

# Clinical Supervisor Standardisation 2026

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# Welcome!

A quick note to say...



THANK  
YOU!

# Meeting Agenda

1. RCVS & HAU Updates
2. Part 1 - NPL Updates
3. Part 2 - Practice Expectations of Student Skills
4. Open Forum & Feedback

# RCVS & HAU Updates



- ✓ Centre Team Lead: Suzanne Edwards [skedwards@harper-adams.ac.uk](mailto:skedwards@harper-adams.ac.uk)
- ✓ Placement Managers Year 1, 2 & 3  
Caroline Bromley [cbromley@harper-adams.ac.uk](mailto:cbromley@harper-adams.ac.uk)  
Carol Hicks [chicks@harper-adams.ac.uk](mailto:chicks@harper-adams.ac.uk)

Harper Adams University Support Platform for Training Practices



- ✓ Clinical Supervisor training – refreshed look!
- ✓ Supporting Neurodiversity within the veterinary profession resource
- ✓ Guidance for the NPL
- ✓ Lots of other useful resources!

# RCVS & HAU Updates



A touch on Employment Law, unpaid placements and clinical training hours...

- Challenges in supporting students in unpaid positions
- Invitation to join a MS Teams meeting with HAU Placement Coordinator to discuss unpaid/voluntary positions
- Do you currently have a HAU SVN nearing the end of their placement – but would like to extend? Let's discuss!

In other news

- Interested in further study? Why not explore our Graduate Certificates in Advanced Veterinary Nursing!
- Join our WhatsApp Channel for updates and university news!



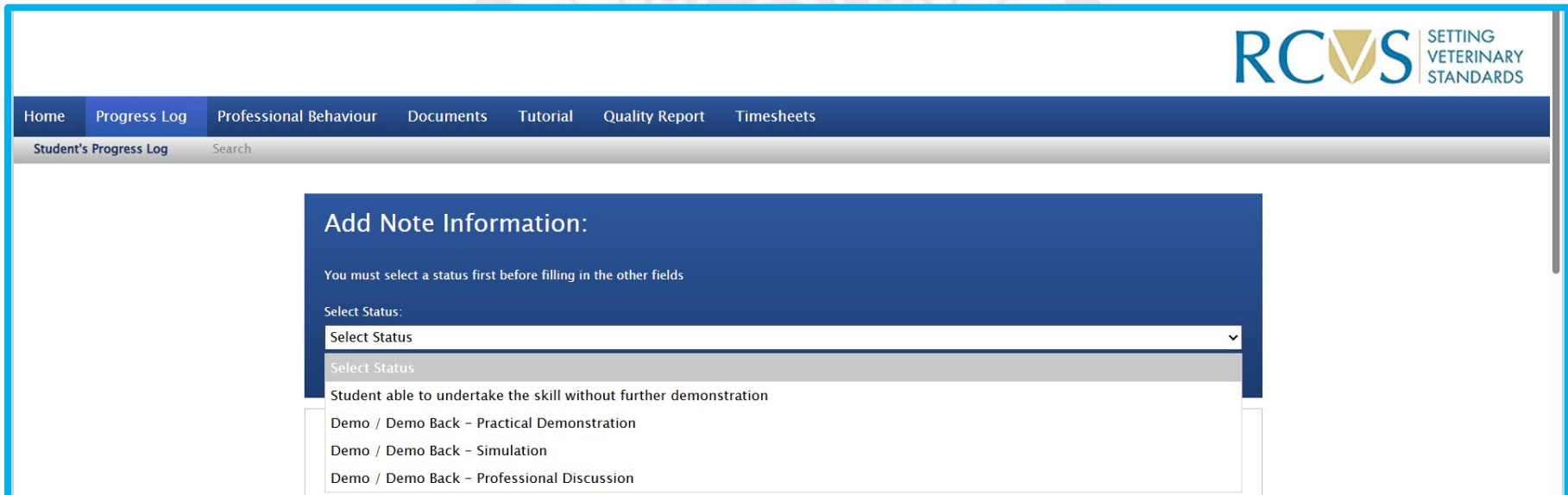
# NPL Updates – what's changed?

