Anglia Ruskin University Re-Accreditation Visit

The College of West Anglia 26th June 2018

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

Contents

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Programme Manager for Veterinary Nursing and Higher Education, College of West Anglia (CWA)

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Rachel Luff

Departmental co-ordinator, Department of Biology, ARU

Summary of the Visitors' findings

- The report is presented to the RCVS following the accreditation visit to the College of West Anglia (CWA) and Anglia Ruskin University (ARU) on 26th June 2018.

- The Visitors received a warm welcome from the staff and are grateful to all those who were responsible for preparing the visit, arranging the schedule and providing supplementary information when requested. The enthusiasm, commitment and pride of staff in what they do made it an interesting and enjoyable visit.

The team found the following:

The course is a collaboration between Anglia Ruskin University (ARU) and the College of West Anglia (CWA), that provides joint academic delivery, student support and student facilities on these degree programmes. Students are taught both at CWA Cambridge and ARU Campuses. Currently, two 15 credit level 4, two 15 credit level 5 and three 15 credit level 6 modules are taught at ARU with the remaining two 30 credit level 4, three 15 credit level 4, six 15 credit level 5, two 15 credit level 6 and the 30 credit level 6 undergraduate project taught and overseen by CWA.

There are two programmes to be considered for accreditation; BSc (Hons) and FdSc Veterinary Nursing with Applied Animal Behaviour. Both programmes are taught and delivered together until the final BSc Level 6 year. The modules that articulate with the RCVS Day One Competences (DOCs) and Day One Skills (DOS) are therefore all modules within the first to third years.

Standard 2 – Sustainability

Suggestions

a. Upon re-validation, it is suggested that full market research includes opinions from local employers regarding the content and structure of the course.

Actions

a. The University must forward an amended budget which represents all associated income and costs for the HE programme only.

b. The University must submit the placement locations for every student on the course.

Standard 3 – Qualification design and delivery

Suggestions

a. It is recommended that the RCVS DOC and DOS are included in student facing documentation, and that mapping is reduced to those modules where they are to be finally assessed and completed. This will make the mapping for the DOC and DOS to modules more succinct and easier for students to follow.

b. It is recommended that the student handbook includes information on the process of progression onto the BSc programme, and that the paragraph regarding student behaviour is removed, and placed in a student behaviour agreement document.

c. It is recommended the title of the FdSc be adjusted to better represent the content of the course.

d. It is suggested that the ECC module be considered for suitability of intensive delivery during the students' placement block.

Actions

a. There appears to be double assessment of learning outcomes apparent in the assessments section. The University must justify this.

b. The University must map all DOC and DOS to the modules where final competency can be claimed by the student upon successful completion of all assessment elements.

c. The University must submit the course material that informs students how to use and manage the NPL.

d. The University must add in the learning activity for the surgical nursing module.

Standard 4 – Qualification quality management

Actions

a. The University must submit evidence of how it has considered the QAA recommendations

b. CPD for all professionally registered staff involved in the delivery and quality assurance of the programmes must be submitted, if not done so already.

Standard 5 – Assessment

Suggestions

a. It is recommended that the University includes reference to the RCVS DOC and DOS in the APL/APEL policy for veterinary nursing.

b. It is recommended that feedback to students on their examination performance be provided, to provide a narrative to all stakeholders for the further justification of marks.

c. It is recommended that the module paperwork is examined carefully to ensure parity of assessment weighting, and to focus more of the higher-level modules into veterinary nurse specific subjects.

d. It is recommended that the security policy includes information preventing examination materials being sent to someone external to the University (as described by the RCVS Examinations Manager verbally prior to the re-accreditation event).

e. It is advisable to amend the spelling of Anghoff to Angoff in all documents.

Actions

a. The University to provide an overarching policy and procedure document/standard operating procedure outlining the design, delivery and quality assurance of the OSCE. This document must enable anyone to deliver the examination in a standardised format and provide a basis for the RCVS and others to carry out audits.

b. The University to provide examples of OSCE examination material containing the scenario, marking criteria, equipment lists, examiner instructions and any other information which is provided to assist with the standardisation of the OSCE station.

c. The University must provide a rationale detailing how they decide which of the RCVS Day One Skills are assessed by an OSCE and which cannot feasibly be assessed via this method. They must also provide a plan for the development and trialling of new stations to ensure that a broad range of skills is assessed.

d. The University to correct the statement which indicates that the RCVS requires the pass mark for the OSCE to be eight out of twelve stations achieved.

Standard 6 – Centre approval and quality assurance

Actions

a. The University must supply a detailed written policy on the maintenance of RCVS Centre and TP Standards. This must include the responsibilities of both institutions, and timeframes for activities.

b. The University must state the method of TP placement procurement, and a schedule of the visits that must be carried out once annually as a minimum.

Standard 7 – Self Evaluation and reporting

Actions

a.   The University must evidence how the TP management is being quality assured at least once annually by the University.

Standard 1 – Organisation

> **A senior member of AO or HEI staff (the official correspondent) responsible for the overall delivery of RCVS-approved licence to practise qualifications, in veterinary nursing, must be designated.**
>
> **Details of the location(s) at which the qualification is to be administered must be provided.**
>
> **Licence to practise qualifications must be accredited by a UK University/HEI or by an AO recognised by the UK national regulatory authorities.**
>
> **Applications must be made by the principal or chief executive of the AO or HEI.**

