Edinburgh Napier University Accreditation Visit

With The College of Animal Welfare 7th June 2018

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

Contents

List of Visitors

Lily Lipman RVN
RCVS Qualifications Manager

Jane Furness RVN
RCVS HE industry representative

Reviewers

Victoria Hedges RVN
RCVS Examinations Manager

Key Staff met

Membership of the Validation Panel:

Convenor: **Alison Andrews**: Lecturer/ School Academic Lead for Learning, Teaching & Assessment, School of Engineering & the Built Environment
External Specialist Peer: **Alison Simpson**, Veterinary Nursing Centre Manager Nottingham Trent University.
Academic Peer from another Subject Area: **Michael Herriott**, Lecturer, The Business School
Professional Services' Colleague: **Julie Dickson**, School Support Manager
A member of the Department of Learning & Teaching Enhancement [DLTE]: Gillian Davies, Quality & Standards Manager
Elected student representative from Edinburgh Napier Students Association [ENSA]: **Fengxiang Lui**, 3rd Year Bachelor of Nursing [Adult]
Dean, School of Applied Science: **Gary Hutchison**
Head of Subject: **Claire Garden**, Senior Lecturer

Membership of the Programme Planning Team:

Jane Stirling [Programme Leader]
Dave Smith [Module Leader / Past Programme Leader, College of Animal Welfare]
Barbara Cooper [Head of centre / module leader]
Jen Marshall [Module Leader]
Karen Hibell [Deputy Programme Leader]
Leslie Heaton-Smith [Deputy Head of Centre/ Module Leader]

Summary of the Visitors' findings

The team found the following:

The RCVS accreditation panel visited Edinburgh Napier University and toured partner college The College of Animal Welfare (CAW) facilities on 7th June 2018 for a re-accreditation/ validation event for the BSc (Hons) Veterinary Nursing programme. No Training Practices (TPs) were visited.

The RCVS accreditation panel would like to thank the University and the programme team for their transparency and kind hospitality on the day.

The panel interviewed students from each year of the programme, including one recently graduated student.

The programme team are to be commended for their commitment and enthusiasm with advancing the veterinary nurse programme.

Standard 2 – Sustainability

Suggestions
None

Actions
a. The University must submit a financial report showing the income and expenditure specifically for the veterinary nursing programme.

b. The University must submit the market research undertaken which supports the development of the programme content and structure.

Standard 3 – Qualification design and delivery

Suggestions
a. The University must ensure the programme is cross referenced to the QAA Benchmarks for Veterinary Nursing in all student facing documentation.

b. The University may wish to review the second assessment element in Anthrozoology to ensure 50% of the marks are being reasonably awarded.

c. The University may wish to expand the module descriptor for the Workplace Professional Development module, to accurately reflect that students will be able to choose a practice environment away from general practice to broaden their skills and experience.

d. The University may wish to consider separating the assessments for the Exotics module, to make it more transparent for students to see how they can accrue marks.

e. The University may wish to review the online learning element in some modules to ensure the students are receiving the same learning experience as face to face teaching.

Actions
a. The University must supply a mapping document to the RCVS DOC/DOS that outlines where these skills and competences will be assessed and completed. The University should be mindful that all of these modules must have an element of unseen examination, and will not be permitted any compensatory mechanism within or between modules.

b. The University must remove reference to the LANTRA National Occupational Standards, as they have been superseded by the RCVS Day One Competences and Day One Skills for Veterinary Nurses. In addition, for clarity, there should be no reference to other awarding organisations programmes.

c. Reference to entry to the Register with a step of award must be removed from all documentation.

d. The University must review the assessment strategy for Veterinary Nursing and Anaesthesia to ensure it is compliant with RCVS AO/HEI Standard 5a.

Standard 4 – Qualification quality management

Suggestions
None.

Actions
a. The University must remove reference to the RCVS governing the admissions requirements for the programme.

b. The University must remove reference to another University website and associating RCVS requirements with the content of the web link.

c. The University must supply the RCVS with the support in place for all unqualified lecturers.

d. The University must supply detailed CPD undertaken by all professionally registered staff within the last three years.

e. Edinburgh Napier University must confirm how their own external examiner policy is being upheld. *'External Examiners normal term of office should be for 4 academic sessions. In exceptional cases, this can be extended by 12 months to make the maximum period of appointment 5 years.'*

Standard 5 – Assessment

Suggestions
a. Fitness to practices regulations appears comprehensive. This policy would benefit from referring readers to any regulatory fitness to practice guidelines.

b. The University may wish to review the RPL policy to include mention of the RCVS DOC/DOS and RCVS Registration Rules requirements.

Actions
a. The University must confirm the three week turn around for moderated marks to be released is not altered should an entire cohort re-mark be required.

b. Revise the policy and procedure document, outlining the design, delivery and quality assurance for the independently assessed objective and evidence-based practical examination. This document must contain details which enable any individual to follow to ensure that the examination delivery is standardised form year to year. It must also include details of how the university wide assessment policies are being implemented (see commentary for 5.1, 5.5, 5.8 and 5.10 above). Examiner guidance and student guidance should then be revised to ensure that these groups are aware of the specific policies and procedures which related to them.

Standard 6 – Centre approval and quality assurance

Suggestions

a. As the students are taught all theory at the University campus, the entire student learning experience could be housed at the University campus with the development of the practical facilities. The student experience could also be enhanced with the creation of a mock veterinary practice, or practice areas, such as a dispensary, reception, etc.

Actions

a. The University must forward an agreement between Edinburgh Napier University and the College of Animal Welfare detailing the professional regulatory requirements.

b. The University must forward evidence to the RCVS of annual TP and Centre resource checks.

Standard 7 – Self Evaluation and reporting

Suggestions

None

Actions

a. The University must explain how it responds to feedback.

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 details of the institutions involved in the delivery of the proposed qualification are:

Higher Education Institution:

School of Applied Sciences
Edinburgh Napier University
Sighthill Campus
Edinburgh
EH11 4BN

Delivery Site and collaborative Centre:

The College of Animal Welfare
9 South Gyle Crescent
Edinburgh
EH12 9EB

1.2 The Dean of School at the awarding institution is noted as Dr. Gary Hutchison, and the official correspondent Dr. Claire Garden, Head of Life Science.

1.3 The proposed programme title is BSc (Honours) Veterinary Nursing.

1.4 Organisational chart of Edinburgh Napier University:
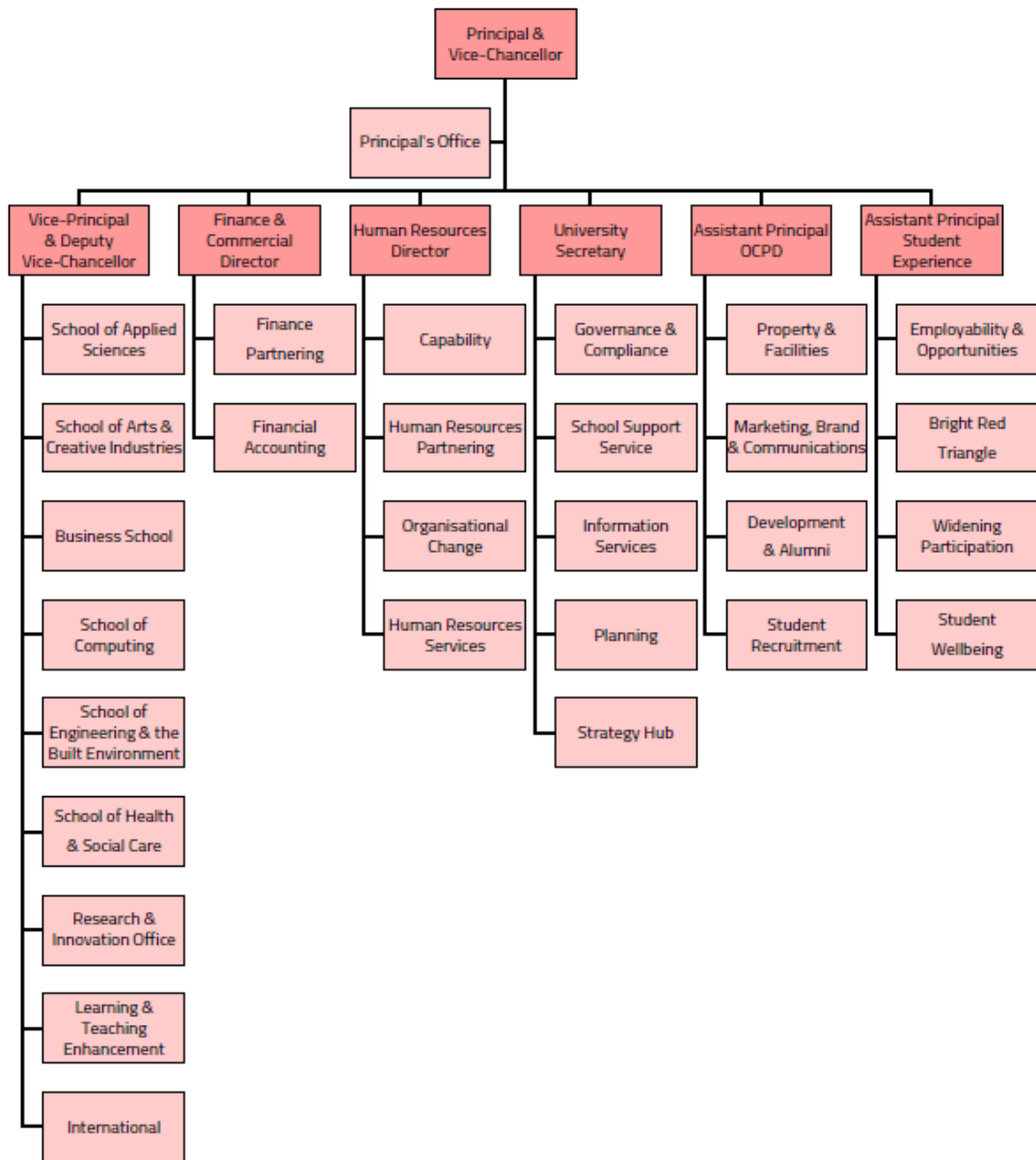
1.5 Edinburgh Napier is the awarding institution. The College of Animal Welfare (CAW) provide some staff expertise, facilities and quality infrastructure to the programme. The two institutions have delivered a veterinary nursing degree for over a decade.

