Hartpury University Accreditation Visit

2019

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

Contents

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Summary of the Visitors' findings

- Hartpury University and affiliated training practices were visited between 29th and 30th January 2019. The following programmes were under accreditation review:

  Bachelor of Science Degree with Honours with integrated placement year in Veterinary Nursing
  Bachelor of Science Degree with Honours with integrated placement year in Equine Veterinary Nursing
  Bachelor of Science Degree Ordinary with integrated placement year in Veterinary Nursing
  Bachelor of Science Degree Ordinary with integrated placement year in Equine Veterinary Nursing
  Diploma in Professional Studies in Veterinary Nursing
  Diploma in Professional Studies in Equine Veterinary Nursing

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

The team found the following:

- Hartpury University is to be **commended** for the high-quality facilities and resources the students have access to.
- Hartpury University is to be **commended** for the production of a useful pre-populated diary for students and clinical coaches.
- Hartpury University is to be **commended** for the enthusiastic and positive feedback from students on every aspect of the course, include special arrangements put in place when required by students.
- Hartpury University are to be **commended** on the design of their OSCE materials and their commitment to development of further OSCE stations.
- Areas for further review include a review of the equine and small animal pathways in the degree programmes and Diploma in Professional Studies.

Standard 1- Organisation

Suggestions

None

Action

a. The University must justify the use of the use of the term equine as a separate title and award, with only one module differentiated between that and the small animal pathway.

Standard 2- Sustainability

Suggestions

None

Actions

a.   The University must forward the results of the research that provided the basis for the programme proposals as submitted for this application.

Standard 3 – Qualification design and delivery

Suggestions

a.   The University may wish to proof read all documentation to check for clerical errors and to remove reference to the National Occupational Standards, which are outdated and superseded by the RCVS Day One Competences and Day One Skills for Veterinary Nurses.

b.   The University should explain that the 1,800 hours practical placement must be completed in no longer than a year's duration, between the months of June and the September of the following year, to allow students sufficient opportunity for more accurate placement planning.

Actions

a.   The University must remove the title 'veterinary nurse' from any interim awards associated with any of the programmes undergoing accreditation and provide the Programme Specifications evidencing this.

b.   The University must justify the different species titles in each programme, based on the programme and assessment content.

Standard 4 – Qualification quality management

Suggestions

a. The University should formalise the upholding of RCVS Centre Standards.

b. The University may wish to begin the quality assurance checking of the Skills log earlier than the September of each year, particularly with new students and Clinical Coaches (CC).

Actions

a. The University must include a list of subjects expected for each student to have achieved as part of the entry requirements.

b. The University must confirm if the QAA recommendations within the report have been met.

c. The University must supply the external examiner's CPD records.

d. The University must supply the RCVS with a breakdown of staff responsibilities for the quality assurance (moderation) of assessments.

e. The University must supply the staff development policy.

f. The University must explain the mechanism in place for mark allocation for the examination questions.

Standard 5 – Assessment

Suggestions

a. Include reference to the RCVS Day One Skills and Day One Competences for Veterinary Nurses for each OSCE station.

Actions

a. Hartpury University to revise the OSCE policies and procedures relating to the design, delivery and quality assurance of the OSCE in line with the advice and guidance provided within this report.

b. Hartpury University to amend the wording of modules containing the OSCE to include the term 'OSCE'.

c. Hartpury University to ensure that the published length of the OSCE is consistent within all modules.

d. Hartpury University to provide a blueprint showing the current OSCE stations mapped to the RCVS Day One Skills and Day One Competences. This should also include details of the OSCE stations which will be developed, along with a timeline for their completion.

Standard 7 – Self evaluation and reporting

Suggestions

None

Actions

a.   The University must confirm the mechanism in place to address actions within the external examiner report.

Standard 7 – Self evaluation and reporting

Suggestions

None

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.   Hartpury University achieved taught degree awarding powers in 2017. Previously the provision had been run in conjunction with the University of the West of England (UWE). UWE had provided the RCVS with written assurances that all intellectual property of the veterinary nursing provision remained Hartpury College's (as was).