1.1.   The licence to practise qualification is administered across two sites:

Anglia Ruskin University
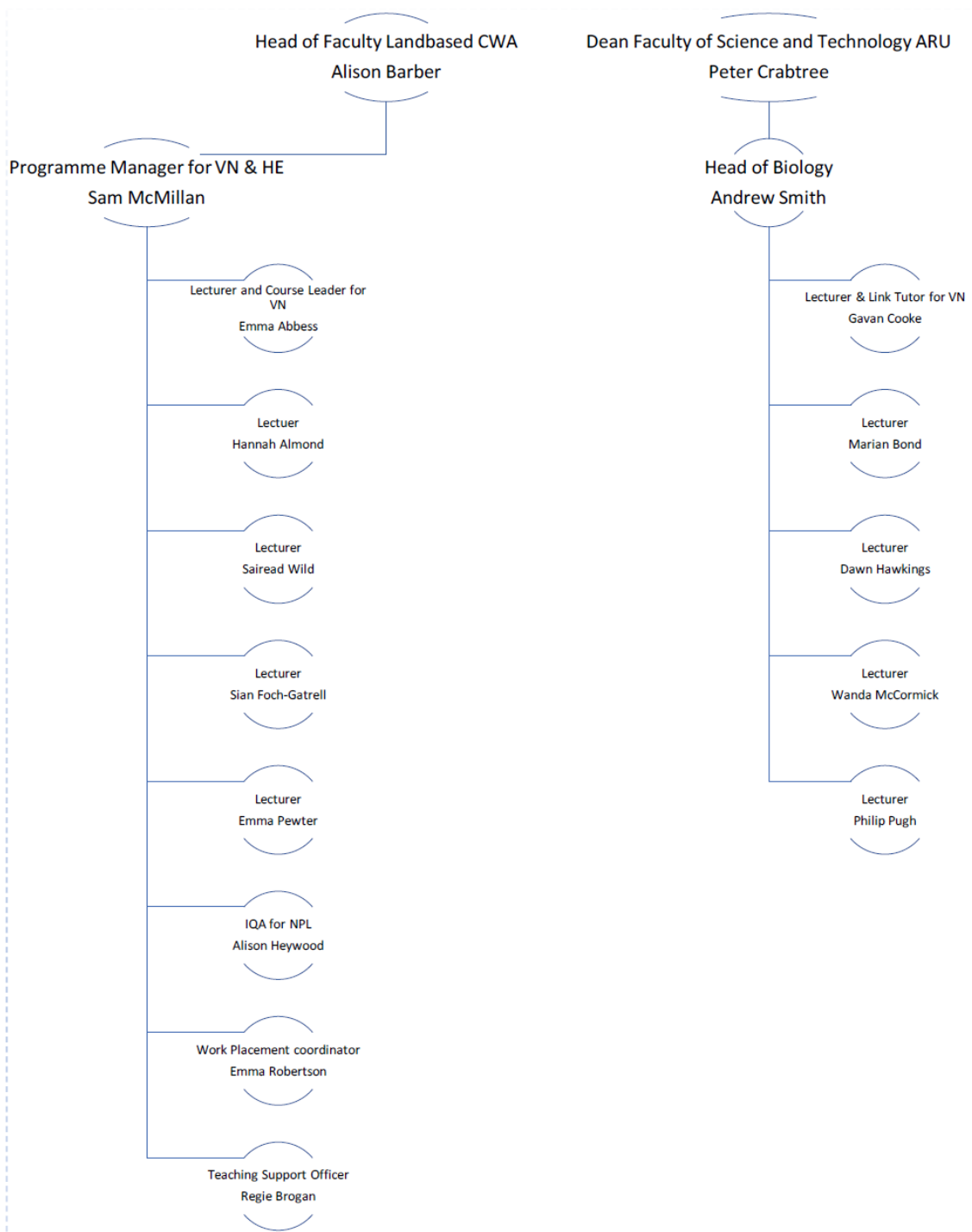East Road,
Cambridge,
CB1 1PT

College of West Anglia
Cambridge Campus
Landbeach Road,
Milton,
Cambridgeshire,
CB24 6D

1.2.   The completed application was submitted by Dr Peter Crabtree, Acting Dean Faculty of Science and Technology at Anglia Ruskin University.

1.3   The Programmes to be accredited are entitled:
BSc(Hons) and FdSc Veterinary Nursing with Applied Animal Behaviour

Organisational Chart for BSc/ FdSc Veterinary Nursing ARU/CWA 2018

Head of Faculty Landbased CWA
Alison Barber

Dean Faculty of Science and Technology ARU
Peter Crabtree

Programme Manager for VN & HE
Sam McMillan

Head of Biology
Andrew Smith

Lecturer and Course Leader for VN
Emma Abbess

Lecturer & Link Tutor for VN
Gavan Cooke

Lecturer
Hannah Almond

Lecturer
Marian Bond

Lecturer
Sairead Wild

Lecturer
Dawn Hawkings

Lecturer
Sian Foch-Gatrell

Lecturer
Wanda McCormick

Lecturer
Emma Pewter

Lecturer
Philip Pugh

IQA for NPL
Alison Heywood

Work Placement coordinator
Emma Robertson

Teaching Support Officer
Regie Brogan

Suggestions

None

Actions

None

Standard 2 – Sustainability

Finances must be demonstrably adequate to sustain the educational programmes.

AOs and HEIs must be able to demonstrate that the delivery of the proposed qualification is cost effective.

AOs and HEIs must demonstrate that there is a sufficient need for all new qualification(s).

2.1.   The following budget was submitted by the University:

Vet Nursing 2017-18	Sum of 17/18 Full Year Budget	Sum of 17/18 Actuals to May
Income		
HE income	-588,148	-223,353
Fees	-53,876	-38,084
Loan income	-47,226	-31,988
16-19 Programme Funding	-26,316	-19,242
AEB funding	-7,154	-4,495
Apprenticeship income	-5,171	-3,600
	-727,891	**-320,762**
Staff costs		
Full-Time Lecturers	110,000	102,704
Part-Time Lecturers	45,803	17,868
Teaching Support Officers	19,718	13,407
Support Staff	26,272	21,124
	201,793	**155,103**
Non-pay costs		
Course Materials	23,094	6,100
Student Outings/Activities	15,060	1,392
Exam fees	10,620	10,620
Travel, subsistence, expenses etc	2,834	2,985
Reprographics	2,748	2,067
Prizes & Hospitality	129	69
Stationery	53	103
	54,538	**23,336**
Contribution	**-471,560**	**-142,323**

2.2 It is clear that the FE income has been added into the budget, which must be removed.

2.3 At the accreditation event, it was agreed that an amended budget, which will also include the contribution amount per student from CWA to the University will be submitted. This must also include the cohort numbers and fees charged.

2.4 Annual accounts for both institutions were submitted and both showed healthy reserves.

2.5 No market research was performed with local employers to provide a rationale for the content and structure of the course. Student feedback and the programme deliverer's professional opinion were used to shape the submitted programme content and structure.

2.6 At the accreditation event, the students interviewed from the first and second years of the course informed the panel that there had been issues with the university supplying the student body with placements. The course manager explained this may not be the case, and that some students are not given placements in the first year deliberately, while their suitability for the course is reviewed. The University must provide the RCVS with the placement details for all students across both programmes.

Suggestions

a. Upon re-validation, it is suggested that full market research includes opinions from local employers regarding the content and structure of the course.

Actions

a. The University must forward an amended budget which represents all associated income and costs for the HE programme only.

b. The University must submit the placement locations for every student on the course.

Standard 3 – Qualification design and delivery

Licence to practise qualifications must address the RCVS Day One Competences for Veterinary Nurses and RCVS Day One Skills for Veterinary Nurses and, in the case of HE programmes, relevant benchmark statements.

Licence to practise qualifications must contain the minimum Guided Learning Hours (GLH) as defined by the body entrusted for setting GLH for your sector. Prior to registration students must complete 2,990 hours in duration, actively engaged in training (GLH and clinical placement), excluding annual leave and absence.

Programmes of study delivered by Centres must incorporate a minimum of 1,800 hours of clinical work experience, to be gained in a veterinary practice registered with the RCVS as a Training Practice (TP) or an Auxiliary Training Practice (aTP). This must be in addition to the GLH as set by the relevant bodies. It is the AO/HEIs responsibility to ensure these requirements are being met.

Work-based learning requirements must articulate with the RCVS Day One Skills for Veterinary Nurses and be recorded and assessed in a format that is readily auditable and accessible to students, clinical supervisors and quality assurance personnel.

Methods of summative assessment must be detailed within the modules. Assessments need to be valid and reliable and comprise a variety of approaches. Direct assessment of RCVS Day One Skills for Veterinary Nurses must form a significant component of the overall process of assessment.

3.1 The student handbook states:

'A blocking diagram listing the current available modules can be accessed in the course area on Canvas and will also be emailed to you. Those modules studied at ARU are highlighted in yellow and those studied at the CWA Milton campus and practice placement blocks in white. It is an RCVS requirement that you complete a minimum of 2990 hours of guided learning and practice placement during your qualification. This means that a minimum of 1190 guided learning hours must be achieved in order for you to graduate and gain your RVN status. Each module is equivalent to 150 guided learning hours. So as an FdSc student you should complete 2400 hours and as a BSc student 3600 hours.

