

City & Guilds of London Institute  
13-15 May 2019

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

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## List of Visitors

### **Rosalind Brown RVN**

Student Representative

### **Denise Chambers RVN**

Quality Assurance Officer

### **Julie Dugmore RVN (Chair)**

Director of Veterinary Nursing

### **Emma Farrow RVN**

Industry Representative

### **Victoria Hedges RVN**

Examinations Manager

### **Sarah Holman RVN**

Industry Representative

## List of Reviewers

### **Shirley Gibbins RVN (Centre & TP visits only)**

Qualifications Manager

## Key Staff met

### **Dr Robin Jackson**

Industry Manager (Land-based & Utilities)

### **Sally Green**

Development Manager

### **David Short**

Head of Regulation and Compliance

### **Gary Cole**

Lead Assessment Manager

**Niall Mills**

Lead Development Manager

**Joe Stephens**

Team Manager – Regulatory Policy & Audit

**Sallyann Williams**

Territory Quality Manager

**Anthony Atkinson**

High Priority Qualification Manager

**Stacey Bullock RVN**

External Quality Assurer

**Alison Heywood RVN**

Technical External Quality Assurer

**Kelly McGrath RVN**

External Quality Assurer

**Catherine Phillips RVN REVN**

Senior Examiner

## Summary of the Visitors' findings

- This report is presented to RCVS VN Education Committee following the re-validation event for the City & Guilds Level 3 Diploma in Veterinary Nursing
- The visitors received a warm welcome and are grateful to all those who were responsible for preparing the self-evaluation report, arranging the schedule and providing supplementary evidence when requested. The enthusiasm and commitment of staff in what they do was evident throughout the event.

The team found the following:

City & Guilds is commended for

- The radical redesign of assessments which will facilitate students demonstrating a true application of knowledge and provides a good basis for them to progress onto graduate or postgraduate qualifications.
- The recruitment of knowledgeable External Quality Assurers (EQAs) who have a good relationship with and are respected by Centres.
- Relocating the level 3 Diploma in Veterinary Nursing to be overseen by the High Priority Team (HPT). This has improved the quality of the qualification delivery and communication with Centres.
- The recent and developing relationship with RCVS.

## 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. City & Guilds was first accredited by the RCVS to award veterinary nursing qualifications in 2012. They currently hold Full Accreditation to award the Level 3 Diploma in Veterinary Nursing (7457). This means that students completing the accredited qualifications are eligible to enter the register without further assessment from the RCVS.

1.2. The licence to practise qualification is administered from:

City and Guilds  
1 Giltspur Street  
London  
EC1A 9DD  
020 7294 3222

1.3. At the time of the re-accreditation event City & Guilds has 39 approved Centres delivering the level 3 Diploma in Veterinary Nursing (7457). The table below lists the Centres along with the number of delivery sites and the species pathway they are approved to deliver. All delivery sites are required to apply to deliver the proposed new qualification. It is likely that the majority will be fast tracked based on the review of their written submission.

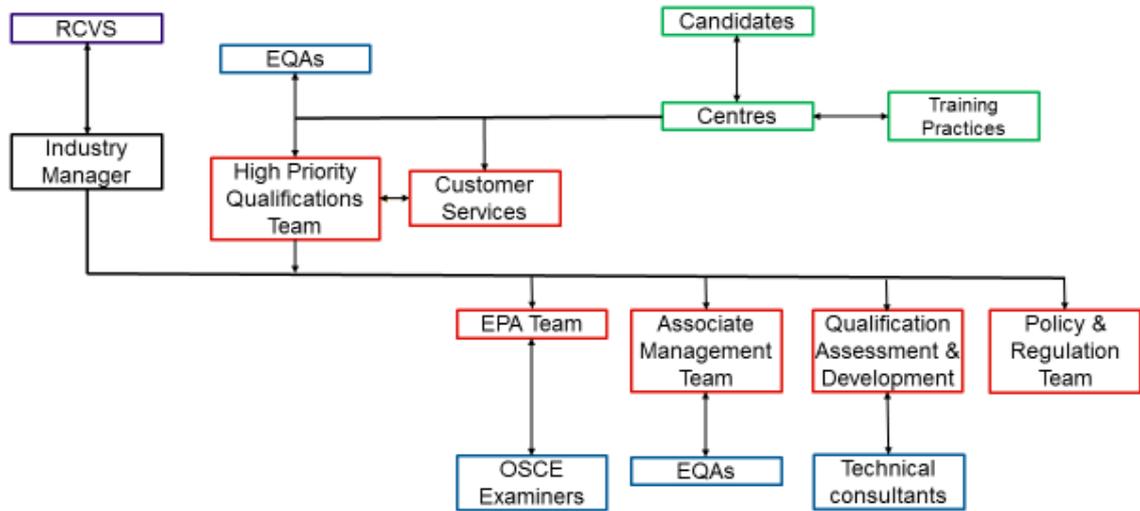
Centre Name	Small Animal	Equine	Number of delivery sites
Askham Bryan College	✓	X	3
Badgehurst Training Ltd	✓	X	1
Bath College	✓	X	1
Bottle Green Training Ltd	✓	✓	1
Bridgend College	✓	X	1