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   '*Edinburgh Napier University (ENU) programme expenditure in relation to BSc (Hons) Veterinary Nursing is mainly all related to staff resource. Outlined below is the estimated academic teaching costs of the programme, though it is worth noting that most staff in the school engage in relevant teaching across programmes, have additional school-wide roles and responsibilities and are encouraged to dedicate a proportion of their time on externally funded research activities and other relevant scholarly work. In addition to ENU staff we have included the proportion of cost payable to the College of Animal Welfare (CAW) for the Deputy Programme Leader.*

Academic teaching costs:
2 FTE Lecturer posts = £ 122,778
0.5 FTE Teaching Associate post = £16,289
Deputy programme leader (CAW) = £22,386

Total cost = £161,453

In addition to academic teaching costs the programme is supported by a named administrator. ENU have recently undergone a period of organisation change, and have created a professional service – The School Support Service – which provides local administration and support to the academic schools but is based centrally within the organisation. This means that the School no longer pay for any support staff, but instead make an overall contribution to University services. We can therefore make an estimation of the cost to the institution for dedicated programme administration.
0.5 FTE Programme administrator = £15,800

In addition to dedicated programme administration, the BSc (Hons) Veterinary Nursing programme benefits from all professional support services at ENU, this includes but is not limited to, Admissions, student administration, student, accommodation, finance, Wellbeing & Inclusion, Mobility and exchanges, marketing and communications. While these departments do not provide the same dedicated support as the school support service the school's contribution to University services also covers these central support departments.

Additionally the contribution the School makes to central support services also covers Property & Facilities and so this covers the maintenance of buildings. ENU continue to outsource some facilities that cannot be accommodated on site for Animal Handling, and therefore there is an additional cost associated with this. Use of Oatridge college facilities (17/18) = £6,208

While other running costs related to teaching, such as consumables and equipment are minimal, these are assumed into the Life Sciences department budget. The localised budget is a new budget from 17/18 only. There are on-going discussions and scoping of more dedicated space for the programme at ENU Sighthill campus, creating a greater sense of community for the Veterinary Nursing students on campus. If this is put into place the Life Sciences department budget will take account of running costs and attribute a budget to this accordingly.

The programme has a proven track record of successfully recruiting to its Home/EU target intake numbers and therefore the School benefits from the income from the SFC grant accordingly. In additional the programme attracts a low number of International on campus students who pay a higher tuition fee. In recent years the programme has also increased its number of RUK student's year on year – again this brings an increased tuition fee into the school.'

The MoU states:

'Total income for the programme shall be drawn from the following sources:
- *Tuition fees (paid by students [including RUK, overseas and other full fee-paying students] or LEAs on behalf of students)*
- *SFC income and*
- *RUK student fee income*

The total income received shall be distributed between the partners in accordance with the number of student credits provided by each partner in a given year, less top-slices to cover the administrative and other costs of the programme which shall fall upon the respective institutions. The first top-slice shall cover the administrative and other unique costs of the programme that shall fall upon Edinburgh Napier. It is agreed that this topslice shall be 15% of the total income of the programme. In addition, there will be a further top-slice of 5% of the total income received, which will be provided to the partner that employs the programme leader and the deputy programme leader at the time. In the event that the employer of the programme leader is not the same as the deputy programme leader then the sums shall be split between the two employers on a 60%:40% in favour of the employer of the programme leader.'

2.2 Submitted audited accounts suggest the University has stringent control of the overarching financial health of the institution.

2.3 Profit and loss in relation specifically to the veterinary nursing provision was difficult to clarify from the paperwork submitted. The University must present the total financial considerations for the provision, including student numbers with their associated fees and overarching profit and loss for the programme.

2.4 '*Numbers of application for the programme have declined to some degree in 2016 and 2017 (Table 1). This decline in numbers probably reflects the increase in the entry requirement from 2 weeks to 4 weeks work experience within a veterinary practice. However, the course continues to be heavily oversubscribed, and the increase in work experience requirement has probably had the desired effect of selecting candidates with a better insight into veterinary nursing. In 2017/18 the Scottish Rural College (SRUC) began offering a degree in Veterinary Nursing, application for this programme began in January 2018, so the overall effect on applications to Edinburgh Napier University remain to be seen. There continues to be strong applications to the programme from UK applicants outside Scotland (RUK), although only 12% of these applicants will take up offers of a place compared to 82% of Scottish domicile applicants. The number of training practices used by the programme continues to grow (current practice numbers: Affiliated – 57, Non Affiliated – 47. Affiliated TP have increased from 43 in 2015 to 52 in 2016 and 57 in 2017'.*

Table 1: Analysis of applicants and cohort in terms of the funding category

	Number	RUK (%)	Scottish (%)
2012/13	269	30	56
2013/14	356	40	56
2014/15	422	31	55
2015/16	477	37	50
2016/17	427	36	52
2017/18	375	40	54
Average		37	51

2.5 At the accreditation event it was confirmed that while the affiliated TP numbers for Edinburgh Napier is 57 and non- affiliated at 47, these numbers are purely for the TPs in Scotland. It was confirmed there were further placements available in the rest of the UK for students to access. This is required as each cohort in years one, two and three are all in placement at the same time of year (trimester three).

2.6 '*Student achievement*
The number of students that complete the four years veterinary nursing BSc (Hons) degree programme at Edinburgh Napier has increased steadily over the early part of the current review period and has now stablished over the past two years at about 35 graduates per year (Figure 1). The number of 1st Class and 2nd Class (first division) has also showed steady improvement over this time period and has now plateaued at 82% (Figure 1). The cohort size has reached target levels for the past four years (40) and attrition rates for all cohorts are very close to the University average (12%).'

2.7 '*Evidence of support from Veterinary Industry:*
Close working links with the veterinary industry are managed by the College of Animal Welfare Placement Liaison team (http://www.caw.ac.uk/vn-placement/team/). Further strategic links are maintained through events such as the TP Congress (http://www.caw.ac.uk/eventvideos/? show=tpc). The annual TP Congress is a unique conference aimed at clinical coaches wishing to develop the key role they play in the professional development of their students. The conference has continuously developed year on year and, as such, has developed into the largest event of its kind, dedicated purely to supporting clinical coaches in practice.
Evidence of broader support within the regional veterinary industry is provided by the growing network of Edinburgh Napier University / College of Animal Welfare graduates in senior positions within first opinion and referral practices in Scotland, as well as in both Scottish veterinary schools. Graduate destinations for our students include VetsNow, The Braids Vet group in Edinburgh, PDSA in Edinburgh, the Royal (Dick) School of Veterinary Studies and Glasgow University Veterinary School.
The future:
The BSc (Hons) Degree Veterinary Nursing programme continues to build its academic reputation in Scotland and beyond. As the number of graduates working in practice continues to expand the vocational credibility of the programme also goes from strength to strength. The programme does

not plan to increase the cohort size of entry level students but aims to continue to improve retention so that more students finish the programme and so strengthen the financial viability of the course.'

2.8 At the accreditation event it was confirmed that market research with students and employers was undertaken, and it was requested this information was forwarded on to the RCVS.