A core component of your course is practice placement within an RCVS approved training practice. You are required to complete 1800 hours of practice placement during your time with us which must be evidenced by time sheets before your placement can be signed off for graduation. There are a total of 56 weeks allocated within the timetable over the first three years to allow you to achieve this and it is anticipated that you will work an average 38 hour week in placement for approximately 52 of these weeks.'

3.2 The Programme handbook states:

'The Professional, Statutory and Regulatory Body (PSRB) for veterinary nursing is the RCVS. In line with validation through the PSRB there are modules that must be taken and map directly to the day one competencies for Veterinary Nurses.'

These modules are:

Level 4

MOD002764 - Preparing for practice placement

1 Define and explain the importance of reflective practice and how this can be achieved in the context of veterinary nurse training

2 Describe the key legislation and codes of practice that regulate the role of veterinary nurses in practice

3 Explain the operational management of a veterinary practice including facilities, resources and key equipment and compliance with health and safety legislation

4 Demonstrate competency in relevant communication with staff and owners and practical skills required of a student nurse in a practice placement setting

Assessment No.	Assessment	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Practical	1-4	75 (%)	Fine Grade	40 (%)

Workbook: 2500 word equivalent including practical skills record *In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded assessment listed above, and pass any pass/fail elements

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Coursework	1	25 (%)	Fine Grade	40 (%)

Creation and engagement with a reflective diary within the Student blog on the Practice Placement VLE: 500 words equivalent *In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded assessment listed above, and pass

MOD002783 - Principle and practices of veterinary nursing

1 Describe the common models of nursing care and their applicability within veterinary nursing practice.

2 Explain the effect of pathology on animal physiology, nutrition, locomotion and behaviour.

3 Describe the pathology of common disease states and explain the nursing care processes to support the patient in recovery from these conditions

4 Explain the essentials of the pharmacology of general veterinary prescription drugs, including the recognition of effects and side-effects.

5 Analyse the legal and ethical issues pertaining to drug prescribing and administration and demonstrate an understanding of the current and future responsibilities of the veterinary nurse.

6 Demonstrate the use of assessment protocols and devise a care plan to deliver, record, evaluate and review appropriate assessment and nursing care regimes for a range of animals with commonly encountered acute and chronic conditions requiring medical or surgical interventions.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-3	30 (%)	Fine Grade	40 (%)

Essay - 2000 words. *In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded assessment listed above, and pass any pass/fail elements

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Coursework	4-6	40 (%)	Fine Grade	40 (%)

Principles and practices of veterinary nursing workbook - 3000 words *In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded assessment listed above, and pass any pass/fail elements

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
012	Practical	1-5	30 (%)	Fine Grade	40 (%)

Computer Based Assessment - 1 hour - Multiple choice exam (1000 word equivalent) *In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for

MOD003749 - Companion animal handling, husbandry and welfare

1 Analyse the relationship between theoretical perspectives and work based practice and evaluate the professional and/or occupational standards relating to own specific practice.
2 Demonstrate an understanding of the husbandry requirements of a range of companion species and discuss the key husbandry issues for specific species in relation to animal welfare.
3 Explain the monitoring and maintenance of health and the key principles in the prevention of disease and the safe guarding of animal welfare appropriate to a range of species.
4 Describe the range of guidelines, codes of practice and both general and health and safety legislation appertaining to the handling, husbandry, transport and welfare of animals in the UK.
5 Evidence effective team working in a work based setting.
6 Demonstrate safe and appropriate handling and restraint techniques for a range of species and evaluate their affect on animal welfare and the safety of the human operator.

** RCVS Note: please review spelling of the word affect/ effect in this context

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-6	30 (%)	Fine Grade	40 (%)

Diary/log book of practical animal husbandry duties, formative assessments of husbandry techniques and personal development plan (2000 word equivalent). In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded assessment listed above, and pass any pass/fail elements.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Practical	2,3,4,6	30 (%)	Fine Grade	40 (%)

Practical viva relating to health checks, handling and restraint techniques for a range of species and compliance with Health and Safety requirements (2 hrs, 2000 word equivalent). In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded assessment listed above, and pass any pass/fail elements.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
012	Practical	2,3,4,6	40 (%)	Fine Grade	40 (%)

Closed book, multiple choice, Computer Based Assessment (CBA) (2000 word equivalent). In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded assessment listed above, and pass any pass/fail elements.

MOD002765 - Veterinary nursing care within the surgical environment

1 Describe the major disease producing agents and their relationship to animal health and behaviour

2 Explain the principles of maintaining sterility and controlling infection in the theatre environment and the potential hazards to the patient if these are not maintained

3 Explain the pharmacology of veterinary anaesthetic drugs, including the calculations of safe flow rates for a range of animals.

4 Demonstrate competence in the preparation, care and handling of patients and demonstrate applied knowledge of the equipment, instruments, relevant anatomy and physiology, and the potential hazards to the patient within the operating theatre environment.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-4	60 (%)	Fine Grade	40 (%)

Coursework: 2000 words

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Examination	1-4	40 (%)	Fine Grade	40 (%)

Examination: 1 hour

The learning activities were missing from this module's documentation.

MOD003750 - Animal anatomy and physiology

1 Describe the concept of homeostasis and the structural and functional relationships of a range of tissues and organs within animals
2 Demonstrate awareness of the inter-relationship of animal anatomy and physiology.
3 Explain the relationship between healthy and disease states in animal anatomical and physiological systems.
4 Demonstrate an ability in defined practical techniques related to the examination and understanding of animal anatomical and physiological systems.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Practical	1-4	75 (%)	Fine Grade	40 (%)

Workbook; 2000 words - to include write-ups of class practical, anatomical identification tasks etc.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Practical	1-3	25 (%)	Fine Grade	40 (%)

Assessment for the above Module Occurrence
CBA; 1000 words equivalent

Level 5

MOD003381 - Principles and practices of anaesthesia for veterinary nurses

1 Demonstrate an understanding in the principles of general, local and regional anaesthesia

2 Apply basic knowledge of pharmacology as applied to anaesthesia

3 Develop the ability to apply the underlying concepts and principles of anaesthesia to the maintenance and monitoring of anaesthesia, demonstrating an understanding of the normal parameters for a range of species undergoing anaesthesia.

4 Demonstrate competency in the practical and technical skills required to select, prepare, care for and maintain the specific apparatus and equipment required for anaesthesia.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-4	60 (%)	Fine Grade	40 (%)

Case studies portfolio covering the principles and practices of anaesthesia detailing the care given to patients undergoing anaesthesia (2000 words) *In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded assessment listed above, and pass any pass/fail elements

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Examination	3-4	40 (%)	Fine Grade	40 (%)

Unseen, closed book examination: 1 hour (1000 Words Equivalent) *In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded assessment listed above, and pass any pass/fail elements

MOD002835 - Principles and practices of diagnostics for veterinary nurses

1 Describe the range of diagnostic techniques available to the veterinary team and evaluate their contribution to the differential diagnosis of animal disease and injury.

2 Evaluate the role of the veterinary nurse in conducting or assisting with a range of diagnostic procedures and their interpretation.

3 Demonstrate competency in the execution of a range of standard laboratory tests, with evidence of understanding of the underlying pathophysiology under examination.