Centre Name	Small Animal	Equine	Number of delivery sites
Bridgwater and Taunton College	✓	X	1
Canterbury College	✓	X	1
City and Islington College	✓	X	1
Coleg Gwent	✓	X	1
Coleg Llandrillo Group	✓	X	2
Coleg Sir Gar	✓	X	1
College of Agriculture Food and Rural Enterprise	✓	✓	1
Cornwall College Group	✓	X	2
Dick White Referrals	✓	X	1
East Durham College	✓	X	1
Easton and Otley College	✓	X	1
Hadlow College	✓	X	1
Halesowen College	✓	X	1
L.I.T.E. LTD	✓	X	2
Lynwood School of Veterinary Nursing	✓	X	1
Medivet Training College	✓	X	1
Myerscough College	✓	✓	2
MYF Training Ltd	✓	X	1
Northumberland College	✓	X	1
Open College of Equine Studies	X	✓	1
Proco NW Ltd	✓	X	1
Reaseheath College	✓	X	1
Salford City College	✓	X	1

Centre Name	Small Animal	Equine	Number of delivery sites
Sheffield City College	✓	X	1
Solihull College	✓	✓	1
South Gloucestershire & Stroud	✓	X	1
South Staffordshire College	✓	X	1
Sparsholt College	✓	✓	1
SRUC Scotland's Rural College	✓	X	2
The College Of Animal Welfare	✓	X	4
The College of West Anglia	✓	X	1
The North Highland College	✓	X	1
Warwickshire College	✓	X	2
Writtle University College	✓	X	1

- 1.4. David Short, Head of Regulation and Audit, submitted the application for the proposed qualification. The Lead correspondent in relation to the licence to practise qualifications is Dr Robin Jackson and the Deputy Correspondent is Sallyann Williams.
- 1.5. City & Guilds proposed delivery of the following qualifications:
- City & Guilds Level 3 Diploma in Small Animal Veterinary Nursing (7457-33)
  - City & Guilds level 3 Diploma in Equine Veterinary Nursing (7457-43)
- 1.6. These qualifications will be presented to Ofqual for approval once they have been accredited by the RCVS.
- 1.7. The current qualification has a final registration date of 31 December 2019. Prior to that date Centres approved to deliver the new qualification will have the option to enrol students on either qualification. Centres will be informed that the existing qualification will have a final certification date which, at the time of writing this report, was not confirmed.
- 1.8. The organisational chart articulating the team involved with the delivery of the veterinary nursing qualification is detailed below.

# Organisational chart articulating qualification delivery



## 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. City and Guilds submitted the report and consolidated financial statements for the year ended 31 August 2017 which contains the financial statements of the City and Guilds Group. The financial statements are not specific to the veterinary nursing provision. RCVS needs to be sure that the provision is sustainable and therefore we will look at what is provided and request further information if necessary.
- 2.2. An initial consultation held in 2018 explored the prospect of developing a qualification that focused on farm animals. The proposal was not widely supported and therefore this idea was not developed.
- 2.3. Further consultation occurred in 2019 in relation to the proposed qualifications. City & Guilds indicated that it made their Centres aware of developments via their Centre alert system, and via direct relationships they have with their Centres.
- 2.4. Evidence was provided to show the response from eight Centres in relation to the proposed Level 3 Diploma in Small Animal Veterinary Nursing (7457-33) and three Centres in relation to the Level 3 Diploma in Equine Veterinary Nursing (7457-43). This appeared to relate to the content of the units and not to other aspects of the qualification such as the proposed changes to the assessments.
- 2.5. The consultation questionnaire and supporting documents considered by stakeholders was not submitted as part of the re-accreditation application.
- 2.6. It was unclear from the evidence provided what market research was undertaken with other stakeholders such as employers, students, veterinary nurses, animal owners, examiners, the public and veterinary associations. Whilst there was an indication that these stakeholders could sign up for alerts it is clear that key stakeholders were not aware of this. It was evident that Centres were expected to engage with key stakeholders and include any comments as part of their submission.
- 2.7. In addition, only one of the eight Centres visited by the RCVS panel members was aware of the consultation. There was indication from at least one Centre that the email from City & Guilds had been received amongst a number of other alert emails relating to the animal

