

Professional Behaviours and Attitudes Guidance

Learners on veterinary nursing courses have to complete their training within a classroom environment and a work placement where they are required to demonstrate development in certain professional behaviours and attitudes.

The RCVS have developed a framework which indicates the minimum level (4) which they expect the learner to achieve by the time they apply to register as a veterinary nurse.

The framework is designed to help develop and encourage the learner in order that they are ready to enter the register as a professional and it can be used to help address issues during a learner’s training, or at least to start a conversation; and to commend good behaviour.

It is a RCVS requirement that the professional behaviour and attitudes of the learners are evaluated against a list of predefined criteria and they recommend that this takes place a minimum of three times during their training. The RCVS framework for veterinary nursing professional behaviours and attitudes can be found on page 3 of this guide.



CQ has facilitated this by adding a separate page on the CSL, entitled *DipVN Professional Behaviours and Attitudes*, for all learners registered with CQ on or after 01 September 2016.

CQ suggests that the minimum frequency of evaluation is:

Stage	Timescale
Initial	When the learner has been on the course for 6 – 9 months
Intermediate	When the learner has been on the course for 12 – 18 months
Final	When the learner is nearing the completion of their course

In order to complete this process there is a requirement for learners **and** clinical coaches to evaluate the learner’s professional behaviour against the RCVS framework for veterinary nursing professional behaviours and attitudes with an opportunity for the Centre **and** Central Qualifications to add comments and/or feedback.

The DipVN Professional Behaviours and Attitudes page on the CSL refers to practice level 4 as indicated on the RCVS framework and is the minimum level which learners are expected to achieve by the time of registration with the RCVS.

How to complete the DipVN Professional Behaviours and Attitudes page on the CSL

Stage	Learner	Clinical coach	Centre	CQ
Initial	<p>Professional discussion with clinical coach to chat about the framework.</p> <p>Indicate what level you think you are working at and add a rationale, either as a note or an uploaded document, for each of the 10 criteria on the framework.</p>	<p>Professional discussion with the learner to chat about the framework.</p> <p>Click the '<i>Shown</i>' and '<i>Demonstrated</i>' buttons on the CSL to allow the learner to add evidence.</p> <p>Indicate what level you think the learner is working at and add a rationale, either as a note or uploaded document, for each of the 10 criteria on the framework.</p>		
Intermediate	<p>Indicate what level you think you are working at and add a rationale, either as a note or an uploaded document, for each of the 10 criteria on the framework.</p>	<p>Indicate what level you think the learner is working at and add a rationale, either as a note or uploaded document, for each of the 10 criteria on the framework.</p>		
Final	<p>Indicate what level you think you are working at and add a rationale, either as a note or an uploaded document, for each of the 10 criteria on the framework.</p> <p><i>Mark as claimed.</i></p>	<p>Indicate what level you think the learner is working at and add a rationale, either as a note or uploaded document, for each of the 10 criteria on the framework.</p> <p><i>Mark as checked.</i></p>	<p>Review the rationales from the learner and the clinical coach for each of the 10 criteria on the framework. If there are discrepancies between evaluations then you will need to comment and investigate.</p>	<p>Review the rationales from the learner, the clinical coach and centre for each of the 10 criteria on the framework. If there are discrepancies between evaluations that have not been resolved then you will need to comment and investigate.</p>

