></p> <p><i>Academic Quality Strategy</i></p> <p><i>Periodic Course Review</i></p> <p><i>3336 Myerscough Interim review Report</i></p>	✓		

	<p>It is clearly evident within the new curriculum design that stakeholder feedback has been obtained to ensure that the programme meets the student desirable attributes as a graduate. Students, staff, and professionals in industry were consulted and this was evidenced in discussions and documentation provided to the panel. The programme team also utilised a 'critical friend' who guided progression and development, ensuring that the programme would be innovative and current.</p>			
5.3	<p>Curricula and assessments remain relevant in respect of contemporary veterinary nursing practice, with consideration of ongoing developments within the professions and international healthcare communities.</p> <p><i>Evidence reviewed:</i> <i>Assessment mapping FdSc 2526</i> <i>EE Report Emily Hall</i> <i>EE report Alison Simpson</i> <i>Module descriptors</i> <i>Market Research</i></p> <p>University Centre Myerscough has implemented a newer style of pedagogy with a 'spiral' approach to holistic veterinary nursing. This encompasses curricula that is based on stakeholders' feedback and takes into consideration concepts of conceptualised veterinary nursing. The newly developed programme has assessments that are innovative and considers the lifelong skills that are required within the professional sector. Module specifications are very descriptive around the content and delivery of the modular programme. It is suggested that student facing documentation states all anatomical body systems and where they are going to be delivered so that students on programme are aware of the learning expectations.</p>	✓		
5.4	<p>Curricula and assessments are appropriately weighted in accordance with the type and length of programme.</p> <p><i>Evidence reviewed:</i> <i>New FdSc Handbook Veterinary Nursing 2526</i> <i>DOS DOC PB Mapping document</i> <i>FdSc VN Y3 Timetable</i> <i>HE Assessment weightings</i> <i>Academic Regulations - Taught Programmes</i> <i>Module Specifications</i> <i>Staff Discussions</i></p>		✓	

	<p>The development of the assessments for the new programme design are appropriately weighted in relation to HE indicative assessment workload equivalents, which is variable depending on the assessment weighting and workload equivalence. Module specifications have been through internal review processes, followed by checks by the 'critical friend' and with the AEI.</p> <p>Some changes were presented to the panel during the introductory presentation that deviated from the evidence that was submitted in the application. However, these changes are included in the validation documentation. This provided the panel with clarity around assessment weighting and distribution across the modules. It is, however, unclear to the panel what the expectations are of the students to achieve programme requirements aligned to level 4 in <i>VN2050 Placement Module A</i>. It would be beneficial for assessment expectations to be confirmed for transparency.</p>			
5.5	<p>Curricula provide appropriate structure and sequencing that integrates theory and practice at increasing levels of complexity, with due consideration of assessment timings and clear progression points.</p> <p><i>Evidence reviewed:</i> <i>Example of Triple Jump</i> <i>FdSc Vet Nursing New Course Structure</i> <i>Proposed dates for clinical practice placements</i> <i>New FdSc Handbook Vet Nursing</i> <i>Assessment mapping FdSc 2526</i> <i>SOW Examples</i> <i>Examination board minutes for VN</i> <i>External Examiner Report</i></p> <p>The curriculum has been developed to standardise a foundation of knowledge to students that develops further into more complicated themes of veterinary nursing. The development of the new programme incorporates a spiral curriculum design that enables a conceptualised approach to knowledge and understanding of the course outcomes.</p> <p>Assessments are spread evenly throughout the year ensuring that workloads and demands on the students allows them to maximise their success. Workload provisions are manageable and allow students to focus on</p>	✓		