management sector. The impression was given that three Centres that took part were made aware of the consultation through word of mouth at an examination event.

- 2.8. Without further information, the market research as presented appears to be the opinion of those delivering the qualification rather than those using the service provided by those holding the qualification.

### **Suggestions**

None

### **Actions**

- a. Provide copies of the consultation questionnaire and supporting documents considered by stakeholders to support the proposed qualifications.

## 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 Qualification Handbook is a public document for use by Centres delivering the qualification. This document follows a standard City & Guilds template. Centres are expected to create their own handbooks for students. There are a number of inaccuracies within the City & Guilds Qualification Handbooks such as reference being made to RCVS Byelaws, National Occupational Standards and information for students completing a Higher Education qualification. A marked up version of the handbook highlighting some of the errors has been provided to City & Guilds.
- 3.2. It is essential that once the errors have been corrected mechanisms are put in place to ensure that the handbook and other documents related to the qualification are kept up to date.
- 3.3. A sample of student handbooks produced by Centres was reviewed. These contained similar errors to the ones highlighted in the Qualification Handbook. This means that many students are being provided with inaccurate information about their qualification and how they apply to join the register of veterinary nurses.

- 3.4. The application lists a number of job titles and defines their roles. There are job titles used within the documents which do not appear on this list. Consistency is required throughout the documentation.
- 3.5. A grid was provided mapping the contents of the units to the RCVS Day One Skills for Veterinary Nurses and RCVS Day One Competences for Veterinary Nurses. The standard template for the qualification units does not allow this information to be added. The intention is to add them as Annexes of the Qualification Handbooks. It was noted that these documents need to be checked to ensure they are accurate and include all of the skills and competences.
- 3.6. The Guided Learning Hours (GLH) definition in the handbook needs to be reviewed to ensure that it is correct for this organisation and the qualifications it offers.
- 3.7. External Quality Assurers (EQAs) monitor the Centres delivery of the qualification to ensure that they meet the stated Guided Learning Hours (GLHs). This includes asking students if the curriculum design allows sufficient time for the delivery of the course content.
- 3.8. The majority of students registered for the qualification are following the apprenticeship route. They attend the Centre on a day release or block release basis. Where Centres offer a full time programme they are encouraged by the EQAs to ensure that HMRC requirements in relation to unpaid internships are met. They are unable to offer further advice. It was felt that reference to this would be a useful addition to the Qualification Handbook.
- 3.9. The Total Qualification Time (TQT) for the Equine and Small Animal qualification differs. It was explained that this was due to nurses registered for the equine qualification studying one species as opposed to those registered for the Small Animal qualification where a number of species are covered.
- 3.10. It was unclear if students registered for the qualification will have the opportunity to complete 2,990 hours in duration, actively engaged in training including 1,800 hours of clinical work experience. Without this they will be unable to apply to register with the RCVS. This must be accurately recorded in the Qualification Handbook.
- 3.11. City & Guilds will continue to use the RCVS Nursing Progress Log (NPL) to record the assessment of students against the RCVS Day One Skills for Veterinary Nurses. It was reported that the continued use of this tool was supported by those responding to the formal consultation. The Qualification Handbook contains details of the Learning Assistant tool. This tool is a City & Guilds designed secure online tool to support and evidence students' progress towards achieving qualifications. It was noted that whilst this was available it was unlikely to be used by Centres delivering veterinary nurse qualifications.
- 3.12. The Qualification Handbook contains details of the methods of assessment within the unit descriptors. It was unclear from the information provided which units are assessed using the Objective Structured Clinical Examination.