RCVS framework for veterinary nursing professional behaviours and attitudes

Professional behaviours and attitudes	Level 1 Constant supervision	Level 2 With assistance	Level 3 Decreasing supervision	Level 4 Independent	Level 5 Completely independent
Knowledge and skills	Displays little knowledge of procedures. Unable to carry out simple tasks.	Able to carry out simple tasks with supervision but shows deficiencies in knowledge for level of study.	Sufficient level of knowledge and skills with direction.	Good application of knowledge, awareness of areas to improve.	Comprehensive knowledge and skills often exceeding requirements for level of study.
Reliability and adaptability	Unreliable and unable to carry out the simplest tasks thoroughly. Doesn't adapt well to changes.	Inconsistent in performance of tasks. Slow to accept new situations.	Average attention to detail, may avoid unfamiliar tasks. Apprehensive of change but aware of this.	Is usually dependable in all areas of work. Adjusts well to change.	Is always dependable with marked efficiency and precision in work. Adapts to all situations. Competent and dependable. Little supervision of procedures required.
Works within legal and ethical limits	Never follow instructions or uses approved procedures. Unaware of own limitations in work.	Rarely uses approved procedures. Sometimes has difficulty following instruction. Limited knowledge of the RCVS code.	Usually follows instructions and works as taught. Some awareness of responsibilities regarding the RCVS code	Always conforms to approved procedures. Awareness of RCVS code and limited knowledge of application of ethical theories.	Uses and adapts approved procedures in all situation. Fully aware of own limitations within the RCVS code. Contributes to ethical discussion regarding patients and clients.
Initiative and confidence	Needs constant prompting and guidance. Lack of confidence in own ability.	Hesitant to do things on their own. Rarely anticipates. Often needs encouragement.	Capable of working unsupervised on a variety of well-practised tasks.	Able to plan ahead on most occasions. Confident in most tasks. Recognises own limitations.	Able to plan ahead improving with experience. Has the confidence and ability to approach any new tasks and cope with them well.
Time management and ability to organise own work	Always late for shift. Unable to plan or organise own work.	Often late for shift. Able to plan but distracted.	Usually on time for shift. Able to organise own work with assistance.	Rarely ever late for shift. Work well organised, carrying out tasks with minimal supervision.	Always prompt or early for shift. Arranges work in a logical and systematic manner and completes this efficiently.

Professional behaviours and attitudes	Level 1 Constant supervision	Level 2 With assistance	Level 3 Decreasing supervision	Level 4 Independent	Level 5 Completely independent
Communication skills	Poor communication skills. Tends to antagonise others or rarely speaks to anyone. Avoids communication with clients.	Often tactless, unaware of others feelings and own behaviour. Inappropriate communication with clients and others. Helpful but slow to establish relationships.	Demonstrates adequate communication skills when working with others.	Develops good relationships with all staff and clients. Good communication skills both with colleagues and clients.	Excellent communication with clients, other students and all members of staff.
Attitude to feedback and guidance	Resents any criticism and does not accept it. Unaware of own limitations.	Accepts any criticism or feedback but shows little improvements.	Accepts the feedback given and shows some improvement.	Usually responds well to suggestions and seeks clarification. Recognises own limitations.	Always shows positive, healthy response to guidance and feedback. Able to reflect and improve.
Professional accountability	Appears to be unable to take responsibility.	Reluctant to take responsibility and avoids it.	Can accept responsibility.	Shows increasing ability to take responsibility	Accountable for own actions and able to take on responsibility with own competence. Readily accepts it.
Professional development	Shows little interest in the business. Seems unmotivated to learn or participate in clinical discussions.	Interest not generally displayed, only in specific areas of work. Asks a few questions when prompted.	Average interest but often lacks reflection. Asks sufficient questions but doesn't always recognise own limits in knowledge base.	Intelligent interest in individual and group animal welfare. Asks good, relevant questions. Keen to know about the whole business and to contribute to day to day decisions.	Participates in all opportunities to improve nursing care (attends all in house CPD etc.). Reflects on their own work, asking searching questions. Makes a contribution to decision-making and problem solving.
Professional and clinical appearance	Pays little attention to personal appearance. Rarely uses personal protective wear.	Frequently untidy in appearance. Does not present a professional image.	Occasionally untidy in appearance. Mostly abides by PPE protocols.	Usually maintains professional appearance and follows PPE protocols.	Always appropriately dressed and well groomed. Conforms to PPE protocols.