4 Demonstrate competency in the preparation, positioning and care of a range of animal clients undergoing diagnostic imaging techniques.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-4	50 (%)	Fine Grade	40 (%)
Principles and practice of diagnostics workbook (2000 words) *In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded assessment listed above, and pass any pass/fail elements					

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Practical	1,2	50 (%)	Fine Grade	40 (%)
Computer based assessment (CBA) 1 hour *In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded assessment					

MOD003752 - Animal health and nutrition (ARU)

1 Demonstrate a detailed knowledge of the main components of food and their contribution to the nutritional requirements of domesticated animals.

2 Demonstrate a detailed knowledge of the means by which animal health and welfare can be affected by a range of diseases and nutritional factors.

3 Identify means of transmission of disease through animal populations, including zoonoses.

4 Evaluate the impact of stress and poor welfare on animal health and consider means of addressing this, including euthanasia.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Examination Cambridge	1-4	40 (%)	Fine Grade	40 (%)
Examination 1 hour *In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded assessment listed above, and pass any pass/fail elements					

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Coursework	1-2	60 (%)	Fine Grade	40 (%)
Coursework Assignment Workbook 2000 words *In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded					

MOD002836 - Emergency, critical and perioperative care for veterinary nurses

1 Explain the emergency first aid which may be applied to a critically ill or injured animal before and on arrival at a veterinary practice.

2 Clarify the circumstances under which special intensive care nursing techniques may be applied, describing the techniques and clarifying the physiological systems they are designed to support.

3 Explain in detail how to assess, admit and prepare for surgery a seriously ill animal with a defined condition.

4 Devise a detailed care plan for a critically ill post operative patient recovering from a specified surgical technique commonly seen in general veterinary practice.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Examination	1-3	50 (%)	Fine Grade	40 (%)
Exam: 1 hour *In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded assessment listed above, and pass any pass/fail elements					

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Coursework	1-4	50 (%)	Fine Grade	40 (%)
Emergency and post operative nursing care procedures workbook: 2000 words *In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for element of fine graded assessment listed above, and pass any pass/fail elements					

MOD002837 - Practical applications

1 Identify the range of specialities within the veterinary nursing profession and the progression routes to specialisation.

2 Understand the practical skills required to enhance future employability

3 Demonstrate advanced clinical and problem-solving skills

4 Evaluate the difference between 'ideal' and 'reasonable' care and demonstrate clinical skills that conform to guidelines for 'best' practice.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1	40 (%)	Fine Grade	40 (%)

Essay on nursing specialism (800 words) *In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded assessment listed above, and pass any pass/fail elements

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Practical	2,3,4	60 (%)	Fine Grade	40 (%)

Practical Competencies Assessment (OSCEs) – 2200-word equivalent. *In addition, in line with Professional body requirements, Veterinary Nursing students are required to achieve a minimum mark of 40% for this element of fine graded assessment.

MOD003751 - Animal therapy and rehabilitation for veterinary nursing

1 Demonstrate understanding of the requirements for effective recovery and rehabilitation from illness and injury

2 Demonstrate an understanding of UK and international law pertaining to the treatment of animals

3 Critically evaluate the efficacy of a range of traditional and alternative therapy treatment regimes

4 Critically evaluate the efficacy of a range of traditional and alternative therapy treatment regimes, husbandry and therapeutic techniques

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1,2,3	60 (%)	Fine Grade	40 (%)

Coursework (Workbook); 2000 words. Submission of workbook in week 5 for formative assessment and feedback before final summative submission in week 11

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Practical	3,4	40 (%)	Fine Grade	40 (%)

Practical examination (viva); 1 hour (20 minutes preparation time, 30 minute viva, 10 minute feedback)

Level 6
MOD002900 - Preparation for professional practice

1 Explain the legal framework within which veterinary nurses operate in the UK
2 Analyse and explain the role of the professional and the professional regulatory body in relation to the conduct of veterinary nurses
3 Evaluate ethical frameworks and explain their importance and application to veterinary nursing practice
4 Identify, action and evaluate own personal and professional development needs

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-4	60 (%)	Fine Grade	40 (%)

Workbook: 2000 words *In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded assessment listed above, and pass any pass/fail elements

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Examination	1-4	40 (%)	Fine Grade	40 (%)

Unseen, closed book examination: 1 hour (equivalent to 1000 words) *In addition, in line with Professional body requirements, veterinary nursing students are required to achieve a minimum mark of 40% for each element of fine graded assessment listed above, and pass any pass/fail elements

3.3 The student handbook continues:
'Students must achieve 40% in each element of the 'PSRB' modules e.g. CO10 and CO11 to pass the module and no compensation between elements is allowable.'

3.4 Other modules:
Level 4
MOD003070 - Biomeasurement
MOD02736 - Introduction to behaviour
Level 5
MOD002822 - Animal learning and training

Level 6
MOD002899 - Human behaviour change for animal welfare
MOD004967 - Entrepreneurial enterprises for veterinary nurses (CWA).

This module was mapped in the submitted matrix to RCVS DOCs and DOS. It was discussed at the event that if this were to be mapped, that this would be subject to the RCVS assessment rules. It was agreed that this module would therefore be unmapped.

MOD002929 - Undergraduate project – Module leader ARU but dissertations supervisors at CWA.
MOD002857 - Advanced approaches in animal management
MOD005755 - Applied Ethology and Animal Welfare

The handbook stated:
'These modules allow compensation within elements, and with the exception of Entrepreneurial Enterprises for Veterinary Nurses are not submitted to the CWA external examiner'.

It was discussed at the accreditation event that there were two external examiners; one appointed by ARU and the other an industry expert appointed by CWA.

3.5 There appears to be double assessment of learning outcomes apparent in the assessments section. The University must justify this.

3.6 The modules were mapped to the RCVS DOC and DOS in a separate matrix. The DOC were distributed across multiple modules, and were not mentioned in the module specifications for the students to track their progress. It is recommended that the RCVS DOC and DOS are included in student facing documentation, and that mapping is reduced to those modules where they are to be finally assessed and completed. This will make the mapping for the DOC and DOS to modules more succinct and easier for students to follow. It was discussed at the accreditation event that the DOC and DOS mapping should be targeted for the modules where final competency can be claimed by the student upon successful completion of all assessment elements.

3.7 The handbook states:
'The CWA placement co-ordinator arranges the placements for all BSc and FdSc students and liaises with clinical coaches and training practices to ensure all PSRB paperwork is completed, NPL percentages are communicated and NPL reports are distributed in collaboration with the PM/RCVS head of centre. Students are on practice placement as follows:
Year 1 – Trimester 3
Year 2 – Trimester 2 and 3
Year 3 – Trimester 1 and 3 (Trimester 3 is only required if placement hours or NPL is not complete)

The students who have completed their placement by Trimester three of the third year then complete their academic studies for the programme or year, depending on which programme they are on.

The Day One Skills list is a regulatory benchmark of essential clinical skills, developed and reviewed by the RCVS, based on the RCVS Day One Competences for Veterinary Nursing. The skills list is

embedded in an electronic nursing progress log (the NPL) designed to support a process of clinical mentorship and learning in addition to recording competence achievement.'

At the accreditation event, the students explained they felt they required further NPL training before beginning placement.

3.8 The university have one handbook for both FdSc and BSc students. It was suggested at the accreditation event that the document should include information on the FdSc students' potential to progress onto the BSc programme, and to soften the wording around student behaviour in placement. It was discussed that the salient points may be captured in a student agreement between the TP, University and student.