3.13. The proposed assessment strategy is detailed below. This needs to be reviewed to ensure that the information it contains is consistent with other documentation. For example the assessment of unit 306 in Paper 1 is not detailed on page 39 of the Qualification Handbook.

The proposed assessment strategy for the **Small Animal Veterinary Nursing** includes the following external tests across the qualification:

Test component	coverage		
Paper 1	Units 301, 303, 304, 305, 306, 307, 311	Synoptic Knowledge test with short answer and structured answer questions	Externally set, externally marked
Paper 2	Units 308, 309, 310, 312, 314, 315, 316	Synoptic Knowledge test with short answer and structured answer questions	Externally set, externally marked
Anatomy and Physiology (302) paper	Unit 302	Synoptic Knowledge test with short answer and structured answer questions. The test version will change on an annual basis	Externally set, internally marked, externally quality assured
Professional registration assignment	313	Practical Assignment	Externally set, internally marked, internally quality assured, externally quality assured
NPL Log			Provided by RCVS, internally assessed, internally quality assured, externally quality assured
OSCE		12 station practical skills assessment	Externally set, externally marked

The assessment strategy for the **Equine Veterinary Nursing** includes the following external tests across the qualification:

Test component	Coverage		
Paper 1	Units 301, 303, 304, 305, 317, 315	Synoptic Knowledge test with short answer and structured answer questions	Externally set, externally marked
Paper 2	Units 308, 309, 310, 311, 312, 314	Synoptic Knowledge test with short answer and structured answer questions	Externally set, externally marked
Anatomy and Physiology (302) paper	Unit 302	Synoptic Knowledge test with short answer and structured answer questions. The test version will change on an annual basis	Externally set, internally marked, externally quality assured
Professional registration assignment	313	Practical Assignment	Externally set, internally marked, internally quality assured, externally quality assured
NPL Log			Provided by RCVS, internally assessed, internally quality assured, externally quality assured
OSCE		12 station practical skills assessment	Externally

- 3.14. In addition these tables indicate that the synoptic knowledge tests will consist of short answer and structured answer questions but the Guide to the Examination Document indicates that there will be short answer and extended match questions. Examples of all three question types have also been provided which is likely to confuse students and those responsible for preparing them for the exam if only two types are used.
- 3.15. The assessment strategy does not contain details of coverage for the NPL or OSCE.
- 3.16. Completion of the NPL, synoptic tests and assignment are detailed in the assessment section of the relevant units.
- 3.17. There is no information on units 301, 303, 304, 305, 306, 307, 308, 309, 310, 316, 317, 318 and 319 indicating that these are also assessed during the OSCE.
- 3.18. It was proposed that the Anatomy and Physiology (302) paper would be set by City & Guilds but marked by Centre staff. After discussion, it was agreed to standardise the method of delivery. This test will now be externally set and marked.
- 3.19. The synoptic tests will be available on-line via the e-evolve software, on three set dates per year. Where Centres do not have sufficient computers there is the option of a paper test; Centres can also follow JCQ guidelines for students sitting exams earlier or later than the timetabled start time.
- 3.20. Unit 7457 – 313 will be assessed via the Preparing for Professional Registration assignment. There does not appear to be an element of unseen assessment linked to this unit. City & Guilds are advised to check the referencing of the RCVS Day One Skills and Day One Competences within this unit. If the skills and competences have been covered elsewhere then the unseen element is not required. If this is not the case then an unseen assessment will need to be developed.
- 3.21. EQAs confirmed they check that all Clinical Coaches attend training and standardisation. They do not check the content of the training or standardisation.

## Suggestions

- a. Refer to HMRC requirements in relation to unpaid internships within the Qualification Handbook to ensure that Centres are aware that they must investigate the requirements and adhere to them.
- b. EQAs to sample Clinical Coach training and standardisation materials to ensure that they are appropriate.