Suggestions

None

Actions

a. The University must submit a financial report showing the income and expenditure specifically for the veterinary nursing programme.

b. The University must submit the market research undertaken which supports the development of the programme content and structure.

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. A comprehensive mapping document was supplied, which addressed where each Day One Competence (DOC) and Day One Skill (DOS) articulates with the module content. The DOC and DOS have been mapped across multiple modules in most cases. This will make it difficult for students to ascertain when these skills will finally be embedded in their learning. While it is expected many DOC and DOS will articulate with multiple modules, it is suggested that where a complete DOC or DOS is assessed, that this be outlined in the student facing documentation.

3.2 The University submitted a mapping document on page six of the Standard 3 submission that included: '*Mapping between QAA Subject Knowledge and Understanding, and Skills/ RCVS Professional syllabus (2010) / City & Guilds 7457 Level 3 Diploma in Veterinary Nursing (2017} / NOS (2010) / VN BSc modules.'*
The University must remove reference to the LANTRA National Occupational Standards, as they have been superseded by the RCVS Day One Competences and Day One Skills for Veterinary Nurses. In addition, for clarity, there should be no reference to other awarding organisations programmes.

3.3 Acronyms 'SKU' and 'CTS' were also included, which are not explained. The University must ensure the programme is cross referenced to the QAA Benchmarks for Veterinary Nursing in all student facing documentation.

3.4 The University explains the programme delivery as:

' The BSc Honours degree programme is studied full-time over four years and is delivered over three trimesters in Years 1, 2, and 3. During this time you will complete 22 modules. A distinctive feature of the course is the requirement to spend a minimum of four trimesters in a veterinary training practice, amounting to no less than 1800 hours. The College of Animal Welfare Placement Team will arrange suitable practice placements for you and as part of your clinical experience you will be supported in your placement by a nominated clinical coach and the wider multidisciplinary team. During clinical placements, you will be required to complete practical and academic work. You will have access to support from your module tutors with support material available on both your module and programme pages on moodle. On placement, you will receive at least one support visit from The College of Animal Welfare to monitor progress and you can also access support from the university should any problems arise which might make it difficult to complete your placement. During your time in practice you will have the opportunity to develop and demonstrate competence in veterinary nursing clinical skills. Your hours, experiences and standards of competence in practice will be recorded as evidence of the "day one" clinical skills that are expected of all qualified veterinary nurses when they join the RCVS register. Modules will be completed while on placement and you will receive learning materials and academic support through Moodle. At the end of third year there is an opportunity to spend a fifth trimester within a veterinary practice, should you need to catch up on any of the RCVS requirements.

Five trimesters will be spent at the university studying academic modules and the final trimester in Year 4 is dedicated to research for the Honours project. Most modules on the programme are a compulsory part of the programme of study and must be successfully completed to gain the final award. However, there are three opportunities to select option modules to enable you to tailor your programme to your own interests or needs. For some modules you may be taught with others from a range of different programmes so that you will gain a broader experience of student life, although for tutorials you will be in smaller groups of fellow veterinary nursing students. University based modules represent approximately 200 hours of student learning and assessment, however practice placement modules will require between 375 - 525 hours to achieve. These practice hours count towards your RCVS professional registration hours. All modules – with the exception of the Honours Research Project module – have a credit value of 20 credits.

The BSc Honours programme consists of 480 credits in total:

• 80 credits are achieved through the 4 essential Practice Placement modules. These are delivered by the College of Animal Welfare (CAW)

• 280 credits are achieved through 14academic modules. 9 of these are delivered by Edinburgh Napier University lecturers and 5 by lecturers from the College of Animal Welfare

• 60 credits (3 modules) are achieved by option modules which are delivered either by the College of Animal Welfare or the university

• 60 credits are achieved through the Honours research project module and this is delivered by the university'

3.5 The following shows the module schedule and associated levels:

LEVEL 7 MODULES
Veterinary Anatomy & Physiology
Principles of Animal Care
Foundations of Veterinary Nursing
Veterinary Pathology
Anthrozoology
Veterinary Nursing Practice Placement 1
LEVEL 8 MODULES
Application of Small Animal Nursing Care
Veterinary Nursing Practice Placement 2
Vet. Theatre N. and Anaesthesia
Wildlife Care and Conflict *(option)*
Equine Science *(option)*
Diagnostics for Veterinary Nurses
Veterinary Nursing Practice Placement 3a
LEVEL 9 MODULES
Vet. Nursing of Exotic Species
Clinical Nutrition and Pharmacology *(opt)*
S. Supply of V. Medicines (SQP) *(option)*
Animal Welfare Science
Veterinary and Scientific Ethics
Veterinary Nursing Practice Placement 3b
Workplace Prof. Development *(option)*
VN Practice Placement 4 *(option)*
LEVEL 10 MODULES
Applied Animal Behaviour for VNs
Specialised Veterinary Nursing
Emergency and Critical Care
Honours Project (60 credits)

3.6 The University continues:
 ' If you meet the above progression requirement in addition to achieving all the RCVS
requirements for registration as a Veterinary Nurse, but decide not to continue your studies
or should you be unable to do so for any other reason, you will be entitled to receive a BSc
Veterinary Nursing and be eligible to register as a veterinary nurse with the RCVS'.

Clarity is required, in the student facing documentation, about which programme is being accredited.
It was discussed at the accreditation event that the final accredited award leading to entry on to the
Register for Veterinary Nurses will be the BSc (Hons) in Veterinary Nursing. Reference to entry to the
Register with a step off award must be removed from all documentation.

3.7 The non- license to practice step-off award will be a BSc in Animal Health.

3.8

Year	Trimester 1	Trimester 2	Trimester 3	Hours	Ongoing Hours / Weeks Total
1st Year	n/a	n/a	12 weeks 5 days per week 450 hours	450 hours	12 weeks 450 hours
2nd Year	14 weeks 5 days per week 525 hours	n/a	12 weeks 5 days per week 450 hours	975 hours	38 weeks 1425 hours
3rd Year	n/a	10 weeks 5 days per week 375 hours	+/- 6 weeks (option) 5 days per week 225 hours	375-600 hours	48-54weeks 1800-2025 hours
4th Year	n/a	n/a	Graduation		

3.9 Modules:

Foundations of Veterinary Nursing Theory

LO1: Develop an awareness of the legal and professional frameworks that apply to the role of the veterinary nurse within a multidisciplinary team (RCVS day one skills section 1)

LO2: Gain an appreciation of the nursing process in relation to veterinary nursing
care and management for patients with differing needs and the importance of working effectively as a member of the multidisciplinary team (RCVS day one skills section 2, 3, 4, 8)

LO3: Recognise the requirements of nursing care in accordance with best practice, due regard to animal welfare and resources available (RCVS Day one skills section

3, 4 & 8)

LO4: Outline the role of the nurse in supporting clients and providing advice for patients with a range of differing needs (RCVS day one skills section 2 & 4)

It is not clear how students will be able to demonstrate 'develop an awareness' and 'gain an appreciation of..' in a measurable and standardised way.

There were no assessment elements listed for this module.

Anatomy and physiology

LO1: Outline the musculoskeletal, digestive, sensory and reproductive anatomy of the dog and cat

LO2: Recognise clinically relevant anatomical features, landmarks, cavities and terminology of the dog and cat

LO3: Relate anatomical features and physiological processes to nursing care

LO4: Define the function of the major body systems in a healthy animal

LO5: Recall the functional anatomy of the reproductive organs of male and female cats and dogs

LO6: Relate an insight into genetics and its implications for animal breeding programmes

Summative assessment

1. Ten 300-400 word, illustrated monographs based on 10 body systems, covering learning outcomes (LO 1 - 6). Monographs with be submitted progressively from week 2 -13. 80% of module assessment.
2. Thirty minute supervised VLE based examination, containing 30 unseen multiple choice questions covering learning outcomes (LO 2) in week 10. 20% of module assessment.

Principles of Small Animal Care
LO 1: Identify hazards and select the appropriate techniques and equipment for the safe handling and restraint of animals
LO 2: Explain how the health of small animals can be promoted and maintained through appropriate husbandry techniques
LO 3: Recognise indicators of health in animals and perform a clinical examination
LO 4: Develop personal skills which can be applied in the veterinary practice setting

Exam in week 14 or 15: Two hour written paper, containing 30 multiple choice and 3 structured essay questions covering all learning outcomes

Anthrozoology
LO1: Gain an appreciation of the interactions between human and non-human animals in history
LO2: Develop an insight into the bond between human and non-human animals and identify the positive and negative effects of these relationships
LO3: Demonstrate knowledge of, and advocate respect for different cultures, values, views and beliefs in relation to non-human animals
LO4: Explore the roles of non-human animals in society

Group Presentation: Groups of 4 or 5 students deliver an oral presentation using PowerPoint slides on one non-human animal species. This should cover all learning outcomes. Each student must deliver part of the presentation and questions will be asked of each student at the end of the presentation. The overall mark for the group presentation makes up 50% of each individual student's final mark. In addition, students individually must submit a written transcript of their part of the presentation with references and an outline of their contribution to the group work. This will make up the remaining 50% of their individual final mark.