3.9 A VN 'Blocking' diagram was submitted that showed the overview for the programme's modules and placement blocks. All modules are shared by both the FdSc and BSc students until the final professional FdSc module in year three. This is a level 6 module, and is also delivered to the BSc students in their final year. The FdSc is entitled 'FdSc Veterinary Nursing with Applied Animal Behaviour'. As the bulk of the animal behaviour modules appeared only in the final BSc year, it was suggested that consideration be given to adjusting the title of the FdSc to better reflect the content of the programme.

3.10 The blocking diagram showed that the ECC module was delivered during the placement block of trimester three in year two. The student who had undertaken the module stated she felt the pressure of having to complete the module and revise for and complete both assessment elements, raised her stress levels while she was also working in practice full time and trying to meet her NPL targets.

Suggestions

a. It is recommended that the RCVS DOC and DOS are included in student facing documentation, and that mapping is reduced to those modules where they are to be finally assessed and completed. This will make the mapping for the DOC and DOS to modules more succinct and easier for students to follow.

b. It is recommended that the student handbook includes information on the process of progression onto the BSc programme, and that the paragraph regarding student behaviour is removed, and placed in a student behaviour agreement document.

c. It is recommended the title of the FdSc be adjusted to better represent the content of the course.

d. It is suggested that the ECC module be considered for suitability of intensive delivery during the students' placement block.

Actions

a. There appears to be double assessment of learning outcomes apparent in the assessments section. The University must justify this.

b. The University must map all DOC and DOS to the modules where final competency can be claimed by the student upon successful completion of all assessment elements.

c. The University must submit the course material that informs students how to use and manage the NPL.

d. The University must add in the learning activity for the surgical nursing module.

Standard 4 – Qualification quality management

AOs and HEIs must be compliant with all criteria stipulated by their accrediting national regulatory authority.

Student selection criteria must be in place including the minimal acceptable qualifications to be achieved prior to commencing the qualification. The number of students registered for the qualification must be consistent with the resources available including the availability of sufficient Training Practices to enable the required clinical experience to be undertaken

AOs and HEIs must allow the RCVS access to people, premises and records relevant to the management and delivery of the accredited qualification, and must cooperate with RCVS quality assurance activities in relation to the delivery and assessment of such qualification(s).

AOs and HEIs must employ sufficient suitably qualified staff to administer and quality assure the qualification(s).

Quality assurance personnel must demonstrate, maintain and provide evidence to RCVS of relevant occupational and academic competence in relation to the evaluation of assessment materials and decisions.

4.1 The College of West Anglia submitted their last QAA report. The recommendations were summarised as:

*'The QAA review team makes the following **recommendations** to the College of West Anglia.*
By June 2015:
- *formalise Assessment Board processes for Pearson provision (Expectation B6).*

By July 2015:
- *develop a policy to ensure that staff teaching on higher education programmes are appropriately qualified (Expectation B3)*
- *review and fully implement procedures for institutional oversight of Pearson external examiner reports to ensure effective and timely responses to issues raised (Expectations B7, A3.2 and A3.4).*

By September 2015:
- *ensure all Pearson requirements for the management of quality are clearly identified, disseminated and implemented, including the development of contextualised definitive records for Pearson programmes (Expectations A2.1, A2.2 and B7)*
- *make Pearson external examiner reports available to students (Expectation B7)*
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- *put in place more formal controls to ensure all annual monitoring reports are robustly reviewed at course level (Expectation B8)*
- *review and fully implement the procedures for annual monitoring to ensure institutional oversight of Pearson programmes (Expectations B8 and A3.3).*

Affirmation of action being taken
*The QAA review team **affirms** the following actions that the College of West Anglia is already taking to make academic standards secure and/or improve the educational provision offered to its students.*
- *The steps being taken to develop a tailored training and development programme for higher education staff (Expectations B3, B1, B6 and Enhancement).*
- *The steps being taken to further develop the role of student representatives to enable them to engage as partners in quality assurance (Expectation B5).*
- *The development of a new process to oversee effective management of information for higher education students (Expectation C).'*

The University must confirm how these recommendations have been considered.

4.2 An excerpt from the QAA report for Anglia Ruskin University stated:
'Additional measures to increase oversight of the management of academic standards and quality within this validated Associate College have been put in place, including representation from the University on the partner's Academic Board. A further measure, involving an audit by the University of the Partner's assessment of student work (in advance of the assessment boards), has also been added to secure an improved level of oversight of assessment for the first two years of operation within this validated Associate College.
A number of other actions have also been completed in response to the review team's recommendations, particularly to revise the criteria for any new partners applying for designation as a validated Associate College and to strengthen its mechanisms for the deliberative oversight of all collaborative provision.
*Following consideration by the QAA Board, the judgement is now formally amended to indicate that the review team confirms that that the academic standards of the University's awards made under collaborative arrangements **meet UK expectations** and the review can be considered to be signed off as complete.'*

4.3 The admissions criteria are noted as:
The potential student must meet the UCAS tariff points stated in the current years prospectus including a C or equivalent in a Biological Science and:
• Have obtained five GCSEs at C/4 or above including English, Maths and Science. Where an equivalent qualification to GCSE are considered this must be forwarded to the Programme Manager for Veterinary Nursing.
• Where a disability has been declared, the application form should be sent to the Programme Manager for Veterinary Nursing for consideration.
• Where an applicant has applied from a non-UK country, a NARIC conversion is provided.
• Where English is not the first language of the applicant, an IELTS at 7.5 or above in all four areas is evidenced. This may be listed as a condition of the offer if all other conditions are met.

• Four weeks work experience in a Veterinary Practice. This may be listed as a condition of the offer if all other conditions are met.

4.4 The RCVS disabilities guidance is cited in the admissions guidance, however, the link is outdated and needs renewing to the correct address: https://www.rcvs.org.uk/document-library/disability-guidance-on-the-recruitment-of-vn-students/
There is also reference to the National Occupational Standards in the University guidelines, which have now been superseded by the DOC and DOS. It must be noted that the RCVS guidance notes on disability also incorrectly refers to the NOS.

4.5 The Qualification Handbook states:

'The course is an unique collaboration between Anglia Ruskin University and the College of West Anglia, that provides joint academic delivery, student support and student facillities on these degree programmes. Students are taught both at CWA Cambridge and ARU Campuses. Currently, two 15 credit level 4, two 15 credit level 5 and 3 15 credit level 6 modules are taught at ARU with the remaining two 30 credit level 4, three 15 credit level 4, six 15 credit level 5, two 15 credit level 6 and the 30 credit level 6 undergraduate project taught and overseen by CWA.'