## Actions

- a. All documents / policies and procedures used in the delivery and assessment of the qualification to be updated in line with the proposed qualifications and forwarded to the RCVS with tracked changes by 10 June 2019. Provide details of how these documents will be revised in future as and when changes occur within the profession.  
Documents to be amended include:
  - Qualification Handbooks
  - Guide to the examination (Equine and Small Animal)
  - Assessment strategy, design and delivery of the theory examinations
  - OSCE Process Guidance Document
  - Practical (OSCE) Examination Candidate Guidance
  - Assessment Guidance for OSCE examiners
  - Practical (OSCE Examination Centre Guidance)
- b. EQAs to ensure that information provided to students by Centres within the student Handbooks is accurate and relates to current processes.
- c. Review the Day One Skills and Day One Competences mapping documents to ensure that all skills and competences are mapped to the qualifications.
- d. Anatomy and Physiology examination delivery method to be amended to ensure that it follows the same processes as outlined for paper 1 and paper 2.
- e. Ensure the examination question types used for the written examinations are the same as described in the published guidance.

## 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 Office of Qualifications and Examinations Regulation (**Ofqual**), Qualifications Wales, The Council for Curriculum, Examinations and Assessment (CCEA) and Scottish Qualifications Authority (SQA) regulates qualifications, examinations and assessments awarded by City and Guilds.
- 4.2. Before registering for the qualification, learners must hold five GCSEs or Standard grade passes at grade C (4) or above in:
  - English language
  - Mathematics
  - A science subject
  - Two further subjects
  - or
  - equivalent qualifications at level 2 or higher
- 4.3. EQAs audit Centres to ensure that students registered for the qualification have met the entry criteria outlined in the Qualification Handbook. It was confirmed that if it became apparent that a student had registered for the qualification without meeting the entry requirements then this would be treated as Centre maladministration and the appropriate sanctions would be applied.

- 4.4. City & Guilds does not require assessors or Internal Quality Assurers (IQAs) to hold formal qualifications for their role. It was reported that EQAs strongly advise IQAs to complete qualifications but they are unable to impose this. It was therefore unclear how City & Guilds will ensure that staff employed in these roles are adequately trained.
- 4.5. Details of the proposed External Examiner were provided. These will be presented to the Veterinary Nurse Education Committee at their next meeting on 24 July 2019.
- 4.6. The job role description indicates that the External Examiner will report to the Chief Examiner. It was unclear from the application who the Chief Examiner is in this case.
- 4.7. During the event, the role of the External Examiner was described. This included sampling across a range of assessments to ensure that RCVS accreditation standards are met. It was unclear from the job description provided which assessments the external examiner would be responsible for reviewing. This must be added to ensure that there is no ambiguity.

#### Suggestions

- a. None

#### Actions

- a. Review the requirement for all IQAs to hold a formal qualification preparing them for their IQA role. Provide details about how this requirement will be conveyed to the Centres and the checks that IQAs will make in future.
- b. Provide a list of the job titles relating to personnel employed in key roles relating to the delivery, assessment and quality assurance of the qualification. Person specifications must be provided for each role and details provided of the checks made upon recruitment to ensure that they are suitably qualified to undertake the role.
- c. Review the job description for the External Examiner or append further information outlining the sampling process to ensure that they have access to the full range of assessments.

## 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 City & Guilds has in place processes outlining the design, delivery and quality assurance of the assignments and theory examinations. These are outlined in established documents used for other City & Guilds qualifications. All documents must be checked to ensure that the information remains current when other aspects of the qualification delivery are reviewed as part of the actions.

- 5.2 A number of stages are completed when developing, marking and grading examination papers. This includes checks to ensure that students will be able to complete the examination in the time allowed and the setting of the pass mark. A different group of technical experts carries out each stage of the process. For example, question writers will not be involved with the selection of questions in the final exam or the grading of papers. This increases the security of the examination content.
- 5.3 It was unclear how City & Guilds ensures that someone presenting themselves as a technical expert in a particular subject is actually competent in that subject at the required level.
- 5.4 City & Guilds also has a process of auditing examination centres during the delivery period. This includes unannounced visits to Centres.
- 5.5 There is concern that the language used in the marking grid for the Band 2 descriptor is worded in an ambiguous way that Centres will find difficult to apply. It was suggested that Centres will require training and standardisation to ensure a consistent approach to using the marking grids.
- 5.6 The process for the delivery of the Objective Structured Clinical Examination (OSCE) is described in a number of documents. These appear to be largely unchanged from those being used for the current qualification and not relevant to the proposed new qualifications. In common with a number of other documents there are a number of errors which must be corrected. This includes, but are not limited to:
- The Centre is referred to in a number of sections. In some cases, this relates to the delivery Centre and in others it relates to the examination Centre but this is not always clear.
  - The examination Centre contact list contains the name of someone who left the Centre a number of years ago.
  - The section on quality assurance does not describe the process in full.
- 5.7 There is an indication that where a student fails to bring the required ID to the OSCE they can send a copy within 7 days of the examination. This will be sent to the senior examiner who will confirm their identity. It was unclear what measures would be taken if a student attended the examination with a copy of their ID rather than the original. Further, it is unclear what checks are made to ensure that the ID is genuine and belongs to the individual attending the examination.
- 5.8 The document highlights the process for new examination Centres to be approved. It was confirmed that a Centre in Scotland had been visited but the facilities did not meet the minimum requirements required by City & Guilds.
- 5.9 The OSCE blueprint was not provided.