1.2   The University has applied for accreditation of five programmes. These include a BSc (Hons) both small animal and equine domains. The fifth programme is a work-based learning programme, designed for employed student veterinary nurses to achieve an HE qualification. The titles of the awards are as follows:

Bachelor of Science Degree with Honours with integrated placement year in Veterinary Nursing
Bachelor of Science Degree with Honours with integrated placement year in Equine Veterinary Nursing
Bachelor of Science Degree Ordinary with integrated placement year in Veterinary Nursing
Bachelor of Science Degree Ordinary with integrated placement year in Equine Veterinary Nursing
Diploma in Professional Studies in Veterinary Nursing
Diploma in Professional Studies in Equine Veterinary Nursing

1.3   During the visit, it was confirmed that there would be no further enrolments on the FdSc Veterinary Nursing Science (SW) or the FdSc Equine Veterinary Nursing Science (SW). These qualifications, which were transferred to Hartpury University by UWE, will be closed once all enrolled students complete their degree. The University confirmed that they wish to accredit the above degree titles. These programmes are being planned to run from September 2019.

1.4   The Diploma in Professional Studies Veterinary Nursing programme specification also includes 'Diploma in Professional Studies Equine Veterinary Nursing in the programme title section. It appears the only difference in the taught content is one module that is species specific for either small animal or equine. The University must justify the use of the use of the term equine

as a separate title and award, with only one module differentiated between that and the small animal pathway.

1.5   At the visit it was reported that there were in total 3,500 students on campus, including 245 HE VN students. Eleven of these students have elected to continue their studies with UWE.

1.6   The Diploma in Professional Studies (DPS) is a blended learning programme which is work based. All previous Level 3 Diploma students have now qualified and there are no longer any further education VN programmes at Hartpury University.

Suggestions

None

Action

a. The University must justify the use of the use of the term equine as a separate title and award, with only one module differentiated between that and the small animal pathway.

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. Report and financial statements for the year ended 31 July 2018 were submitted and reported plans to increase reserves in order to develop future projects.

2.2 The University has been delivering veterinary nurse education since the early 90's.

2.3 No formal market research results were submitted with the application. It was requested at the visit that the research that formed the basis of the rationale for the programme proposal be sent to the RCVS.

2.4 At the visit the University supplied headline financial data for year ended 31 July 2018. It showed a surplus of continuing operations of over £220,000. The University have reportedly generated cash of over £6m.

2.5 At the visit the University reported a stable staff body.

2.6 The University has 439 applications for limited places, and this has reportedly grown year on year. The University caps the numbers at 65 per cohort over the FdSc and BSc, so as not to overload the course and potentially diminish the quality of the programme.

2.7 The University reported that the equine HE programme has more placements than students, and that there is a shortage of equine vet nurse graduates in the profession.

Suggestions

None

Actions

a. The University must forward the results of the research that provided the basis for the programme proposals as submitted for this application.

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 accreditation application contained information relating to the FdSc courses. As these are being closed, this information was not be reviewed.

3.2 It was surmised from the module descriptors submitted that the BSc (Hons) and the DPS are co taught to all students, regardless of whether they are in small animal or equine streams. The University have confirmed that in fact The BSc (Hons) and DPS are not co taught to all students, the BSc small animal and equine are co taught in some modules and the DPS small animal and equine are co taught in the majority of modules. The Level 4 and Level 5 modules, in some cases, contain the same module content across both programmes. At the visit it was confirmed that the small animal and equine students in both programmes were all taught the same (small animal and equine) content. This makes it difficult to see the difference in programme content between the two groups. When questioned, the University explained the Level 6 modules for the BSc allow them to differentiate. These were not supplied to the RCVS as part of the application. These modules would also not apply to the DPS. The previous RCVS validation report in 2013 mentioned the same consideration, and it was explained that the students at that time would have species specific seminar sessions that would contextualise the generic theory. This was not mentioned at the 2019 accreditation. Some assessments may be contextualised to either small animal or equine practice, however, some

examinations would require the student to answer all questions on both species, and other examinations instruct the student to answer species relevant questions only. This lacks consistency for the student. At the visit, one of the tutors confirmed that if a student answered some small animal and some equine questions in a paper where they should stay species specific, that the student would still achieve the marks. This further confuses the issue about where the cut off is for equine students being proficient in equine content, and small animal students being proficient in small animal content. The DPS programme specification held the title of: Diploma in Professional Studies Veterinary Nursing and Diploma in Professional Studies Equine Veterinary Nursing. The BSc Programme specification contains the titles: BSc (Hons) Veterinary Nursing and BSc (Hons) Equine Veterinary Nursing. The University must therefore justify the different titles.