4.6 Members of Staff from CWA:

Name	Job title	Qualifications	CWA modules covered
McMillan, S	Programme Manager Veterinary Nursing and Higher Education	BSc(Hons) DipAVN VTS(Anesthesia/Analgesia) A1 CIET	MOD002900 - Preparation for Professional Practice
Abbess, E	Lecturer in Veterinary Nursing	RVN DipHE Adult Nursing	MOD002764 - Preparation for Practice Placement MOD002783 Principles & Practices of Veterinary Nursing MOD002836 Emergency Critical and Perioperative Care for Veterinary Nurses MOD002837 Practical Applications
Almond, H	Lecturer in Veterinary Nursing	BSC(Hons) RVN Ncert AC&C	MOD003750 - Anatomy and Physiology for Veterinary Nursing MOD002765 - Veterinary Nursing Care within the Surgical Environment MOD002835 Principles & Practices of Diagnostics for Veterinary Nurse MOD003381 Principles and Practices of Anaesthesia for Veterinary Nurses

Wild, S	Lecturer in Veterinary Nursing	BSC(Hons) RVN	MOD003749 - Companion Animal Handling, Husbandry and Welfare for Veterinary Nursing
Foch-Gatrell, S Dr	Lecturer	BSc(Hons) PhD	MOD005513 - Preparation for research in the animal sectors MOD002929 - Dissertation supervisor
Pewter, E	Lecturer	BSc	MOD003751 - Animal Therapy and Rehabilitation for Veterinary Nursing MOD004967 - Entrepreneurial Enterprises for Veterinary Nurses
Robertson, E	Placement Co-ordinator	BSc PGCE VTS(Anaesthesia/ Analgesia) A1 CIET	N/A
Heywood, A	IQA for NPL	RVN, D32/33, D34	N/A
Barber, A	Head of Faculty - Landbased	MEd, PGCert (Management Studies) CertEd	N/A

4.7 All listed staff members have attended education based in-house training. No clinical updates were noted in the records submitted. A breakdown of who is involved with the quality assurance aspects of the course must be submitted so that professional competency may be assessed for the individual's role. Where members of staff are professionally registered with the RCVS, CPD records showing the maintenance of CPD hours over the previous three year period must be submitted.

4.8 CVs for the external examiners were submitted. CPD is still outstanding for them both.

4.9 Anglia Ruskin University staff involved were listed as:

Name	Job title	Qualifications	Joint delivery modules covered	Joint delivery modules covered	Joint delivery modules covered
Bond, Dr M (Marian)	Senior Lecturer in Animal Behaviour	BSc MA PhD PGCE SHEA	MOD002822 - Animal Learning and Training		
Cooke, Dr G (Gavan)	Lecturer in Animal and Environmental Biology & Veterinary Nursing Link Tutor	BSc PHd PGCE	MOD002899 - Human Behaviour - Change for Animal Welfare	MOD002736 - Introduction to Animal Behaviour	MOD002857 - Advanced Approaches in Animal Management

Hawkins, Dr D M (Dawn)	Reader	BSc Mphil PhD FHEA	MOD003070 - Biomeasurement		
McCormick, Dr W (Wanda)	Senior Lecturer in Biological Sciences	BSc Mres PhD PGCE	MOD003752 - Animal Health and Nutrition for Veterinary Nursing		
Pugh, Dr P J (Philip)	Senior Lecturer in Zoology	BSc PhD PGCE	MOD002929 - Undergraduate Project		
Smith, Dr A (Andrew)	Head of Department Biology	BSc PhD PGCert SHEA			
Crabtree, Dr P (Peter)	Acting Dean of the Faculty of Science and Technology	BSc Mres Dprof CertEd			

CPD records for four of these staff were submitted.

4.10 The staff development policy states:

Staff development needs may be identified at any point throughout the year and are most likely to be revealed from the following:
• the expectation that managers actively support the development of their staff, managing performance, providing feedback and discussing development needs with each of their staff, as appropriate, and as a minimum as part of the annual appraisal process
• the identification of job-related development needs of new staff and those taking up new jobs/roles internally
• training needs arising from annual planning cycles, outcomes from the staff survey and any training needs identified from training evaluation data …'
….'For this policy to be effective, it is essential that staff support the key principle of continuous professional development and display an ability and insight to manage their own professional growth in addition to undertaking mandatory and relevant training for their role. Staff are expected to avail themselves of the development opportunities provided to enable them to keep their skills updated and respond flexibly to change.'

4.11 The external examiner report has identified a significant area for concern in the high staff turnover, and the expertise of replacement staff, particularly for placement checks. The University has responded with affirmative comments to her suggestions to mitigate against this risk.

Suggestions

None

Actions

a. The University must submit evidence of how it has considered the QAA recommendations

b. CPD for all professionally registered staff involved in the delivery and quality assurance of the programmes must be submitted, if not done so already.

Standard 5 – Assessment

Qualification assessment strategies must be appropriate, valid and fair. A pass must be achieved in each assessment assessing the RCVS Day One Competences for Veterinary Nurses and RCVS Day One Skills for Veterinary Nurses.

Reasonable adjustment, mitigating circumstances, fitness to practise policies and an appeals procedure must be in place, taking into account the licence to practise requirement for all students to achieve all competences contained in the RCVS Day One Competences for Veterinary Nurses and RCVS Day One Skills for Veterinary Nurses.

Mechanisms must be in place to allow Accreditation of Prior Learning (APL) to be taken into consideration.

Appropriate security arrangements must be in place to safeguard the integrity of assessment processes.

The design and quality assurance of assessments must be carried out by personnel who are specifically qualified to execute these functions.

There must be procedures in place to maximise the fairness, validity and reliability of assessment outcomes, including but not limited to academic peer review of assessment content, proofing of scripts, supervision and invigilation, maintenance of records and moderation processes.

There must be appropriate moderation processes in place to ensure parity within and between individual units of study, across the programme, with other institutions; and to ensure that each student is fairly treated.

All modules or units of a qualification that address the RCVS Day One Competences for Veterinary Nurses and RCVS Day One Skills for Veterinary Nurses must include unseen independent examination as an element of the assessment strategy.

Independently assessed Objective Structured Clinical Examination (OSCE), or a similarly robust, objective and evidence-based form of examination, must be employed to test the safe and effective acquisition of clinical skills.

Practical assessment must be carried out by individuals who are specifically qualified to evaluate practical skills and performance, and who have sufficient occupational experience and qualifications to support safe and effective judgements of clinical competence.

5.1 The Student handbook stated:

'The RCVS Fitness to Practice Guide for UK Providers of Veterinary Nursing Education and Student Veterinary Nurse states: that student veterinary nurses need to be prepared for life as a registered

professional in a public-facing role with responsibilities for animal welfare'.

**RCVS Note: please review the spelling of practice/ practise in this context.

5.2 *Internal moderation (or check-marking): once the marking is complete, a sample of at least 10% or eight pieces of work (whichever is larger) is selected for check marking; this sample is a range of work from the highest to the lowest grades. These are checked by one or more of the other staff (the internal moderator) on the module, to ensure that the marks and standard of marking is fair and consistent. It is not about changing marks on individual scripts. If there is a significant discrepancy between the grades of the first marker and the opinion of the internal moderator, then a meeting is held to discuss this. If as a result of this the grades have to be changed, then all of the assignments for this assessment are reassessed.*

Feedback: Because we have thorough procedures for ensuring fairness and consistency of marking, the process can take some time. However we aim to always get feedback to you within 20 working days of the hand-in date as laid down in the Student Charter. You may receive the script back showing a mark, but until the work has been externally moderated (by the external examiner) and the marks approved, the marks are always provisional and may be subject to a change that could increase or decrease the mark.'

It was confirmed at the visit that this time frame would be honoured should a whole cohort re-mark be required.

5.3 The Programme handbook states:
'Students must achieve 40% in each element of the 'PSRB' modules e.g. CO10 and CO11 to pass the module and no compensation between elements is allowable.'