	placement requirements during the placement blocks, and the academic content when situated at Myerscough.			
5.6	<p>A range of assessments, which align with the learning outcomes, are delivered, within the educational setting, to accurately measure the knowledge, skills and understanding outlined in the programme.</p> <p><i>Evidence reviewed:</i> <i>Academic Regulations 2425</i> <i>Academic Misconduct Policy and Procedure</i> <i>AI Examination addition</i> <i>AI Academics guidance</i> <i>Assessment moderation and verification policy</i> <i>AI students guidance</i> <i>Guide for approaching AI generated text in your classroom</i> <i>Students ethical AI use checklist</i> <i>Registration of Students with External Awarding Bodies and the Conduct of Examinations and Assessments Policy and Procedure</i> <i>UCLan approach to AI April 2023</i> <i>Assessment mapping FdSc 2526</i> <i>Veterinary Nursing Pass Candidate Grade Descriptor</i> <i>HE Assessment Weightings</i> <i>Academic Regulations - Taught Programmes</i> <i>AQA Manual Appendix 4a - External Examiners</i> <i>Academic Regulations - Taught Programmes</i> <i>Academic Integrity Policy and Procedure For Academic Misconduct 2425 Arc1</i> <i>Course Approval & Review</i></p> <p>A range of contemporary assessments have been developed which link appropriately to the individual module learning outcomes. Assessments are developed in relation to Bloom's taxonomy and with the developing student in mind. Most assessments develop graduate outcome skills taking account of diverse graduate roles within veterinary nursing whilst also giving the students the opportunity to be reflective practitioners.</p>	✓		
5.7	At least one summative assessment must be in the form of an Objective Structured Clinical Examination (OSCE) or similarly robust, objective and evidence-based form of practical examination to test the safe and effective acquisition of a broad range of skills and competences outlined in the RCVS Day One Competences and Skills for	✓		

	<p>Veterinary Nurses.</p> <p><i>Evidence reviewed:</i></p> <p><i>Academic Regulations - Taught Programmes</i></p> <p><i>OSCE report IV form</i></p> <p><i>OSCEs setting the pass mark</i></p> <p><i>Assessment verification and moderation of HE assessments</i></p> <p><i>HE OSCEs Angoff scoring pass marks</i></p> <p><i>Risk Assessment for OSCE stations</i></p> <p><i>Development ideas</i></p> <p><i>HE OSCE station book</i></p> <p><i>OSCE central timer information</i></p> <p><i>OSCE Timetable staff example to show timelines for the assessment</i></p> <p><i>OSCE timetable for student examples</i></p> <p><i>Results summary spreadsheet</i></p> <p><i>Guide to determining results guide for OSCEs</i></p> <p><i>Evidence of OSCE weighting</i></p> <p><i>OSCE Audit action plan RCVS</i></p> <p><i>OSCE examiner feedback</i></p> <p><i>OSCE Development plan</i></p> <p><i>Standardisation recording OSCEs</i></p> <p><i>Academic Integrity Policy and Procedure For Academic Misconduct</i></p> <p><i>Course Approval & Review</i></p> <p><i>AQA Manual Appendix 4a - External Examiners</i></p> <p><i>OSCE instructions for students</i></p> <p><i>OSCE standardisation mark sheet</i></p> <p><i>OSCE Guidance for students and examiners</i></p> <p>The programme has the Objective Structured Clinical Examination (OSCE) set at a suitable point towards the end of the three-year programme. This assessment is robust and covers a broad range of skills and competences that are outlined by the RCVS DOC and DOS. The OSCE has prerequisites to be eligible to sit this summative practical assessment that are outlined in <i>VN2051 Placement Module B</i>.</p>			
5.8	<p>Students are assessed practically across clinical practice settings and learning environments as required by their programme with relevant observations undertaken.</p> <p><i>Evi Animal Handling and Husbandry module</i></p> <p><i>Clinical supervisor observation forms</i></p> <p><i>Assessment mapping FdSc</i></p> <p><i>NPL Sampling Plan</i></p>	✓		