It is unclear which Learning Outcome is being covered with the second assessment element.

Veterinary Pathology
LO1: Relate disease conditions to their inciting agent
LO2: Develop an insight into the epidemiology of specific diseases affecting cats, dogs and exotic species
LO3: Describe the pathological processes involved in common diseases of cats, dogs and exotic species
LO4: Gain an appreciation of the clinical nursing requirements of disease processes:
Centrally Timetabled Examination 100% LOs 1 - 4 2 Hours

Veterinary Nursing Practice 1
12 week placement period. 450 Hours towards professional registration
LO 1: Develop an awareness of the operational requirements of a veterinary practice
and legislation related to a veterinary business.
LO 2: Refer to the legal and professional framework that governs veterinary nursing within daily
duties.
LO 3: Acquire knowledge of and skills in nursing support required for hospitalised patients in
accordance with best practice and due regard to animal welfare.
LO 4: Gain an appreciation of working effectively as a member of a multi-disciplinary team in the
delivery of services.
LO 5: Gain an awareness of the delivery of nursing care and management in the interests of the
patient and with regard to resources available.

Personal portfolio of evidence that consists;
- RCVS day one skills log to record demonstration/demonstration back and
claiming experience with reflective commentary. Completion of set % target.
- Behavioural tool to review development of employability skills within practice
- Register of hours
- Reflective training log
- Tutorials and self-appraisals to identify individual progress/development areas
with personalised action plan these.

Applications of small animal nursing care
LO1: Develop insight into care planning of patients with a range of differing surgical and medical
needs, with regards to resources available, as part of a multidisciplinary team (RCVS day one skills
section 2 & 3, 4, 5, 6, 7, 8, 9 &10).
LO2: Utilise a problem-solving approach to the provision of nursing care to patients with range of
differing needs in accordance to best practice and due regard to animal welfare, as part of a
multidisciplinary team (RCVS day one skills - all sections).
LO3: Explore the application of pharmacy legislation in practice, the selection, administration and
monitoring of veterinary medicines as part of care planning for patients with a range of differing needs
(RCVS day one skills section 1, 2, 3, 4, 6, 7, 10).
Oral Assessment 100% LOs 1-3 0.25 Hours;15minute professional discussion scheduled week 14/15
via central exam timetabling. Based on one question from a pre-circulated list of 6. Questions
provided in week 2 and linked to module content and formative assessment.

Veterinary Nursing Practice 2
LO 1: Develop an insight into operational requirements of a veterinary practice and legislation related
to a veterinary business in the delivery of a range of services.
LO 2: Explore the ethical, legal and professional responsibilities of the veterinary nurse in relation to
patients, clients, society and the environment.
LO 3: Utilise a problem-solving approach to the nursing care and management required for a range of
patients with differing needs in accordance with best practice and due regard to animal welfare.
LO 4: Make observations of the nursing care/management required for a range of patients with
differing needs, taking into account evidence-based practice.

LO 5: Perform effectively as a member of a multi-disciplinary team in the delivery of a range of veterinary services.

Personal portfolio of evidence that consists;

- RCVS day one skills log to record demonstration/demonstration back and claiming experience with reflective commentary. Completion of set % target.
- Behavioural tool to review development of employability skills within practice
- Register of hours
- Reflective training log
- Tutorials and self-appraisals to identify individual progress/development areas with personalised action plans.
- 1200-1500 case study based upon one patient nursed within 14week placement from a prescribed list of medical/surgical options.

Learning Log 70% ALL LOs

Diagnostics for Veterinary Nurses

LO1: Develop insight into the appropriate procedures required to conduct diagnostic imaging and other techniques, and report the results

LO2: Perform reliable and valid laboratory analysis by a variety of means, to include making observations and reporting the results

LO3: Explore the role of the veterinary nurse within the multi-disciplinary team in the delivery of a range of diagnostic services

LO4: Use a problem-solving approach in applying principles of evidence-based veterinary nursing within diagnostic services

90 minute short-answer scenario based examination week 14/15 to measure underpinning understanding of the range of diagnostic techniques available. This assessment will be case-based and explore academic reasoning and clinical judgement skills gained by the individual within the module

Veterinary Theatre Nursing and Anaesthesia

LO1: Explore the role of the surgical nurse as part of a multidisciplinary team, supporting colleagues, patients and clients (RCVS day one skills section 1, 2, 3, 4 &9)

LO2: Develop insight into the appropriate procedures required to conduct anaesthesia, surgery and nursing care to a range of patients in accordance with best practice and due regard to animal welfare (RCVS day one skills section 1, 2, 3, 4 & 9)

LO3: Utilise a problem solving approach in applying principles of evidence-based veterinary nursing to meeting the differing needs of anaesthetised and surgical patients; to include a range of procedures, colleague requirements and associated record keeping (RCVS day one skills section 1, 2, 3, 4 &9)

3 x 25 MCQ in-class tests covering the key elements of patient care, anaesthesia and theatre. The average mark across all three in-class tests will be the overall grade awarded.

This is non- compliant with RCVS Standard 5a which states:

'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 Day One Skills for Veterinary Nurses.'

The University must review the assessment strategy for Veterinary Nursing and Anaesthesia to ensure it is compliant with RCVS AO/HEI Standard 5a.

Veterinary Nursing Practice Placement 3a
LO1: Develop an insight into operational requirements of a veterinary practice and legislation related to a veterinary business in the delivery of services
LO2: Explore the ethical, legal and professional responsibilities of the veterinary nurse in relation to patients, clients, society and the environment
LO3: Utilise a problem-solving approach to the nursing care and management required for a range of patients with differing needs in accordance with best practice and due regard to animal welfare
LO4: Make observations of the nursing care/management required for a range of patients with differing needs, taking into account evidence-based practice
LO5: Perform effectively as a member of a multi-disciplinary team in the delivery of a range of veterinary services

Personal portfolio of evidence that consists;
RCVS day one skills log to record demonstration/demonstration back and claiming experience with reflective commentary. Completion of set % target
Behavioural tool to review development of employability skills within practice
Register of hours
Reflective training log
Tutorials and self-appraisals to identify individual progress/development areas with personalised action plans
1200-1500 case study based upon one patient nursed within 12 week placement from a prescribed list of medical/surgical options

Veterinary Nursing Care of Exotic Species
LO 1: Compare and contrast the anatomy and physiology of common exotic species
LO 2: Provide a rationale for the appropriate handling and husbandry of exotic species in relation to their biological needs, natural environment and relevant legislation.
LO 3: Relate common health conditions of exotic species to their physiology and husbandry
LO 4: Utilise a problem solving approach to the nursing care of exotic species

Recorded Lecture Presentation: this will take the form of a recorded narrated slide show lasting no more than 12 minutes. It should be based on a case students have dealt with in practice. It must demonstrate competence in all learning outcomes. In addition to submitting the recorded lecture, students also submit their lecture script which must be fully referenced and should be 2000 words in length.

Both of the presentation and the lecture script are weighted as 100% together. It is unclear whether a single marking grid would be used to assess the quality of both the presentation and written work. If two different grids are used, it could be more transparent for students to see how they can attain marks if the assessments were split into two components and marked separately.

Wildlife Care and Conflict

LO1: Apply a knowledge of wild animal species to practical situations

LO2: Utilise a problem solving approach to the care of wildlife casualties

LO3: Critically reflect on the principles of wildlife rehabilitation

LO4: Examine the relationships between humans and wildlife to identify and reflect on where there are benefits for or conflicts between both groups.

A report in the form of a Technical Note examining an individual species of the student's choice will submitted in week 13. This will demonstrate knowledge and understanding of all 4 learning outcomes.

Report 100% 1, 2, 3, 4 (All LOs) 4 sides of A4

This is to be taught via the moodle. When questioned, the students felt that learning via the moodle was not optimal for their learning style, and that they had no prior training in self-directed learning in the first year.

Equine Science

LO1: Describe the biological needs of equines specific to health, welfare and general husbandry

LO2: Consider common equine metabolic diseases and management strategies

LO3: Explore equine anatomy in relation to exercise physiology and anatomical training adaptations

LO4: Develop insight into equine reproductive physiology and emerging reproductive technologies

LO5: Demonstrate knowledge of equine industry, professions and the horse human relationship

Students should submit a 2500 word essay in week 15 which is aligned with LO's 1 - LO5. The essay topics are self-selected from a list provided on Moodle in week 8 (LO1 – LO5). Students must ensure the essay demonstrates a rationalised and balanced approach to the differing opinions being suggested in the literature which must then be evidenced throughout the essay using an appropriate scientific written style. Students will be assessed on their ability to select and review appropriate literature and essay writing skills for the corresponding level of study. Students should address the criteria of this essay assignment (LO1 – LO5) as set out in the module handbook and assessment brief and also as detailed in the essay guidance provided by the module leader and posted on Moodle.