- 5.10 The examination entry requirements are described in the document called 'Practical (OSCE) Examination Candidate Guidance'. There is an indication that students must complete the NPL prior to applying to sit the OSCE. It is understood that in some cases students have been entered for the OSCE before the Centre has completed quality assurance checks. Where this behaviour has been picked up by EQAs the student has been withdrawn from the examination or their results have been nullified. It was felt that this penalty seems overly harsh especially where the NPL is ultimately signed off as complete without further work needed. If this process is to continue then the document needs to clearly indicate what is meant by 'completed NPL' and what penalties the student and Centre will face if they enter the exam without completing the entry requirements.
- 5.11 The Assessment Guidance for OSCE Examiners document needs to be checked to ensure that it contains current information relevant to the examination involved in the OSCE.
- 5.12 A sample of OSCE station material was provided. At least one of these OSCE stations contains errors that were previously highlighted to City & Guilds during an audit in 2016.

### Suggestions

- a. Investigate the feasibility of delivering the OSCE in Scotland.

### Actions

- a. Provide OSCE station blueprint mapping all current OSCE stations to the RCVS Day One Skills and Day One Competences and identifying areas where OSCE stations are currently being developed.
- b. Provide evidence that all units referenced to the RCVS Day One Skills and Day One Competences are assessed using at least one element of unseen examination.
- c. Ensure that irrefutable evidence is provided by students attending the OSCE that they are who they say they are.
- d. Develop mechanisms to reduce the risk of students being entered for the OSCE without meeting the examination entry criteria.

## 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.**

- 6.1. Hhh
- 6.2. Jjjj
- 6.3. Kkkk
- 6.4.

- 6.1. The schedule of auditing activity for the level 3 Diploma in Veterinary Nursing is managed by the High Priority Team (HPT). This appears to work well with a number of improvements being implemented recently.
- 6.2. The new EQA team is working effectively. There was evidence that the outgoing EQA had continued to mentor new EQAs. Centres reported excellent support from their EQA.
- 6.3. EQAs described how they standardise and made reference to a standardised checklist.
- 6.4. Centres visited reported that the support from City & Guilds could be improved if regular support meetings were held with Centres.
- 6.5. The list of delivery sites provided to the RCVS contains addresses where the qualification is not being delivered. This makes RCVS visit planning difficult especially where unannounced visits are being made.
- 6.6. There is a process in place to manage Centre risk. Centres with a medium risk may not be able to claim certification until work from all students is sampled. Those Centres with a high risk rating will also be prevented from registering new students.
- 6.7. Concern was raised by Centres regarding the certification claim process. On some occasions where claims are rejected, no guidance is provided on what mistake has been made or how to correct it.

### Suggestions

- a. Consider holding regional Centre meetings to assist standardisation between Centres and improve participation in new initiatives.

- b. City & Guilds to consider how and when bad news is delivered to Centres and Students. Where possible it is suggested that this is not sent electronically on Fridays when the individuals involved may not have the support of their colleagues or management team over the weekend

#### Actions

- a. Evidence of EQA standardisation required including submission of the standard checklist which they follow during audit activity.

## 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. City & Guilds find it difficult to obtain some of the information RCVS require to be included on the self-evaluation report. RCVS to explore the most appropriate method to provide the information required. This may include amending the Memorandum of Understanding (MoU) that RCVS has with Centres

### Suggestions

None

### Actions

None

**Awarding Organisation response**

*Response from City & Guilds*

Action	AO/HEI response	Action by whom	Date for resolution