## Part 1 Agenda

1. Opening Skills
2. What do students include in Case Descriptions
3. Compulsory Reflective Comments
4. Voice Notes
5. Multi-logging Function
6. Student & Supervisor Placement Tutorials
7. Traceable & Evidenced Process of Assessment
8. IQA Reporting
9. Recording of student practical 'hours'

# Opening Skills

- There are now more options to select from when opening skills.
- Reasonable adjustments are to be considered.
- We DON'T require the CS to record a specific case ID number, unless appropriate to do so... **Students MUST provide an audit trail**



The screenshot shows the RCVS (Royal College of Veterinary Surgeons) Student's Progress Log interface. At the top right, the RCVS logo is displayed with the tagline "SETTING VETERINARY STANDARDS". Below the logo is a navigation bar with the following links: Home, Progress Log, Professional Behaviour, Documents, Tutorial, Quality Report, and Timesheets. The "Progress Log" link is currently selected. Below the navigation bar, the page title is "Student's Progress Log" and there is a search field. The main content area features a blue box titled "Add Note Information:". Inside this box, a message states: "You must select a status first before filling in the other fields". Below this message is a "Select Status:" label and a dropdown menu. The dropdown menu is open, showing the following options: "Select Status", "Student able to undertake the skill without further demonstration", "Demo / Demo Back - Practical Demonstration", "Demo / Demo Back - Simulation", and "Demo / Demo Back - Professional Discussion".

# What do students include in Case Descriptions



There is a suggestion on the NPL of what case details may look like, but we don't require any changes to logging technique.

Case details are the essential information that helps us to see immediately the variety/range of experiences based on your practice caseload, facilities and resources including how they relate to the skills and any guidance notes.

Not all the suggested details will be relevant for each skill e.g., skills 2.9 versus 3.5.

The case description box can still be used by students to include an update of the experience, particularly useful for the larger scope skills.

Please continue to direct students to our NPL logging guidance.

# Exemplar Case Description:



Skill 2.9 *'1-87654 Researched postop nutrition and discussed my findings at the monthly nurses meeting'*

Skill 3.5 *'1-765610 M Lab 4m restrained very friendly, wriggly puppy for exam of ears'*

When did it happen: \*

Click here to select

Case details: \*

case ID | species | breed | age | sex | presenting condition

Reflective account: \*

As text

As audio

Note: You must enter your reflective account either via text or audio, not both. If you enter both a text and audio account for the same skill, the system will only save the last reflective account that you have entered. If you enter a text account, it must be at least 3 characters in length.

Write your reflection within 1000 characters.

Cancel

Save

# Reflective Comments

**Reflective comments are compulsory.**



**Student reflective comments are to be reflective, not a description or further narrative of how the skill was performed.**

**Reflection ultimately helps the student learn, it helps them to highlight strengths and limitations in their practical performance and capabilities.**



# Voice Notes

- To be more inclusive - the NPL now includes the ability for everyone to use voice notes.
- Recording size is limited – this is a new function and not something we have yet worked with.



# Multi-Logging Skills on the NPL



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Multi logging can now be used by students for skills across the whole NPL.



Can appear attractive... students write 'HUGE' narratives.... making some 'case descriptions' appear irrelevant. Please be mindful!!

It can further increase workload especially if the skill and guidance notes have not been sufficiently covered.

However, this can be very useful where the 2-line case description includes information to cover multiple skills e.g., skills 1.1 & 8.3

**"1-286751 Misty DSH 6m. Disposed of ovaries/uterus in anatomical waste bin, Hazardous Waste Regs 2005."**



# Placement Tutorials

There has always been an expectation to plan, but this is now mandated. You set the frequency – **we suggest 1-2 weeks**.

## When might this be different?

Discuss with the student; expectations, plans, targets, goals as they need to agree and ‘tick a box’.

Agreement		
Name	Role	Signed
<input type="text"/>	Student	<input type="checkbox"/>
----	----	<input type="checkbox"/>

Review when agreed – suggest a window of a few days, or week beginning, to allow flexibility.

IQA can see this and help support if issues are evident.

# Traceable & Evidenced Process of Assessment

The assessment process has always been in place, however, hasn't always been documented and evidenced.

What is the process of assessment?

Why is this important?



# IQA Reporting

There is now an IQA reporting section that is **only visible to the CS**, and not the student.

Skills will still be sampled and marked as satisfactory or not satisfactory.