	<p><i>Programme and module specifications</i></p> <p>Students are assessed practically via a range of assessments in the clinical placement but are also assessed with the summative OSCE in <i>VN2051 Placement Module B</i>, and with a practical skills assessment in <i>VN1027 Animal Handling, Husbandry and Behaviour</i>.</p>			
5.9	<p>Processes are in place to establish a high degree of validity and robustness to support the decisions made based on the results of the assessment.</p> <p><i>Evidence reviewed:</i></p> <p><i>Registration of students with external awarding bodies and the conduct of examinations and assessments policy.</i></p> <p><i>Assessment mapping FdSc</i></p> <p><i>Assessment verification and moderation of HE assessments</i></p> <p><i>Conflict of interest relating to assessment policy</i></p> <p><i>Registration of students with external awarding bodies and the conduct of examinations and assessments policy.</i></p> <p><i>Myerscough Interim Review Report</i></p> <p><i>Angoff Scoring examples</i></p> <p><i>EE Moderated Samples</i></p> <p><i>VN1016 IM Form</i></p> <p><i>Academic Integrity Policy and Procedure For Academic Misconduct</i></p> <p><i>Academic Regulations - Taught Programmes</i></p> <p><i>HE Exam analysis</i></p> <p><i>UCLan - 202324 Myerscough Outcomes and Recommendations</i></p> <p><i>External Examiner Report</i></p> <p>UCLan has demonstrated a process of robustness and validity when it comes to examinations. Some examination questions are Angoff scored and then reviewed post-hoc to review outcome metrics and whether adjustments to a question are warranted in the future. Angoff is used for multiple choice questions and to set the pass mark of the OSCE assessment. OSCEs are also reviewed without critical steps and are weighted on the importance of the step with health and safety, animal welfare and legalities in mind when scores are distributed.</p>	✓		
5.10	<p>Moderation processes are in place and demonstrate that assessment is fair, reliable, and valid, and the integrity of the assessment is upheld.</p>	✓		

	<p><i>Evidence reviewed:</i> <i>EE moderated samples</i> <i>Internal moderation completed form</i> <i>AI Students Guidance</i> <i>Students ethical AI use checklist</i> <i>Assessment verification and moderation of HE assessments</i> <i>OSCE Report IV form</i> <i>Academic Integrity Policy and Procedure for Academic Misconduct_2425_arc1</i> <i>Academic Regulations - Taught Programmes</i> <i>AQA Manual Appendix 4a - External Examiners</i> <i>Course Approval & Review</i> <i>Staff discussions</i></p> <p>UCLan has an assurance policy that assessments are checked and validated to ensure that the correct level in the curriculum stage is being assessed. This process includes EE input, reviewing the validity of an assessment to meet the requirements of a minimally competent student. There is also a quality assurance process post assessment marking which includes internal moderation, EE review and process inspection from the UCLan link tutor.</p>			
5.11	<p>Mechanisms are in place to minimise bias in all assessments.</p> <p><i>Evidence reviewed:</i> <i>Declaration of outside interest form</i> <i>OSCE conflict of interest forms</i> <i>Visits and reports by awarding organisations and external examiners</i> <i>Assessment verification and moderation of HE assessments</i> <i>Conflict of interest relating to assessment policy</i> <i>Registration of students with external awarding bodies and the conduct of examinations and assessments policy.</i> <i>staff malpractice and maladministration relating to assessments policy and procedure</i> <i>Teaching and Learning policy and procedure</i> <i>Invigilation screenshot training</i> <i>VN1016 IM form 2324</i> <i>OSCEs setting the pass mark</i> <i>HE OSCEs Angoff scoring pass marks</i></p> <p>The University Centre Myerscough team stated during further discussions that bias is reduced through blind</p>	✓		