Animal Welfare Science

LO1: Analyse the factors which influence quality of life and relate these to physiological and behavioural indicators of welfare

LO2: Evaluate objective methods by which animal welfare may be assessed

LO3: Demonstrate how scientific assessment of animal welfare can be applied in practical situations

LO4: Collect, analyse and present data derived from personal research in the context of previously published literature

Each student creates and submits an individual scientific poster based on their own research, which demonstrates competence in all learning outcomes in week 12. In addition students submit an individual concise report on their project in the style of a conference hand-out. This should be four sides of A4. Posters will be displayed at organised poster sessions to allow staff and peers to view work. Students will be required to defend their research and poster through oral questioning. *(This provides a formative opportunity to gain confidence and experience in skills required at scientific conferences.)*

Veterinary and Scientific Ethics

LO1: Apply ethical theories to critique the uses of animals in society

LO2: Utilise a problem solving approach to apply ethical decision- making to real life situations

LO3: Evaluate arguments for and against a range of veterinary procedures.

LO4: Prioritise legal and professional responsibilities in relation to animals in a variety of different environments

2,500 word Essay demonstrating competence in all learning outcomes. The subject of the essay will be an ethical dilemma experienced by the student in practice.- in assessment scenarios are given.

Veterinary Nursing Practice Placement 3b

LO1: Critically reflect on the operational requirements of a veterinary practice and legislation related to a veterinary business in the delivery of services

LO2: Apply knowledge of the ethical, legal and professional responsibilities of the veterinary nurse in relation to patients, clients, society and the environment

LO3: Utilise a problem-solving approach to the nursing care and management required for a range of patients with differing needs in accordance with best practice and due regard to animal welfare

LO4: Formulate and document the nursing care/management required for a range of patients with differing needs, taking into account evidence-based practice

LO5: Demonstrate your ability to work effectively as a member of a multi-disciplinary team in the delivery of a range of veterinary services

Personal portfolio of evidence that consists;

RCVS day one skills log to record demonstration/demonstration back and claiming experience with reflective commentary. Completion of set % target

Behavioural tool to review development of employability skills within practice

Register of hours

Reflective training log

Tutorials and self-appraisals to identify individual progress/development areas with personalised action plans

OSCEs are placed in this module.

Workplace Professional Development

LO1: Construct an Independent Learning Agreement commensurate with SCQF Level 9

LO2: Demonstrate critical thinking and reflection in relation to academic, intellectual, personal and professional needs

LO3: Produce a portfolio of evidence to meet the agreed outcomes contained in the Learning Agreement

The summative assessment will be the submission of a portfolio (maximum 4,000 words). The student's personal learning outcomes and the Learning Agreement (LO 1) will form the basis for planned learning which will be documented in a portfolio of evidence of attainment. The portfolio should contain critical and reflective analysis and evidence of application of theory to practice (LOs 2 & 3). The assessment is operationalised by the student producing a portfolio of documented evidence of attainment of their individual learning outcomes as specified in their learning agreement. All

learning outcomes must be achieved and the portfolio completed by the end of the module.

This module is optional, but only for students who have completed the Day One Skills portfolio. At the accreditation event the module content was discussed, and the University confirmed that this was a professional experience module which would allow students to choose a placement away from the normal general practice environment to broaden their skills and experience. This did not emerge through the documentation submitted, and the University is advised to add in reference to this in order for the students to fully comprehend the module opportunities prior to making their decision on which module to select.

Veterinary Nursing Practice Placement 4
LO1: Apply knowledge of the ethical, legal and professional responsibilities of the veterinary nurse in relation to patients, clients, society and the environment
LO2: Utilise a problem-solving approach to the nursing care and management required for a range of patients with differing needs in accordance with best practice and due regard to animal welfare
LO3: Formulate and document the nursing care/management required for a range of patients with differing needs, taking into account evidence-based practice
LO4: Demonstrate your ability to work effectively as a member of a multi-disciplinary team in the delivery of a range of veterinary services
LO5: Illustrate an ability to plan and meet own learning needs in the clinical environment, increasing independence through assessment, implementation and evaluation in the delivery of veterinary nursing care/management.

Personal portfolio of evidence that consists;
RCVS day one skills log to record demonstration/demonstration back and claiming experience with reflective commentary. Completion of set % target
Behavioural tool to review development of employability skills within practice
Register of hours
Reflective training log

Clinical Nutrition and Pharmacology
LO1: Apply knowledge of the principles of pharmacodynamics and pharmacokinetics
to companion animal anatomy and physiology
LO2: Examine the relationship between mode of action, indications and contraindications of groups of drugs
LO3: Explore the role of clinical nutrition in the prevention and treatment of common diseases
LO4: Extract core issues relating to legislation for Pharmacology and Pharmacy
A single time-limited closed book examination held in Week 14/15 and accounts for
100% of the final module mark (LO's 1-4).
The examination consists of multiple choice questions which sample students' knowledge across the range of the module content and 3 – 4 longer answer questions which will allow students to demonstrate a deeper understanding in a more limited range of topics.

Supporting the supply of veterinary medicines (Suitably Qualified Persons)
LO1: Apply knowledge of the principles of pharmacodynamics and pharmacokinetics to the role of the Suitably Qualified Person (SQP), in order to provide client advice and patient support.

LO2: Utilise a problem-solving approach to the provision of appropriate prescriptions for a range of conditions affecting companion animal species.

LO3: Apply legal principles, Veterinary Medicine Directorate guidance notes and the Code of Practice for Suitably Qualified Persons to the role of a SQP in prescribing companion animal medicines and client support.

LO4: Demonstrate an understanding of the principles of safe and effective supply, distribution, dispensing, storage and disposal of companion animal medicines.

Two components;

1. 4 x MCQ and short answer on-line tests week 4, 6, 9 & 12 (time-limited, supervised open book examinations). Each weighted at 25%. All on-line tests have to be completed, which account for 100% of the module mark; with an average grade being calculated across all 4 tests. This will allow the learner to demonstrate a deeper understanding of the subject throughout the module.

Note - In order to gain SQP (companion animal species) a timed unseen practical examination is required to address the SQP practical competences. This would be conducted on an individual basis for those that wished to complete this assessment within week14/15.

The University may wish to review the wording in the assessment section as it states there are two components, which are then labelled as a number 1 and 'note'. It was confirmed at the accreditation event that this module may be seen as a pre-cursor to the external Suitably Qualified Person qualification. The University should note that if this module is assessing any RCVS DOC/DOS, that there may be no compensation between the assessment elements of the modules.

Applied Animal Behaviour for Veterinary Nurses

LO1: Examine the relationship between the natural behavioural repertoire of animals and quality of life

LO2: Explore the factors which can influence the development of behaviours in animals

LO3: Evaluate the range of interventions used in behavioural modification and Management

Summative assessment:

Students will be required to critically evaluate the concepts in the Learning Outcomes, in relation to a case study using evidence from a range of sources, and exercising judgement.

Report 100% LOs 1 - 3 3,500 Words

Emergency and Critical Care for Veterinary Nurses

LO1: Appraise triage and patient monitoring techniques

LO2: Analyse nursing methods used in emergency care situations

LO3: Critically reflect on current methods in emergency care nursing in human and veterinary fields

LO4: Defend chosen methods of nursing an emergency case

Essay: this will take the form of a 3,000 word reflective essay based on a case which students have dealt with in practice. This will support and stimulate further learning and relates theory to practice.

This module is to be taught via the moodle. If related to DOC/DOS, this module will need an element of unseen examination.

Specialised Veterinary Nursing

LO 1: Appraise specialised nursing theory within veterinary practice with regards the ethical and legal responsibilities of the nurse in relation to patients and clients.

LO 2: Evaluate evidence-based veterinary nursing and clinical governance in terms of nursing care and management of a diverse range of patients.

LO 3: Extract core issues in relation to specialised nursing care and management of a range of patients and manage these with due regard to animal welfare and resources available.

LO 4: Critically reflect upon the economic and emotional context in which the veterinary nurse and the multi-disciplinary team operate.

90 minute short-answer scenario based examination week 14/15. Examination consists of two sections; A is a compulsory section with 3 questions, whilst section B contains 2 questions and the student must answer 1 of their choice.