We are trialling using the 'new' IQA report format, in lieu of the NPL written report that has historically been uploaded in the 'communications tab' now known as 'documents'.

**What will the students see?**

**2<sup>nd</sup> assessing versus IQA...**



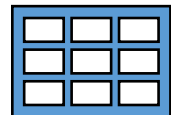
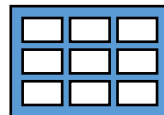
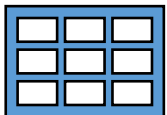
# Recording of student practical 'hours'

Students are to record all practical hours on the NPL.

This only applies to students enrolled after **Autumn 2025**. All students prior to this are to use the 'paper' or 'spreadsheet' format.

Students will receive full training, and any updates will be communicated with you

Essentially this supports keeping a students practical training and recording of evidence in once place.





**Any questions**

# Practice Expectations of Student Skills

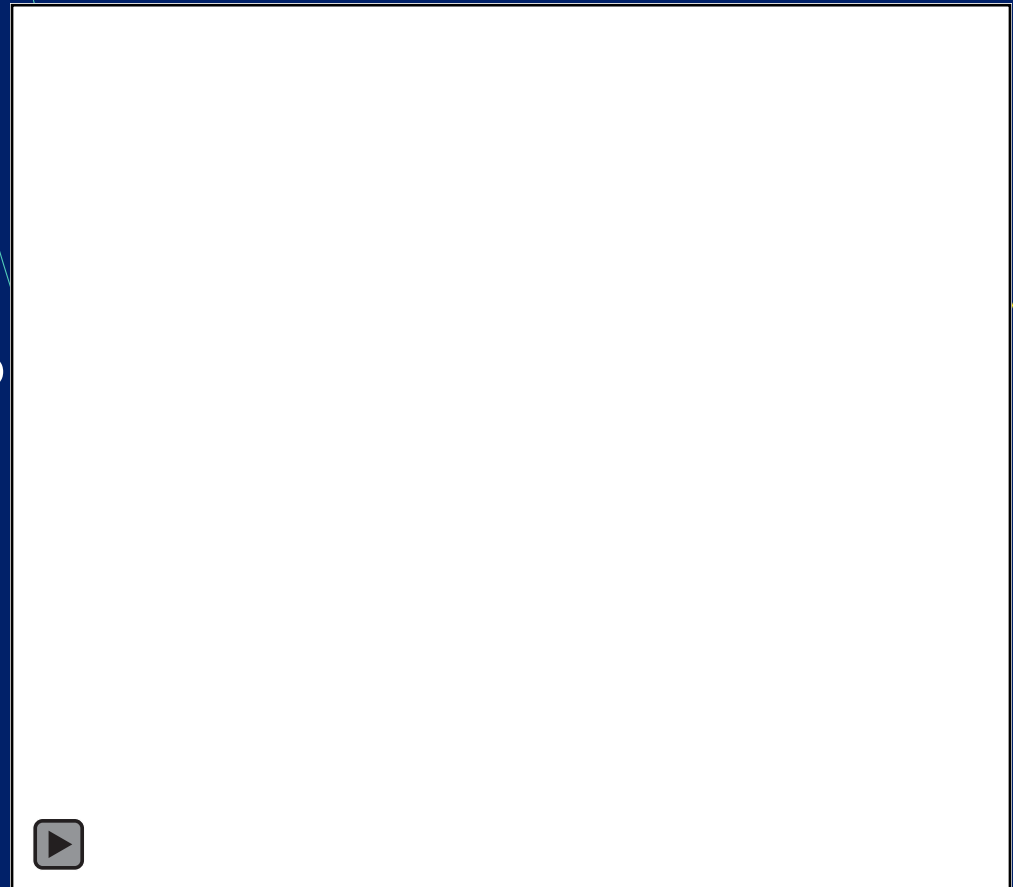
## Part 2

Let's collaborate...

What are your thoughts?

What are your  
experiences?

Confidence versus 'Day  
One' competence...