	<p>marking of examination scripts and anonymous Turnitin settings for assignments where possible. Where assessments, such as presentations, are marked and anonymity cannot be achieved, assessments are double moderated. Where a conflict of interest with an external assessor during the OSCE assessment is identified, the external assessor is required to sign a conflict of interest form.</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>HE mitigating circumstances policy and procedure</i> <i>Fitness to practise procedure</i> <i>Veterinary Nursing fitness to study and fitness to practise policy and procedure</i> <i>Reasonable adjustment request form</i> <i>Normal way of working form</i> <i>FREDIE Policy and Procedure</i></p> <p>There are clear policies and procedures that are supportive towards students receiving reasonable adjustments for theory and practical based assessments. Requests for reasonable adjustments are reviewed, agreed, and implemented based upon students' access statements.</p>	✓		
5.13	<p>Students' self-reflections contribute to, and are evidenced in, assessments.</p> <p><i>Evidence reviewed:</i> <i>Assessment Wrapper Reflection</i> <i>Student feedback</i> <i>NSS feedback and action plan</i> <i>Redacted NPL Report</i> <i>Student market research data</i> <i>Module specifications</i></p> <p>Students are actively encouraged to reflect on their assessments. This is presented as an individual opportunity for students to develop reflective feedback via a feedforward approach, but also through peer and group feedback opportunities where common themes are considered. This allows students to confidently develop self-reflective attributes which can be carried on into the lifelong sector.</p>	✓		

5.14	<p>There is no compensation between assessments that address the RCVS Day One Competences and Skills for Veterinary Nurses.</p> <p><i>Evidence reviewed:</i> <i>Draft programme Specs</i> <i>Draft Module programme Specs</i> <i>New FdSc Handbook</i> <i>Results list Vet Med</i> <i>Board Minutes</i> <i>Academic Regulations - Taught Programmes</i> <i>Staff discussions</i> <i>Student discussions</i></p> <p>Academic regulations clearly state that there is no compensation between modules and intramodular assessments for those that assess the DOC and DOS. This has been confirmed verbally through staff and student discussions.</p>	✓		
5.15	<p>Ensure modules/units that address the RCVS Day One Competences for Veterinary Nurses include unseen (closed book) examination as an element of the assessment strategy.</p> <p><i>Evidence reviewed:</i> <i>Assessment mapping FdSc</i> <i>Module Spreadsheet</i> <i>Module specifications</i> <i>Programme Specifications</i></p> <p>All modules which contain the RCVS DOC include an element of unseen assessment. There are some minor examples of DOC not being assessed in an unseen way, but the assessment methodology better reflects the intended outcome, and this requirement is still complied with.</p>	✓		
<p>Conclusion:</p> <p>This standard has been met.</p> <p>UCLan, in collaboration with University Centre Myerscough, has presented a completely redeveloped programme with the contemporary veterinary nurse in mind. This curriculum refresh has been encouraged by stakeholder, student, staff and 'critical friend' feedback. This is further evidenced by the spiral designed curriculum and implementation of innovative pedagogies which both consider contextualised aspects of veterinary nursing. Although curriculum development is</p>				

clear, some aspects of anatomy and physiology are not explicitly mentioned in the same way as other body systems are mentioned in student facing documents.

The proposed assessments are innovative and have the developing veterinary nurse at the forefront, which includes unseen/closed book assessments, where possible, relating to RCVS DOC, DOS and PBs.

Processes for quality assurance implemented by UCLan are robust and ensure success based on the minimally competent student, whilst maintaining the validity, fairness, and reliability of assessment technique.

Commendations:

Excellent exploration and utilisation of stakeholder feedback including the 'critical friend' to develop a conceptualised curriculum basis for veterinary nursing provision.

Robust quality assurance and moderation processes are in place for pre- and post-assessment analysis.

Innovations around pedagogy for veterinary nursing education with consideration to graduate outcomes and lifelong learning.

Suggestions:

5.3 Demonstrate where curriculum mapping meets RCVS requirements for contemporary veterinary nursing practice in relation to endocrine and neurological systems.

Actions:

5.4 Confirm the assessment requirements for pass/fail at level 4 for the 0-credit *VN2050 Placement Module A*.

Standard 6 – Effective clinical learning

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

Standard met				
Accredited education institutions, together with delivery sites and training practices, must:				
	Requirements	Met	Part Met	Not Met
6.1	<p>Ensure clinical learning facilities are adequate to support and deliver the RCVS Day One Skills for Veterinary Nurses, across both delivery site and practice settings.</p> <p><i>Evidence reviewed:</i> Animal practical rota TP Approval Form EE examiner report Anatomage table MOU TP Database Oversight of resources RCVS TP Visit report Verbal discussion</p> <p>TPs are well audited and supported to ensure effective delivery of the RCVS DOS for veterinary nurses.</p> <p>University Centre Myerscough is well facilitated, with plans suggesting a twice semester rotation to allow for the utilisation of the new, extensive clinical facilities at UCLan.</p>	✓		
6.2	<p>Ensure that students are enrolled with the RCVS prior to undertaking clinical practice to comply with legislation.</p> <p><i>Evidence reviewed:</i> Enrolment screenshot Induction TT</p> <p>Clear processes are in place to ensure that students are appropriately enrolled, prior to undertaking clinical practice.</p>	✓		
6.3	<p>Ensure students are actively learning and adequately supervised in all clinical learning environments.</p> <p><i>Evidence reviewed:</i></p>	✓		

	<p><i>Veterinary nursing Matrix</i> <i>VN staff deployment</i> <i>Placement Docs</i> <i>Staff CPD</i> <i>Student email with CS</i> <i>NPL Reports</i> <i>Myerscough TP tracking</i> <i>MOU</i> <i>Colour coded nursing progress log HE guidance</i> <i>RCVS TP Visit report</i> <i>Verbal discussion</i></p> <p>Student support was appropriately evidenced and further demonstrated during standard questions. Student interviews further confirmed the supervision and support for students, whilst at the delivery site and on placement.</p>			
6.4	<p>Ensure clinical learning environments are provided for every student; these must be allocated for placement students. Clinical training must be undertaken within a RCVS listed training practice or auxiliary training practice, for a minimum duration of hours as stipulated in the RCVS Veterinary Nurse Registration Rules.</p> <p><i>Evidence reviewed:</i> <i>Job Specifications</i> <i>Placement Docs</i> <i>Staff CVs</i> <i>Hours sheet</i> <i>Myerscough tracking sheet</i> <i>RCVS TP Visit report</i> <i>Verbal discussion</i></p> <p>University Centre Myerscough has an appropriate number of TPs to support the number of students on programme. There has been consideration of the current locations of affiliated TPs, whilst trying to attract students from a larger geographical area.</p> <p>The process of ensuring TP compliance and minimum RCVS training hours was well evidenced.</p>	✓		
6.5	<p>All students must have sufficient time within the programme to achieve the RCVS Veterinary Nurse Registration Rules hours requirement, with the opportunity for contingencies if required.</p> <p><i>Evidence reviewed:</i> <i>MOU</i></p>	✓		

	<p><i>Block Dates</i> <i>Hours sheet</i> <i>Hours sheet</i> <i>Summary sheet</i> <i>FdSc proposed new structure</i> <i>Verbal discussion</i></p> <p>Student timings on placement have been well considered and have been developed from feedback from previous cohorts. There are contingencies within the programme to support students who may experience absence during allocated placement weeks, thus ensuring the RCVS Veterinary Nurse registration rules for the hours requirement can be met</p>			
6.6	<p>Ensure all students are allocated a clinical supervisor responsible for confirming competency in the RCVS Day One Skills for Veterinary Nurses. All clinical supervisors must be RVN or MRCVS (UK practising), be experienced and able to demonstrate an experienced level of clinical skills and ongoing professional development.</p> <p><i>Evidence reviewed:</i> <i>GDPR sheet for CS completion</i> <i>CS redacted CPD record</i> <i>CS Spreadsheet</i> <i>CS Workshops</i> <i>Induction Presentation</i> <i>Canvas for CS</i> <i>RCVS TP Visit report</i> <i>Verbal discussion</i></p> <p>All students are allocated a CS, who is well supported by the IQA team. The CSs are provided with some excellent resources to assist them in making reliable competency decisions.</p> <p>TP visits consistently received very positive and complimentary comments in relation to CS support.</p>	✓		
6.7	<p>Maintain accurate records of student clinical learning environment attendance and when applicable, provide these to the RCVS.</p> <p><i>Evidence reviewed:</i> <i>Evidence of summary hours sheet</i> <i>Summary of hours</i> <i>Verbal discussion</i></p>	✓		