5.4 The Senate Code of Practice on the Assessment of Students was submitted, and was dated 2013. In the text it referred to the QAA's Quality Code of Higher Education (December 2011).

5.5 In it in section 9.3.3, it details:
' First markers at an Associate College select the sample for internal moderation and send it to the designated internal moderator (who may be the Anglia Ruskin based Module Leader). The sample for internal moderation:
*• comprises a minimum of eight items or 10% (whichever is the greater) of the assessed work which he/she has marked for each assessment element contributing 25% or more of the overall assessment for a module. **These minima may be exceeded in order to address the remaining criteria below**;*
• covers the range of marks identified within the marksheet;
• addresses any external requirements such as those of PSRBs;
• takes account of any support required by the Head of Department for new and/or inexperienced first markers (see paragraph 8.2 above).'
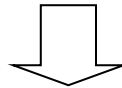
5.6. The APEL process is highlighted below:

AP<u>E</u>L
(Accreditation of Prior **<u>Experiential</u>** Learning)

Requirements for this type of application are discussed with the applicant by the Faculty Admissions Tutor/Subject Specialist

⇓
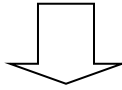
Production of APEL portfolio by applicant (e.g. reflective statements, CPD, references etc.), or an agreed alternative format of evidence

⇓

Completion of both APEL Forms:
Form 1 - to be completed by Subject Specialist and Faculty APL Adviser; and
Form 2 - mapping to be completed by applicant

⇓
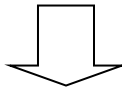
Completed APEL application forwarded by Faculty to AcademicOffice-APL for provisional recording of credit in ASTRA and presentation to next APL Sub-panel for approval
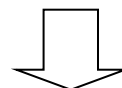
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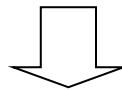
APL Sub panel meet to consider and agree whether to award Anglia credit
(APPROVE, REJECT, CONDITIONAL)

⇓
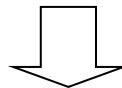
APEL Decision outcomes reported on APL Sub-panel 'Approvals List', available on Academic Office shared J: Drive

⇓
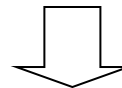
Approvals List circulated by email to Sub-panel members by AcademicOffice-APL

⇓

AcademicOffice-APL update APL record (SMA) in ASTRA to add credit to student's record once unconditionally approved

Note: **SMA records can only be set to 'Approved' for credits to be added to ASTRA after the following has taken place:**
1) All supporting documentation has been provided
2) Any conditions of approval have been met

5.7 The /Overview of Definitions' document included instructions on the APL of professional awards called 'encapsulation':

'Encapsulation is the process used by applicants who have competence based or professional awards that they wish to be considered towards APL. This is different to APEL because the applicants will be set outcomes and an assignment rather than matching a portfolio of experiential learning to an existing module. Where there is a deficit in the level of their previous learning (i.e. it is at a lower level than that required for higher education) applicants are able to use an encapsulation to demonstrate that the work they have completed previously can be developed further to make it equivalent to HE level. The encapsulation model is developed by a pathway leader. This defines the way in which the applicant's existing work will have to be enhanced so that it is at the appropriate level. The encapsulation model is approved by the APL Sub-panel, and APL applications which have an encapsulation included are considered by the APL Sub-panel for approval.'

This statement may be enhanced further for veterinary nursing, by referencing the RCVS DOC and DOS.

5.8. The Quality assurance of pass marks is overseen by the Departmental Assessment Panel. Its responsibilities are:

'Prior to the DAP the Academic Office will request the submission of module element marks for each student enrolled on the module. This must be completed after the moderation process(es) is completed for each element, but before the deadline requested. During the DAP it is the Module Leader's responsibility to review the performance of their module with respect to:
1.Is the mean module mark and standard deviation above the threshold metric
2.The first-time pass rate for the module – please note that if this does not meet the ARU threshold metric then comment should be made in the module report form and at the DAP.
3.The proportion of marks awarded for each element of assessment (if applicable)
4.Any significant information over and above the previous three points.'

5.9 There were some general administrative comments regarding the module paperwork, for instance, some of the CBAs did not include their indicated length, whereas others did. The weighting of assessments appeared unequally weighted, e.g. in level 4 modules, assessments for 2000 words vary with 30% / 60% and 70% weighting being stated. Assessment numbers and order for MOD002836 (Emergency, critical and peri operative care) were placed the wrong way round. The level 6 modules were mainly animal behaviour focussed. While it is accepted that to have an applied animal behaviour element, these modules should be included, more veterinary nurse focussed modules at the higher level would have been best practice for a veterinary nursing BSc qualification.

5.10 The university wide examination policies have largely been contextualised for veterinary nursing which is good practice. Information in relation to the validity and reliability of the Objective Structured Clinical Examination (OSCE) is located in the *'BSc & FdSc VN and Applied Animal Behaviour (VNAAB) Qualification Handbook'*, the *'Senate Code of Practice on the assessment of students'*, the *'Angoff OSCE Pass mark setting practical application'* document, the *'Examination conduct policy'*, '*Examiner instructions'* and the '*Practical applications OSCE guide'*. These documents would benefit from being amalgamated into one overarching policy detailing the development, design, delivery and quality assurance of the OSCE in order to ensure that the examination can be standardised from year to year. The following is a suggestion of the processes which should be documented.

Design of the examination
- Detail of how the Centre selects the design of the examination and what quality assurance will be undertaken.

Staffing
- Selection of personnel involved in the examination and the training they will receive
- Examiner roles and responsibilities
- Number of examiners
- Examiner standardisation

OSCE tasks
- Writing and trialling new OSCE stations
- Reviewing existing OSCE stations
- Selection of OSCE stations for each examination
- Blueprinting of OSCE stations (grid mapping the Day One Skills and OSCE stations)
- Justification for not assessing some areas of the Day One Skills and Day One Competences
- Number of stations in the exam
- Arrangements for spare OSCE stations
- Length of each station
- Secure storage of assessment materials/mark sheets during development before and after the exam
- Details of how the examination rooms/screen areas will be set up and who is responsible for this
- Details about how the pass mark is set
- How the stations will be timed
- Moderation policies
- Information is provided to students

Timetable
- Details about how the timetable is drawn up, including how the order the students rotate through the stations is chosen, start and end times etc.
- How long do students have to read the scenario?

Quality assurance
- Application of validity processes

- Quality assurance mechanism
  (This list is not exhaustive)

5.11 Prior to the re-accreditation event there was verbal confirmation that each OSCE station contains a scenario, marking criteria, examiner instructions, equipment list and other information to enable standardisation. The RCVS were informed that ARU and CoWA security arrangements allows for secure materials to be sent to a named individual, but these would also be provided for visitors to review at the event.

5.12 There is a security policy in place for use during the development, delivery and marking of the written examination and assessments. The policy indicates that materials are held on a password protected drive. It is understood that assessment materials are not transferred to anyone outside the organisation. If this is the case it is advisable to include this within the security policy.

5.13 The reasonable adjustment policy considers its application for the practical assessment, which is good practice.

5.14 Processes to ensure validity and fairness feature within the *'Senate Code of Practice on the Assessment of Students'* and the *'Exam Conduct Policy'*. Features of these documents include;

- The ARU assessment process recognises that PSRB assessment requirements need to be met.
- Generic marking criteria
- Anonymous marking, double marking, mentoring for new staff which continues based on risk, internal moderation and external moderation. These processes are highlighted to students which is good practice.