Veterinary Nursing Honours Project

LO1: Derive a project proposal, based on identification and review of relevant literature, consideration of ethical guidelines, experimental design and statistical analysis, and safety considerations

LO2: Develop a programme of independent research, using appropriate investigative techniques and research tools

LO3: Organise and analyse data derived from research in order to test appropriate hypotheses; archive and collate information collected in a way that facilitates data sharing and reproduction of results obtained

LO4: Synthesise results and evaluate them in the context of previously published information; present summary of work as a written report and poster

The summative assessment is based on the production of the final written thesis and poster presentation. The thesis will be written in a concise, scientific paper-style format. Posters will be displayed at organised poster sessions to allow staff and peers to view work undertaken and also assessment of the actual posters by staff.

3.10 There were multiple differences in the formatting of the module descriptors, one module (equine) still has all the tracked changes evident. It is still not entirely clear who the students contact if they need support while on placement.

The RCVS DOC/ DOS appear to be mapped over most modules. This makes it difficult to ascertain when final competency will be awarded in each DOC and DOS, and also which modules the RCVS compensation requirement and the RCVS unseen examination requirement are to be applied. The University must therefore map the RCVS DOC and DOS only to the modules where part or all of them are to be assessed. The University should be mindful that compensation between assessment elements within modules and across modules assessing the RCVS DOC and DOS is not permitted.Modules assessing RCVS DOC and DOS must also contain an element of unseen examination.

3.11 The programme continues to meet the requirements of a licence to practise qualification in terms of the time spent actively engaged in learning (guided learning hours and clinical placement). The programme has reviewed its clinical placement hours in line with RCVS registration rules and has incorporated the minimum requirement of 1800 hours of work experience within the first four veterinary practice placement modules. Module design, delivery and assessment to include contact

hours have been reviewed in line with student feedback and Edinburgh Napier's 2020 strategy to reflect a programme focussed approach, with development of independent learners as partners.

3.12 All modules are 20 credits with a 60 credit honours project. This gives a notional student time of 4,200 hours without options.

3.13 Programme specific dates
1st year students will be away from the university and out on placement in veterinary practices during Trimester 3
2nd year students begin the academic year in practice during Trimesters 1 and are out again in practice in Trimester 3.
3rd year students are in practice in Trimester 2 for 10 weeks and may also choose to spend part of Trimester 3 in practice.
4th Year students may complete further time in practice in Trimester 2 during which time they work on their Honours research project.

3.14. A variety of assessment methods are employed, including unseen examination, report writing, presentation and professional discussion. A sample assessment for Anthrozoology was submitted, and included details of the presentation and report the student should produce. It is uncertain how the LOs are being assessed by the report:

3.15 No sample theory examination material was submitted.

3.16. An e-portfolio will be used to log RCVS Day One Skills. This was not viewed at the accreditation visit.

Suggestions

a. The University should ensure the programme is cross referenced to the QAA Benchmarks for Veterinary Nursing in all student facing documentation.

b. The University may wish to review the second assessment element in Anthrozoology to ensure 50% of the marks are being reasonably awarded.

c. The University may wish to expand the module descriptor for the Workplace Professional Development module, to accurately reflect that students will be able to choose a practice environment away from general practice to broaden their skills and experience.

d. The University may wish to consider separating the assessments for the Exotics module, to make it more transparent for students to see how they can accrue marks.

e. The University may wish to review the online learning element in some modules to ensure the students are receiving the same learning experience as face to face teaching.

Actions

a. The University must supply a mapping document to the RCVS DOC/DOS that outlines where these skills and competences will be assessed and completed. The University should be mindful that all of these modules must have an element of unseen examination, and will not be permitted any compensatory mechanism within or between modules.

b. The University must remove reference to the LANTRA National Occupational Standards, as they have been superseded by the RCVS Day One Competences and Day One Skills for Veterinary Nurses. In addition, for clarity, there should be no reference to other awarding organisations programmes.

c. Reference to entry to the Register with a step off award must be removed from all documentation.

d. The University must review the assessment strategy for Veterinary Nursing and Anaesthesia to ensure it is compliant with RCVS AO/HEI Standard 5a.

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 '*Admission requirements.*
To enter this programme at the start of Year 1 you must have either:
• *at least 4 Scottish Highers at BBBB grades or above including a science (biology preferred)*
• *at least 3 GCSE A Levels at BCC or above including a science (biology preferred)*
• *at least 4 ILC at Higher Level at B1 or above including English and a science (biology preferred)*
• *a HNC, BTEC extended or equivalent qualification in Animal Care, Animal Management, Equine Science, Applied Sciences or a related subject at B or a merit grade.*

Plus Professional body requirements
At least 5 Scottish national 5 /GCSE/ILC Ordinary at C/C/B3 or above, including
English, maths and a science.'

4.2 The University must note that the above is not a requirement of the RCVS, and reference to this requirement must be removed from all documentation.

4.3*. '**Plus work experience requirements**
The equivalent to four working weeks (20 working days) work (paid or voluntary) experience in a veterinary practice observing the role of a Veterinary Nurse
Plus English language requirements.
As all learning, teaching and assessment activities are conducted in English, if your first language is not English you must have a minimum International English Language Testing System score of 7.00 with all four elements having a score of at least 656.5 (to align with the Royal College of Veterinary Surgeons entry requirements)

(http://www.rvc.ac.uk/study/undergraduate/bsc-veterinary-nursing#tab-entryrequirements)'

The University has submitted this link to another University webpage within the programme handbook. It is referenced in the precluding sentence as '*to align with the Royal College of Veterinary Surgeons Entry requirements'*

This is incorrect and the link must be removed.

4.4 ***Entry to this programme is not possible in Years 2, 3 or 4:***
In order to meet the professional criteria set out by the Royal College of Veterinary Surgeons it is essential to complete the assessments and practice placement hours in Year 1, Year 2 and Year 3. Registered Veterinary Nurses may be eligible for direct entry into later years via the top-up route.

4.5 List of all staff responsible for developing and quality assuring the proposed qualification(s)

Jane Stirling MA, TQFE, MSc, Cert. VN, PGDip Veterinary Nursing Programme Leader Permanent 37.5 hours CV states teaching qualification for further education. Two masters degrees.
Andrew Coe BVet Med MSc MRCVS Lecturer Permanent 24
Rachel Sikora RVN, BSc (Hons) Lecturer Permanent 19 hours CV states the RCVS awarded her registration in 2016.
David Smith PhD, MSc, BSc (Hons) Cert Ed Lecturer Permanent 37 5
Jodie Smith BSc (Hons), PG Cert. Lecturer Permanent 37.5 hours College of Animal Welfare- professional development award in Teaching in Further Education at SRUC
Karen Hibell BA (Hons), Cert Ed, RVN, A1/V1 MIfL Centre Manager Permanent 37.5. CPD clinically and managerial focussed. Business Management quals.
Jennifer Marshall RVN, BSc (Hons) Senior Lecturer Permanent 37.5 hours. No teaching qualifications listed. CPD shows hours but not the content of the sessions.
Nina Tomlin BVetMed, MRCVS, MSC, TQFE Lecturer Permanent 37.5 hours CPD hours for previous three years not listed.
Claire Edgington BVM&S Lecturer Permanent 37.5 hours No teaching qualifications listed, no CPD detailing the previous three years training submitted.
Danielle Lough RVN, BSc (Hons) Internal Quality Assurer Permanent 37.5 hours. Presenting CC training and standardisation down as CPD- if part of normal job description this cannot be used as CPD (unless first time) No quality qualifications? No teaching qualifications submitted.
Nicola Watson RVN Internal Quality Assurer Permanent 37.5 hours. Assessor qualification. CPD within 2018 did not include any quality assurance. CPD for previous years not stipulated.
External Examiner Sue Badger RANA, Cet Ed, Med. External Examiner Casual 4 year appointment. CPD not submitted.

Edinburgh Napier University must confirm how their own external examiner policy is being upheld.
'External Examiners normal term of office should be for 4 academic sessions. In exceptional cases, this can be extended by 12 months to make the maximum period of appointment 5 years.'

The University must supply the RCVS with the support in place for all unqualified lecturers.

CPD records for all professionally registered staff were submitted, containing the number of hours and activity undertaken. There was no information provided on the content of CPD undertaken.

4.6. The CPD policy states that all academic staff will undertake to gain the appropriate qualification for teacher training. It is not clear how all staff CVs are congruent with this policy. The CPD policy states that further training requirements for the purposes of the individuals job are identified within the probationary period. Following that, annual appraisals will be used to identify skills gaps.

4.4 QAA report for Edinburgh Napier submitted, no action required.

Suggestions

None.