	<p>This requirement has been well evidenced by the programme team.</p>			
6.8	<p>Ensure there is sufficient TP support available for all recruited students.</p> <p><i>Evidence reviewed:</i> <i>Placement Docs</i> <i>Practice Principal feedback</i> <i>Interprofessional collaboration</i> <i>Market research</i> <i>Canvas for CS</i> <i>Myerscough tracking sheet</i> <i>Verbal discussion</i></p> <p>Sufficient TP support is in place to support all students. TP visits confirmed the high level of support provided by the IQA team.</p>	✓		
6.9	<p>Ensure the TP or aTP is an RCVS listed practice.</p> <p><i>Evidence reviewed:</i> <i>Myerscough tracking sheet</i> <i>MOU</i> <i>RCVS TP Visit report</i></p> <p>Robust mechanisms are in place to ensure that TPs / aTPs are RCVS listed practices.</p>	✓		
6.10	<p>Ensure that use of TPs not affiliated to the AEI is agreed with the primary AEI, and a robust Memorandum of Understanding (MOU) is in place with the TP.</p> <p><i>Evidence reviewed:</i> <i>Redacted permission email</i> <i>MOU</i> <i>Verbal discussion</i></p> <p>Procedures are in place to ensure that the use of TPs not affiliated to University Centre Myerscough, are agreed with the primary AEI and have an appropriate MOU. Consideration has been made for the potential need to utilise more unaffiliated practices should the planned programme expansion of students in the 'nonlocal area' be achieved.</p>	✓		
6.11	<p>Ensure clinical learning experiences are adapted to the student's stage of learning, competences, and programme outcomes.</p> <p><i>Evidence reviewed:</i></p>		✓	

	<p><i>FdSc VN Yr3 timetable</i> <i>New course structure</i> <i>Student emails</i> <i>IQA Sampling plan</i> <i>RCVS TP Visit report</i> <i>Verbal discussion</i></p> <p>Clinical learning experiences are adapted to the students' stage of learning and competence. HE NPL handbooks support students and the CS with the suitability of tasks to target during each placement block, and the types of experiences that are expected.</p> <p>The HE NPL handbook is a very helpful and supportive tool. During Standard 6 discussions, it was stated that students would not be penalised for not achieving the additional University Centre Myerscough experience requests (above and beyond the DOS); however, this did not translate into the NPL reports, where tasks have been marked as not satisfactory when students had not logged the breadth of college specific requirements, whilst the DOS had been covered. A standardised approach / standard operating procedure would be recommended to agree on expectations and ensure consistency and fairness across students.</p> <p>The learning outcomes for FE and HE students are different, with UCLan having ultimate responsibility for the HE students, even whilst on placement. However, there is no differentiation or reference to UCLan in the MOU, despite the process of MOU development being stated as having passed through their legal team. This action will be addressed by 2.5.</p>			
6.12	<p>The veterinary team contribute to the learning in the clinical environment in accordance with the RCVS Codes of Professional Conduct.</p> <p><i>Evidence reviewed:</i> <i>Employee and volunteer code of conduct</i> <i>Canvas page</i> <i>PO minutes from meetings</i> <i>Myerscough tracking sheet</i> <i>MOU</i> <i>Strategy and sampling plan</i> <i>RCVS TP Visit repo</i> <i>Verbal discussion</i></p>	✓		

	This requirement has been well evidenced by the programme team.			
<p>Conclusion:</p> <p>This standard has been met.</p> <p>Students are provided with safe, effective, and inclusive clinical learning experiences and environments. TPs, CS, and students are well supported. Students actively participate in their own education, learning from a range of people across both delivery site and placement.</p>				
<p>Commendations:</p> <p>The commitment and support from the IQA team was consistently praised by CSs and students during TP visits and should be commended.</p> <p>Suggestions:</p> <p>6.11 – A standard operating procedure is recommended to support and standardise IQAs on the expectations of what students need to evidence on their NPL, in order to meet a satisfactory IQA outcome.</p> <p>Actions:</p> <p>None</p>				