3.3   The placement sandwich year has reportedly had positive feedback from students and placement practices. During placement, the students have frequent 'check points' with staff and the University, to keep them engaged with the programme. Staff holiday is managed over this placement year, so staff are available throughout this time.

3.4   The programme specifications for the BSc (Hons) programmes and the DPS had some minor discrepancies within, such as marking modules with an asterisk if these articulate with the Day One Competences and Skills when they do not. In addition, there is reference to the National Occupational Standards in the documentation (e.g. DPS Specification states: '*The requirement is that, in order to pass each module, students gain a minimum of 40% in each component and element in any module that refers to either the current Veterinary Nursing National Occupational Standards and or RCVS Day One skills for Veterinary Nurses.*') as well as in the diaries handed out to students and clinical coaches. This was also identified at the 2013 validation and must be removed.

3.5   Within the BSc Hons programme specification, it states the highest step off award as being 'BSc Veterinary Nursing Science'. This is a separate award, and therefore must be removed from the Programme Specification as the step-off option.

3.6   The programme specifications include information on the placement year beginning in year two of the programme being 1,800 hours over one year's duration. It was explained at the accreditation that this duration of placement may be undertaken at any point between June of the second year and the September of the third year. The way it is written it could be interpreted that the 1,800 hours must only be completed in one-year block, which would not give the student any holiday or sick time contingency, and the University may wish to rectify this.

3.7   All placements are found by the University. The University have employed 1.5 full time equivalent full time members of staff to procure and quality assure placements. The placements are given individual risk scores based on an old RCVS Awards training practice risk assessment form. It was mentioned by the visitors that the University is responsible for the update and maintenance of these old template forms.

3.8   The two independent training practices were visited the day prior to the accreditation event. Both practices appeared to be fit for the purpose of veterinary nurse training. The first practice had only one student. The clinical coach felt supported and knowledgeable about the course and showed the visitor the diary that had been provided to support her clinical coaching of the student. The visitor was accompanied by a University representative who was there to demonstrate the visit process for quality assuring placements. The University representative was thorough and friendly. The second placement visited was a large hospital. The clinical coach and head nurse were interviewed. They informed the RCVS visitors that they felt communication from the University could have been better, and stated that they were unsure of what the student progress should be throughout the placement.

Suggestions

a.   The University may wish to proof read all documentation to check for clerical errors and reference to the National Occupational Standards, which are outdated and superseded by the RCVS Day One Competences and Day One Skills for Veterinary Nurses.
b.   The University should explain that the 1,800 hours practical placement must be completed in no longer than a year duration, between the months of June and the September of the following year, for more accurate placement planning opportunity by the students.

Actions

a.   The University must remove the title 'veterinary nurse' from any interim awards associated with any of the programmes undergoing accreditation and provide the Programme Specifications evidencing this.
b.   The University must justify the different species titles in each programme, based on the programme and assessment content.

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   In 2014 QAA made the following recommendation to Hartpury College;

'By 1 January 2015:
report consistently and explicitly the recommendations from the Academic Standards and Quality Committee Curriculum Approval and Scrutiny Panel to Academic Standards and Quality Committee (Expectation A4).'

The University must confirm if this action has been addressed.

4.2   The entry requirements were found in the online prospectus, and these consisted of:

- DPS entry requirements: 64-80 UCAS points, A levels of CC-CDD and extended diploma MPP-MMP or Merit.
- BSc (Hons) entry requirements to include 96-112 UCAS tariff points, A levels BBC- CCC and extended diploma at DMM-MMM or Merit. No subject stipulations could be found.

Work experience was noted as an additional requirement for both qualifications.

4.3   The CV for the external examiner, who is MRCVS, was provided. The University must also provide a copy of the CPD records, showing clearly where the external examiner has maintained their competence within their role of the external examiner.

4.4   The CPD records for the teaching staff were submitted, and broadly showed a mixture of education and industry related development. Without an explanation of who undertakes the

moderation of assessments, it is difficult to ascertain whether the staff CPD undertaken is suitable or not. In addition, the staff development policy was not submitted.

4.5 At the visit the Centre Standards were discussed. The University explained that the external examiner checks Centre standards, but that this does not necessarily include a full audit of all facilities annually. It was stated that the facilities are monitored using feedback from students and via the programme enhancement reports. Departmental committee meetings are also a mechanism via which facilities are monitored.