Actions

a.   The University must remove reference to the RCVS governing the admissions requirements for the programme.
b. The University must remove reference to another University website and associating RCVS requirements with the content of the web link.
c. The University must supply the RCVS with the support in place for all unqualified lecturers.
d. The University must supply detailed CPD undertaken by all professionally registered staff within the last three years.
e. Edinburgh Napier University must confirm how their own external examiner policy is being upheld. *'External Examiners normal term of office should be for 4 academic sessions. In exceptional cases, this can be extended by 12 months to make the maximum period of appointment 5 years.'*

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 Comprehensive university wide assessment strategies were included. These describe the different types of assessment and the processes in place to ensure assessments are valid, reliable and cost effective. They cover the design of assessments, marking strategies and feedback for

students. When looking at the specific veterinary nursing programme it was not entirely clear how the processes would be/are being implemented.

5.2 A chart was included identifying the different assessments used for each module. A wide range of assessment methods were included.

5.3 Grading criteria are in place for written assessments/examinations. These show that a student achieving 40% in written assessments/examinations will have achieved minimal competence, whilst those who achieve below this mark will not yet be competent.

5.4 Assessment briefs were supplied for several modules. These included a reminder to students that they must not breach confidentiality when using information in assessments relating to their time working in veterinary practice.

5.5 It is unclear from the submission how the pass mark is set or the practical assessment. There is information in the examiner instructions (page 3) which appears to indicate that it is the individual examiner who decides if the candidate passes or fails the practical skill. If this is the case then this is not a valid or transparent method for setting the pass mark.

5.6 The following policies are in place
  a. Policy for applicants with declared disabilities – This follows the Equality Act 2010. The document outlines that reasonable adjustment will be made subject only where the essential course competent standards are met.
  b. Extenuating circumstances regulations – giving the option to extend, defer or to have the circumstances considered retrospectively. It also outlines when circumstances are unlikely to merit consideration within the policy.
  c. Fitness to practices regulations appears comprehensive. This policy would benefit from referring readers to any regulatory fitness to practice guidelines.
  d. Regulation for Academic appeals in place.

5.7 RPL policy states:
'RPL should not be conflated with the admissions process and does not apply to students covered by articulation agreements or who articulate directly into advanced stages of the programme by means of a straightforward admissions decision based on their certificated learning. The admissions process decides whether students are eligible to enter a University programme. RPL determines the advanced stage at which a student might enter the programme and which individual modules might be credited. However, consideration of RPL may often happen at the same point as the admissions decision.'

There is no mention of the RCVS requirements as part of the RPL process.

5.8   The examination security process provided was an extract from the Edinburgh Napier University Data protection code of practice. This refers to the Data protection Act 1998. This needs to be revised in light of the introduction of the General Data Protection Regulation (GDPR) in May 2018. The document only covers what can and cannot be disclosed to candidates but does not cover the security processes in place to prevent assessment material being accessed by people who do not have permission to access it.

5.9 The moderation policy states:

…. in the interests of objectivity, the internal moderator should normally not have marked any of the submissions in question, though it is recognised that moderation within teaching teams may be the most practicable approach in the case of large modules;

…consistency in internal moderation is more likely to be achieved with a minimum number of people being involved in each moderation event. This will be dependent on the number of markers involved each time a module is assessed and the type and scale of assessment;

… internal moderators should be identified by the subject group, for specific modules and diets on an annual basis, with consideration given to lecturers' experience, personal development and subject knowledge;

… internal moderators should assess the consistency of intra- and inter-marker reliability;

… moderators should draw a sample of the top, mid and lowest grade work for each marker. This sample is drawn for the purpose of direct comparison between markers and to satisfy the moderator that the marker has awarded a mark or grade that is consistent with the marking criteria; in respect of the volume of work to be moderated, a square root sample would normally be appropriate.

…Where very small numbers are being assessed, it may be appropriate to moderate all scripts; since moderation involves only a sample of student work, there will be a number of students whose work is not moderated. Moderators should not alter individual students marks/grades, as this could unfairly advantage or disadvantage those students whose work was sampled;

….should the process of moderation reveal inconsistencies or problems of a serious nature, the normal outcome would to re-mark all of the assessments from which the sample has been drawn.

At the accreditation event it was discussed with the students that there is a three week turn around for moderated marks to be released. The University must confirm that this period is not altered should an entire cohort re-mark be required.

5.10 Design and development of the practical assessment was outlined in the submission. Many of the other documents submitted as evidence for section 5 follow a process in such a way that any employee could follow them and achieve a standardised outcome. This is not the case with the TLPA. Information was provided in the following documents:

- A brief overview of the examination is described in one document – This describes the examination as a Time Limited Practical Assessment (TLPE) It is not clear why the term Objective Structured Clinical Examination (OSCE) is not used because the examination appears to be an OSCE with tasks similar to those used in other OSCEs. It also outlines that there will be 12 tasks each one with a checklist marking scheme. In addition to providing the marks the examiners will also provide a global score. There is also an indication that examiners will be RVNs or MRCVS and any new examiners will undertake training. The moderation process is also briefly outlined. This document was too brief to enable the RCVS to confirm the appropriateness of this assessment method.

- A grid was provided containing a list of TLPA tasks referenced to the RCVS Day One Skills and Day One Competences. They also appear to be referenced to City & Guilds but it was unclear what the numbers refereed to or the relevance of this.   In addition the Lantra National Occupational Standards 2010 and RCVS OSCEs published in 2010 and now no longer in use where referenced. All references not relevant to the qualification should be removed.

- RCVS Day One Skills 1.4, 1.5, 2.6, 2.8, 2.9, 2.10, 3.5, 4.1, 4.5, 4.6, 4.10, 4.12, 4.13, 5.5, 6.4, 6.5, 6.6, 6.7, 8.1, 8.5, 9.3, 9.4, 9.6, 9.12, 9.13, 10.4, 10.5 and 10.6. do not appear to be assessed via the TLPE and others might only partially be assessed. The university must provide reasons why some skills are not covered or are only partially covered,
- Lead Examiner TLPE protocol - The Lead examiner information provided an overview of the role of the Lead Examiner before during and after the examination. The lead examiner is responsible for evaluating the validity and reliability of the examination. Areas to be analysed and reported on are detailed.
- Candidate Examination Guidance Notes - Before entering the examination candidates must complete the pre-requisite modules and a set percentage of the E-portfolio. The quantity needs to be confirmed. The candidate guide also details information not seemingly provided elsewhere. For example, information is provided about the length of each station (6 minutes) and that there will be 2 rooms and 6 booths. There is also information about the timing system and time warning,
- TLPE Examiner instructions – The examiner instructions were again very brief and need expanding. It appears that the examiner has to provide details if the student has passed/failed but it is unclear what a student has to do to achieve a pass. There is an indication that this rests with the examiner '*the decision on whether a student has achieved/not achieved a step or has been awarded a pass or fail rest with the examiner'*
- TLPE task examples- The examples of TLPE tasks appear to mirror the OSCE stations used by other Awarding Organisations and Higher Education institutions. It continues therefore to be unclear why this exam is called TLPE. Each task contains a scenario, equipment list, instructions about how to set up the station, marking notes and key steps. On the mark sheet the examiner is required to indicate if the candidate has omitted or not achieved the step. Is it always possible to differentiate between the two? The equipment list does not identify the quality of each item to be made available. For instance, how, many tablets will be presented. Will these be the actual drug or a substitute? Very little information provided about the use of the global score.
- The University to outline the difference between a TLPE and an OSCE.

The University must use the information in all the guidance notes to create an overarching policy and procedure which describes all the processes involved with the design, delivery and quality assurance of the TLPE for use by those responsible for delivering the examination. It should be possible for anyone outside the organisation to deliver the examination in the intended way with very little prior knowledge of the processes in place. The following are suggestions, but this is not an exhaustive list.

Staffing
- Selection of examiners and moderators and the training they will receive
- Examiner roles and responsibilities
- Details of others involved with the exam (lead examiner, external examiner, assistant examiner, marshals)
- Number of examiners – TLPE examiner confidentiality signature sheet appears to have space for four examiners and two moderator signatures. If this is the case, then RCVS standards requiring one different examiner per station will not have been met.
- The role of the moderator has not been outlined

TLPE tasks
- Writing and trialling new TLPE tasks
- Reviewing existing TLPE tasks
- Selection of TLPE tasks
- Blueprinting of TLPE tasks
- Justification for not assessing some areas of the DOS/DOC
- Number of stations in the exam, will there be spare stations?
- Length of each station
- Storage of assessment materials/mark sheets during development before and after the exam.
- When will the examination be set up? Who is responsible for this?
- How is the pass mark set?

Timetable
- What does the timetable look like? How many candidates will be examined at one time. How long will it take to go through the circuit?
- The tasks are laid out in 2 rooms and 6 booths. Why are there not 12 booths?
- How long do students have to read the scenario?