# Practice Expectations of Student Skills

## Part 2 Summary

- Understanding 'Day One' Competence
- Factors that can Influence Competency Decisions
- Why we share skills to complete in Year 1 10-week placement block
- 10% competency in the 10-week placement block – HAU SVN VN Course Progressional Targets.
- Why Too Many Skills Open at Once Can Be Counterproductive
- Effective communication within the Practice Team

# Understanding 'Day One' Competence

'Day One' **does not mean expert or proficient**. It means a student who:

- Can perform required skills **safely, reliably, and without direct supervision**,
- Understands their **scope of practice** and when to seek help,
- Applies underpinning **knowledge, professionalism, and clinical reasoning**,
- Demonstrates consistent **baseline competence**, not mastery.

Day One Competence is therefore:

- ✓ *Safe*
- ✓ *Consistent*
- ✓ *Informed by knowledge taught in the programme*
- ✗ *Not advanced*
- ✗ *Not perfect*
- ✗ *Not comparable to an experienced RVN*

# Factors That Can Influence Competency Decisions

Certain practice factors may unintentionally influence how supervisors assess competence:

## **Practice caseload**

Low caseload or limited variety may reduce a student's opportunity to practice key skills, leading to:

- Fewer repetitions,
- Less confidence, in developing competence
- Delays in skill progression.

## **Practice resources**

Limited equipment, reduced theatre time, or no dedicated coaching hours may impact:

- Student exposure,
- Student independence,
- Training quality.

## **Supervisor expectations**

If expectations are set at an expert or RVN-level, students may be unfairly assessed against:

- Standards they have not been taught yet,
- Skills intended for later in the programme,
- Experiences outside programme design.

Supervisors need to benchmark decisions against Day One requirements, not workplace norms.

# Why Year 1 teaching links to the 10-Week Placement Skills

Year 1 is intentionally designed to deliver foundation knowledge and essential introductory skills. The 10-week placement block builds directly on this foundation.

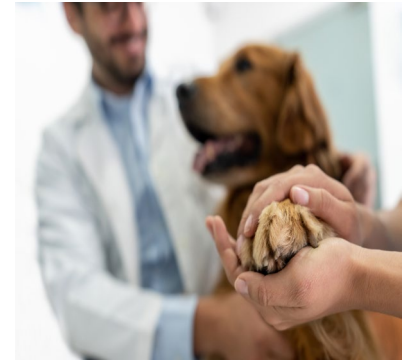
This structure ensures students:

- Practice what they have already been taught,
- Develop safe, core skills before advancing,
- Build confidence before being exposed to higher-risk skills.

Opening advanced or non taught skills prematurely can lead to:

- Unsafe attempts at unfamiliar skills,
- Student overload and anxiety,
- Poor-quality evidence logging,
- Supervisors feeling pressured to train skills outside curriculum timing.

This disrupts learning sequencing and may reduce overall competency development.



# Why we recommend 10%

## competency in the 10-Week Block

The 10% requirement is designed to be:

- Achievable by an average student,
- Aligned with foundation level training,
- A minimum, not a target ceiling.

**Most students naturally achieve 15–20%, which is healthy progression.**

A few key points to emphasise to students:

- Reaching 10% does not mean “stop logging.”

Logging rare experiences is discouraged because:

- It skews skill profiles,
- It encourages students to chase unusual cases instead of mastering basics,
- It undermines meaningful progression.

Students should instead focus on:

- ✓ Frequent, repeatable, core skills
- ✓ Skills that align with Year 1 learning
- ✓ Activities safely within their training scope

# Why too many skills open at once can be counterproductive...

Leaving too many skills open leads to:

- Cognitive overload,
- Feeling overwhelmed,
- A scatter gun, unfocused approach, reduction in motivation levels,
- Fragmented training where fundamentals are skipped.

If skills include elements the student cannot achieve at this stage, that skill should ideally stay closed.

There are some exceptions to this e.g., skill 4.5!

Students will likely observe many skill areas across rotations, but training should stay anchored to the basics they can safely attempt and understand, especially during the practical assessment process...



# Communication with the Practice Team

Effective placement relies on the whole team understanding:

- The student's current level of study,
- What has and hasn't been taught yet,
- What the student should be working towards,
- Reasonable expectations for a student at that stage.



Clear communication helps avoid:

- Asking students to perform advanced, inappropriate, or unsafe skills,
- Judging them against incorrect benchmarks,
- Misunderstandings about progression or performance.

A simple briefing at the start of each placement week can make a significant difference.



**Any questions**

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**Thank you!**

