

Inspection of Kent School of Veterinary Nursing Limited

Inspection dates:

17 to 19 October 2023

Overall effectiveness

Outstanding

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Apprenticeships	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Kent School of Veterinary Nursing Ltd (KSVN) is an independent learning provider based in Kent, East Sussex and South-East London. KSVN specialises in the level 3 veterinary nurse apprenticeship standard. KSVN Ltd successfully registered to provide apprenticeships in 2018. At the time of the inspection, there were 69 apprentices in learning, almost all of whom were aged 19 and over. This qualification gives apprentices a licence to practice and so is closely regulated by the Royal College of Veterinary Surgeons. Apprentices attend training at KSVN's Faversham centre one day per week. They are supported in their roles in veterinary practices by clinical coaches. KSVN does not work with any subcontractors.

In a new provider monitoring visit in June 2022, inspectors judged KSVN Ltd to have achieved 'reasonable progress' in all areas.

KSVN also provides a growing portfolio of training and networking opportunities to veterinary practices in the region. This includes training for clinical coaches and presentations by experts on specialist topics in veterinary care and innovation.

What is it like to be a learner with this provider?

Apprentices enjoy their studies in veterinary care greatly. They value the supportive and aspirational learning environment which leaders and staff create. Apprentices rightly appreciate the excellent teaching and support from experienced tutors who link theory and practical learning expertly. Consequently, apprentices attend very well and achieve high grades, and many gain promotion or additional responsibilities.

Apprentices demonstrate exceptionally positive and respectful attitudes. They work enthusiastically with tutors and peers in lessons and share valuable insights from their workplaces. For example, tutors share valuable experiences of how best to support customers when their sick pets are euthanised. As a result, apprentices are well prepared to manage difficult situations sensitively and respectfully.

Apprentices gain essential knowledge, skills and professional behaviours rapidly, which increases their confidence in the workplace substantially. They master specialist tasks such as taking blood, placing catheters and managing anaesthesia during operations successfully. As a result, apprentices become highly valued and resilient team members who complete increasingly complex tasks independently.

Apprentices participate in constructive activities beyond their training, which develops their character and interests very well. For example, they volunteer in animal rescue centres, assist with lambing, and fundraise for charity. As such, apprentices make a valuable contribution to their local communities and to animal welfare causes.

Apprentices feel safe in their training and the workplace and know how to report concerns. They value the excellent support for their personal, social and health education and emotional well-being. As a result of their training, apprentices have a thorough understanding of the risks of extremist animal rights. They know how this can affect them and how to identify signs in others who may be influenced.

What does the provider do well and what does it need to do better?

Leaders have developed an ambitious and challenging curriculum that supports the demand for high-quality veterinary nurses very successfully. Leaders work closely with employers to meet skills gaps in the industry. They ensure that the curriculum meets the needs of their practices very well. For example, in collaboration with employers, leaders adapted the programme so that apprentices understand anatomy and physiology fully before learning to take blood and x-rays. As a result, apprentices quickly develop the knowledge and skills that employers require. Additionally, leaders are very aware of the social disadvantage in the communities they serve. They work closely with animal care charities to train their apprentices so that people who are on low incomes or unemployed can benefit from high-quality treatment for their pets.

Leaders have high aspirations for their apprentices, including those with additional support needs, to develop substantial new knowledge and skills, which they do. They plan for apprentices to gain valuable additional knowledge from external industry experts. For example, apprentices learn how to provide nursing care for rabbits and use new techniques in theatre preparation effectively. As a result, apprentices develop up-to-date knowledge and skills quickly. They introduce innovation to their workplaces very effectively.

Leaders plan the curriculum in a carefully sequenced and logical order. They ensure that apprentices study essential health and safety, legislation and ethics comprehensively before progressing to nursing care. Consequently, apprentices build their knowledge and skills on a secure understanding of the profession's stringent regulations very successfully.

Highly experienced and qualified tutors expertly model the skills and behaviours that apprentices need to acquire. Tutors continue to practice as veterinary nurses to continuously update their clinical expertise and maintain their registered status. As a result, apprentices benefit from high-quality and up-to-date training.

Tutors work with experienced clinical coaches to identify apprentices' prior experience and qualifications successfully. They ensure that apprentices with additional support needs are identified quickly and benefit from very effective tailored support. Staff review apprentices' individual needs diligently to ensure that they are continuously met. As a result, these apprentices achieve as well as their peers or better.

Tutors teach new and challenging concepts expertly through clear presentation and well-managed peer discussion. They use online resources innovatively to check apprentices' understanding thoroughly, such as the correct use of surgical instruments in operations and role of the theatre nurse. Tutors help apprentices to develop their understanding of complex topics, such as birth and neonatal care, very skilfully. As a result, apprentices build complex knowledge over time very successfully.

Tutors work diligently with clinical coaches to co-ordinate apprentices' on- and off-the-job training exceptionally well. Clinical coaches help apprentices to master skills to fluency through valuable practice in work-based tasks. For example, they help apprentices to apply disinfection theory to the use of infection control at work effectively. As a result, apprentices rapidly develop industry standard skills very successfully.

Tutors help apprentices to improve their mathematics and English skills throughout their programme extensively. For example, apprentices learn to calculate drug dosages in relation to the weight of an animal adeptly. Tutors routinely correct apprentices' work and help them develop verbal and written fluency to high academic standards successfully. As a result, the number of apprentices who achieve distinction grades in their external assignments has increased substantially.

Tutors use assessment and feedback effectively so that apprentices understand the quality of their work. Tutors set and monitor appropriately challenging targets which help apprentices to improve their work. Tutors prepare apprentices for their examinations and practical assessments thoroughly. As a result, most apprentices achieve the highest possible grades.

Leaders and tutors ensure that apprentices develop their knowledge of aspects such as the law and regulation very effectively. For example, apprentices evaluate the relative benefits of licensing to make owners more accountable for managing dangerous dogs. As a result, apprentices gain a strong awareness of the role of legislation in protecting animals and the public.

Leaders and tutors provide relevant and useful careers guidance to apprentices. For example, they advise learners well about their next steps into specialised roles in the veterinary sector. Leaders help apprentices to gain additional qualifications, such as registration to prescribe certain categories of veterinary medicine, which prepare them for their next steps very well. As a result, apprentices develop their skills and interests and move quickly into roles with additional responsibilities very successfully.

Leaders care greatly about their staff and their health and wellbeing. They ensure that staff workload is considered carefully. Leaders aspire for staff to be happy and well supported in their job roles, which they are.

Those responsible for governance have a thorough understanding of the strengths of the provision and areas that leaders are working to further improve. They use their skills and experience to fully support and challenge leaders to achieve ambitious targets, such as continuing to increase the number of apprentices achieving distinction grades. As a result, they support continuous improvement in the quality of training very well.

Safeguarding

The arrangements for safeguarding are effective.

Provider details

Unique reference number	2654205
Address	Ground floor unit 13, Jubilee Way Faversham ME13 8GD
Contact number	01795 534427
Website	https://www.ksvn.co.uk/
Principal, CEO or equivalent	Natalie Brudenell and Caroline George
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	N/A

Information about this inspection

The inspection team was assisted by a director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising apprentices' work, seeking the views of apprentices, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Sara Woodward, lead inspector	His Majesty's Inspector
Judith Mobbs	Ofsted Inspector
Ian Goodwin	Ofsted Inspector

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