Quality assurance
- Application of validity processes. Is a recognised validation model used? If so which one.
- Quality assurance mechanisms (before, during and after the examination)

Suggestions

a. Fitness to practise regulations appear comprehensive. This policy would benefit from referring readers to any regulatory fitness to practise guidelines.

b. The University may wish to review the RPL policy to include mention of the RCVS DOC/DOS and RCVS Registration Rules requirements.

Actions

a. The University must confirm the three week turn around for moderated marks to be released is not altered should an entire cohort re-mark be required.

b. Revise the policy and procedure document, outlining the design, delivery and quality assurance for the independently assessed objective and evidence-based practical examination. This document must contain details which enable any individual to follow to ensure that the examination delivery is standardised form year to year. It must also include details of how the university wide assessment policies are being implemented (see commentary for 5.1, 5.5, 5.8 and 5.10 above). Examiner guidance and student guidance should then be revised to ensure that these groups are aware of the specific policies and procedures which related to them.

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 RCVS Standards were not mentioned in the MoU between the University and the delivering Centre. It remains unclear how RCVS Standards will be upheld.

6.2 A document detailing the TP visit schedule based on a documented risk assessment showed that each practice was to be visited a minimum of once per year. This was carried out by the Centre and not the University.

6.3 The University submitted a document confirming an agreement between the Centre and a TP, but nothing between the University and Centre.

6.4 The Centre facilities at CAW Edinburgh were small and the room contained resources that were packed away due to the limited space for them. At the visit, an additional practical room at the University was toured, which could house the physical resources for Edinburgh Napier students. As the students are taught all theory at the University campus, the entire student learning experience could be housed at the University campus if the practical facilities are appropriately invested in. The student experience could also be enhanced with the creation of a mock veterinary practice, or practice areas, such as a dispensary, reception, etc.

Suggestions

a. The University should consider housing the entire student learning experience at the University campus.

Actions

a. The University must forward an agreement between Edinburgh Napier University and the College of Animal Welfare detailing the professional regulatory requirements.

b. The University must forward evidence to the RCVS of annual TP and Centre resource checks.

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 University stated:

'*National Student Survey (NSS) results showed that the Veterinary Nursing programme was not well evaluated in terms of overall satisfaction (79%), and certain questions were poorly evaluated (Qu10-12, Qu15, Qu17, Qu25). Questions 15, 17 and 25 were scored at similar levels across the University: these are therefore being addressed at that level. These concerns relate to programme organisation, communication, and feedback and so in addition to institutional level action to improve communication with students around changes to the administration of their programmes (e.g. timetabling), the new programme leader is being mentored by a Professor of Teaching and Learning with a focus on the improvement of programme management. Questions 10 and 11 relate to feedback on work. In order to improve assessment feedback the School's Head of Learning and Teaching, together with a colleague from the Department of Learning and Teaching Enhancement successfully delivered an assessment workshop with the Veterinary Nursing programme team in January 2018.*
Question 12 relates to staff availability, which on reflection can be traced back to major staff changes that occurred during 2016/17. During the latter part of the academic year and into 2017/18, staff numbers have been restored.'

7.2 The external examiner commented:

Assessment
In the work that I have reviewed I have seen ample evidence of robust and equitable assessment and internal moderation of work by staff members associated with the programme. I would comment that the bulk of the work of internal moderation appears to fall on the shoulders of a small number of senior staff members.

Good practice
I would like to commend the supportive stance taken by the institution as a result of the very sad event concerning a member of the student body. This is bound to have had a profound effect upon all involved and the interventions put in place to commemorate the student will have been instrumental in helping to support the students and staff as well as the relatives of the student concerned.

Recommendations:
1. It would be helpful for the external examiner to receive updates on changes to the programme structure, for example the addition or removal of modules, on an annual basis. In particular it would be useful to see how the 2015 QAA Veterinary Nursing Benchmarks have been incorporated into the curriculum. (Based on a comment made last year).
2. Consider reducing the emphasis on essays as a means of assessment in the earlier part of the programme. (Comment made last year).
3. Following on from the previous point – it is my impression that staff are struggling with the deadlines set by the institution that relate to the marking and internal moderation of student work and I would suggest that it would be useful to conduct a review of module assessments with a view to

reducing the excessive time commitment involved which, I suspect, may be driven by the significant number of essays that are required across the programme as a whole.
4. Explore mechanisms for the provision of additional guidance and support for students who find academic writing challenging.'

Response to this feedback was not submitted, and so the evaluative action of the University could not be assessed. This is of particular interest with the comments from the external examiner stating that two of her comments had been pulled through from the previous year.

7.3 Drivers for change to the qualification of BSc Honours in Veterinary Nursing can come from several sources. These could include from:
• Within the programme team
• Student feedback
• Practice placement feedback
• Response to institutional strategic change
• The professional body.

Changes are discussed within the team at Board of Studies, where students are represented by one class representative per cohort. Proposed changes are then presented to the Learning and teaching committee or the Quality committee depending on the nature of the proposal. The RCVS will be contacted at this point to discuss the implications of the proposals on the delivery of the programme. Once approved by these committees the Dean of School will be requested to write to the RCVS to inform them of the changes, and request formal authorization.

Suggestions

None

Actions

a. The University must explain how it responds to feedback.

University response

Response from Edinburgh Napier University.

Action	AO/HEI response	Action by whom	Date for resolution
Standard 2 – Sustainability **Suggestions** None **Actions** a. The University must submit a financial report showing the income and expenditure specifically for the veterinary nursing programme. b. The University must submit the market research undertaken which supports the development of the programme content and structure.			
Standard 3 – Qualification design and delivery **Suggestions** a. The University must ensure the programme is cross referenced to the QAA Benchmarks for Veterinary Nursing in all student facing documentation.			

b. The University may wish to review the second assessment element in Anthrozoology to ensure 50% of the marks are being reasonably awarded. c. The University may wish to expand the module descriptor for the Workplace Professional Development module, to accurately reflect that students will be able to choose a practice environment away from general practice to broaden their skills and experience. d. The University may wish to consider separating the assessments for the Exotics module, to make it more transparent for students to see how they can accrue marks. e. The University may wish to review the online learning element in some modules to ensure the students are receiving the same learning experience as face to face teaching. Actions a. The University must supply a mapping document to the RCVS DOC/DOS that outlines where these skills and competences will be assessed and completed. The University should be mindful that all of these modules must have an element of unseen examination, and will not be permitted any compensatory mechanism within or between modules.		

b. The University must remove reference to the LANTRA National Occupational Standards, as they have been superseded by the RCVS Day One Competences and Day One Skills for Veterinary Nurses. In addition, for clarity, there should be no reference to other awarding organisations programmes. c. Reference to entry to the Register with a step of award must be removed from all documentation. d. The University must review the assessment strategy for Veterinary Nursing and Anaesthesia to ensure it is compliant with RCVS AO/HEI Standard 5a.			
Standard 4 – Qualification quality management Suggestions None. Actions a. The University must remove reference to the RCVS governing the admissions requirements for the programme. b. The University must remove reference to another University website and associating RCVS requirements with the content of the web link.			

c. The University must supply the RCVS with the support in place for all unqualified lecturers. d. The University must supply detailed CPD undertaken by all professionally registered staff within the last three years. e. Edinburgh Napier University must confirm how their own external examiner policy is being upheld. 'External Examiners normal term of office should be for 4 academic sessions. In exceptional cases, this can be extended by 12 months to make the maximum period of appointment 5 years.'			
Standard 5 – Assessment Suggestions a. Fitness to practices regulations appears comprehensive. This policy would benefit from referring readers to any regulatory fitness to practice guidelines. b. The University may wish to review the RPL policy to include mention of the RCVS DOC/DOS and RCVS Registration Rules requirements.			

Actions a. The University must confirm the three week turn around for moderated marks to be released is not altered should an entire cohort re-mark be required. b. Revise the policy and procedure document, outlining the design, delivery and quality assurance for the independently assessed objective and evidence-based practical examination. This document must contain details which enable any individual to follow to ensure that the examination delivery is standardised form year to year. It must also include details of how the university wide assessment policies are being implemented (see commentary for 5.1, 5.5, 5.8 and 5.10 above). Examiner guidance and student guidance should then be revised to ensure that these groups are aware of the specific policies and procedures which related to them.			
Standard 6 – Centre approval and quality assurance Suggestions a. As the students are taught all theory at the University campus, the entire student learning experience could be housed at the University campus with the development of the practical facilities. The student experience could also be enhanced with the creation of a mock veterinary practice, or practice areas, such as a dispensary, reception, etc.			

Actions a. The University must forward an agreement between Edinburgh Napier University and the College of Animal Welfare detailing the professional regulatory requirements. b. The University must forward evidence to the RCVS of annual TP and Centre resource checks.			
Standard 7 – Self Evaluation and reporting Suggestions None Actions a. The University must explain how it responds to feedback.			