These must be included in the overarching OSCE policy and procedure document.

5.15 The design of the OSCE is detailed within number of documents. The assignment brief for the Practical Application module contains information for the students about the OSCE. This is good practice. Features of the design include;

- There will be twelve stations with a different trained and standardised examiner assigned to each station. A senior examiner and other will also be in attendance.
- The blueprint shows that the OSCE stations cover a range of RCVS Day One Skills but there are a number of skills which are not sampled in this assessment. The University need to ensure that all areas of the Day One Skills which can be feasibly assessed using an OSCE are sampled. This will mean that additional OSCE stations will need to be developed and trialled before being added to the bank.
- The pass mark is set using the Angoff method of standard setting. Examples of the practical application of Angoff was provided. The outcome of the standard setting exercise generated comparable pass marks to those of other organisations using similar OSCE stations. The University need to change the spelling of Angoff (Anghoff) in all their documentation.
- Information to candidates was felt to be informative. It was unclear what information candidates receive before the examination. For example, do they receive the OSCE scenarios and marking criteria? If so is this process contained within a policy? Do candidates receive a copy of the OSCE station prior to the exams? If so, is this process written down?

5.16 There is a statement contained within documentation which indicates that the Professional, Statutory and Regulatory Bodies (PSRB) i.e the RCVS, require eight out of twelve OSCE stations to be achieved in order to pass CO11. This statement is not correct. The RCVS issues no such requirement.

Two types of assessment were available to view at the event. One was a written piece of coursework and the other was an exam, where there was a selection of questions to answer (short and longer styled answers) answer scheme, moderator form with comments were included).

Marking for the written coursework is conducted online and printed versions provided. Feedback for students is twofold; firstly the use of 'quick-marks' are placed on the student's script and then additional written feedback is provided in the margin area of the Turnitin document. Explanation and expansion of the 'quick- marks' is provided when the student 'clicks' on the comment. From the sample viewed, students received constructive and appropriate feedback.

The exam papers that were viewed contained 'tick marks' and allocation of marks on the script but there was no evidence of any written feedback provided. This point was raised at the event and the rationale provided was that exam papers are not returned to students. Although the majority of students may not see their marked exam paper, it would be evidence of good practice to place feedback comments on scripts. For students that may have to resit an exam, a request to view their marked exam paper is permissible, and it would therefore be helpful to students if feedback was provided. This process would also benefit the moderator and external examiner, in providing clarity and justification for marks issued.

Suggestions

a. It is recommended that the University includes reference to the RCVS DOC and DOS in the APL/APEL policy for veterinary nursing.

b. It is recommended that feedback to students on their examination performance be provided, to provide a narrative to all stakeholders for the further justification of marks.

c. It is recommended that the module paperwork is examined carefully to ensure parity of assessment weighting, and to focus more of the higher-level modules into veterinary nurse specific subjects.

d. It is recommended that the security policy includes information preventing examination materials being sent to someone external to the University (as described to the RCVS Examinations Manager verbally prior to the re-accreditation event).

e. It is advisable to amend the spelling of Anghoff to Angoff in all documents.

Actions

a. The University to provide an overarching policy and procedure documents/standard operating procedures outlining the design, delivery and quality assurance of the OSCE. This document must enable anyone to deliver the examination in a standardised format and provide a basis for the RCVS and others to carry out audits.

b. The University to provide examples of OSCE examination material containing the scenario, marking criteria, equipment lists, examiner instructions and any other information which is provided to assist with the standardisation of the OSCE station.

c. The University must provide a rationale detailing how they decide which of the RCVS Day One Skills are assessed by an OSCE and which cannot feasibly be assessed via this method. They must also provide a plan for the development and trialling of new stations to ensure that a broad range of skills is assessed.

d. The University to correct the statement which indicates that the RCVS requires the pass mark for the OSCE to be eight out of twelve stations achieved.

Standard 6 – Centre approval and quality assurance

Centres/delivery sites approved for the delivery of the accredited qualification must address the requirements for personnel, resources and facilities stipulated within the RCVS Standards and procedures for the approval and monitoring of Centres.

AOs and HEIs must conduct a site visit, including an audit of facilities and resources, before approving any Centre/delivery site to deliver a licence to practise qualification.

AOs and HEIs must conduct a minimum of one site visit to each approved Centre/delivery site and/or its affiliated Training Practices, annually, based on a documented risk assessment policy.

Centres delivering a licence to practise qualification must be notified to the RCVS.

AOs and HEIs must set in place binding agreements with Centres that articulate both their national and professional regulatory obligations.

6.1 A Centre evaluation form was submitted and contained records of scrutiny of training practice management, facilities and learning resources. It was dated January 2018. While the form stipulated that the Centre will be evaluated once per year, it did not state when or by whom. The Qualification Handbook held no further details about the schedule of visits to TPs or the Centre. A more detailed policy on upholding of TP and Centre Standards is required.

6.2 The formal agreement laid out between CWA and ARU mentions the point of communication to PSRBs as being ARU's responsibility; however, the upholding of professional standards by the PSRB could not be found. The agreement was dated 2007.

6.3 The facilities at CWA were not fit for purpose for the teaching of 40 students. This has been identified and the team will be teaching the theory elements in different classrooms as of 2018/19. Significant investment has been agreed for the repurposing of a large space for clinical skills teaching.

6.4 The HE students are provided their own recreation/ study space in modern facilities on campus at CWA.

6.5 There is access to a wide variety of small animals and other species at the college for handling and husbandry skills to be embedded while at the campus.

6.6 The University explained at the accreditation event that significant investment was given to the updating of texts at the CWA campus.

6.7 Two students were interviewed and they stated there had been issues with both the first and second year cohorts receiving placements from the University. One student explained she had not been visited on her first or her second placement block.

6.8 The students explained they had difficulty with their student identity as an HE student at CWA; the college setting was not what one of them was expecting. One student also had issues accessing the resources at the University campus, which had since been rectified. The University explained that there was a link tutor available for students to access freely.

Suggestions

None

Actions

a. The University must supply a detailed written policy on the maintenance of RCVS Centre and TP Standards. This must include the responsibilities of both institutions, and timeframes for activities.

b. The University must state the method of TP placement procurement, and a schedule of the visits that must be once annually as a minimum.

Standard 7 – Self evaluation and reporting

AOs and HEIs must evaluate the delivery of a licence to practise qualification across all approved Centres and provide a report to the RCVS annually or when otherwise required to do so.

7.1 The external examiner has identified areas for risk in the staffing. The University explained at the accreditation event that these issues have been rectified.

7.2 The University provided the RCVS with their most recent external examiner's report at the accreditation event. This report did not include a TP resource check. It also noted on page 7:

> *Facilities – teaching spaces timetabled for the students are not fit for purpose and compared to the student experience at Anglia Ruskin it is poor*

> *Resources- further investment is needed in terms of the clinical skills based units to ensure that the students are fully equipped to enter the workplace post graduation.*

This issue is already being acted upon by the University.

7.3 The University have submitted their 2017/18 SAR to RCVS.

Suggestions

None

Actions

a.   The University must evidence how the TP management is being quality assured by the University at least once annually.

University response

Action	AO/HEI response	Action by whom	Date for resolution