4.6 Prior to application, a prospective training practice will fill out a self-assessment form. Once this is sent in, the University then visits the practice. Both the Clinical Tutor and the Head of Department confirmed that all affiliated and non-affiliated practices are visited for approval. The University also sends notification to the primary centre of any TPs that are non- affiliated with Hartpury University. Prior to placement, the University insists on checking the CPD of clinical coaches, registrations with RCVS are checked, most recent CC training and standardisation details are kept. There is also a requirement for the Training Practice Principal to sign a declaration that they are happy to provide student support.

4.7 On a visit to a Training Practice prior to the accreditation event, the Clinical Coach explained they did not feel supported or trained to use the NPL, a new tool they had not used before. They stated they did not feel confident in using the NPL software, and that the University could have been more responsive with her requests for help. The first NPL quality assurance sample was carried out in September. As the student started in the June, there were several months where quality issues were not identified.

4.8 The placement year includes a reduction in fees and the maintenance loan. The University states this is detailed to the students and their families upon interview. This was confirmed by the student interviewed at one of the practices.

4.9 The students reported that they felt supported and listened to, and they were confident of the feedback mechanisms in place via the committees at the University, at that they see changes happen as a result of the feedback. They stated that the resources were of a good standard, and that there was not too much of an issue with book access around assessment times. They reported that they felt they had a range of teaching methods provided by the teaching team. They stated that the practical handling sessions could be increased in number, as they would like more experience rotating through the animal unit.

4.10 The course team was questioned about the example Pharmacology examination provided. In particular, it was not clear how the 10-mark allocation was made for a four answer question. The team provided a model answer sheet that included information on how marks were distributed. It is not certain if the students would interpret the question in the correct manner. The questions in the paper are for SA and equine. This paper has yet to be sat by students, so the particular question performance cannot be analysed. Within the past year, the team have been grading questions in respect of the difficulty, in order to analyse the performance. This was then discussed with the external examiner.

Suggestions

a. The University should formalise the upholding of RCVS Centre Standards.
b. The University may wish to begin the quality assurance checking of the Skills log earlier than the September of each year, particularly with new students and CCs.

Actions

a. The University must include a list of subjects expected for each student to have achieved as part of the entry requirements.
b. The University must confirm if the QAA recommendations within the report have been met.
c. The University must send in the external examiner CPD.
d. The University must supply the RCVS with a breakdown of all staff responsibilities, for clarity.
e. The University must supply the staff development policy.
f. The University must explain the mechanism in place for mark allocation for the examination questions.

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   There was a clear non-compensation policy in the programme specifications.

5.2   There was an RPL and appeals policy in place. The reasonable adjustment policy included a caveat that these may vary in the cases of qualification accredited by Professional Statutory and Regulatory Bodies (PSRBs).

5.3   A fitness to study policy was in place.

5.4 A discussion of the security process for electronic material was explained at the visit. It was explained that transfer of the files occurred via email and documents were password protected. Once ready, relevant personnel are then given deliberate and conscious access to the secure drives to access the materials. These materials are only converted to hard copy immediately prior to the assessment. The hard copies are printed off by staff card.

5.5 While different types of quality assurance activity are stipulated, such as double blind marking and moderation, it is not clear how each quality assurance activity is assigned to individuals.

5.6 Staffing- Clinical Coaches can access the ILM coaching qualification, which is a formal achievement run by staff external to the veterinary nurse team. The new programme will be put online and delivery will take a minimum of six hours. Assessment includes sending in video evidence of coaching in the field in order to receive feedback.

5.7 The University is mindful of the VN Futures project to increase diversification of the profession and are planning an outreach programme to two geographical areas to advertise the veterinary nursing programmes.

5.8 In the DPS Clinical Skills for Veterinary Nurses and the BSc (Hons) module and FdSc Placement for Veterinary Nurses module there is a practical examination, but the term 'OSCE' is not used. Instead the term 'objective practical examination' is used. To ensure that the assessment method is clear throughout the documentation the University should use the term 'OSCE'.

5.9 The OSCE for the FdSc and BSc (Hons) is 1 hour 45 Minutes long while the OSCE for the DPS is 1 hour long. In addition, the OSCE procedures document indicates that with reading time the exam length would be in the region of 100 minutes (1 hour 30 minutes). The University confirmed that that the examination length is the same for all qualification. Both modules need to be amended to ensure that length of the examination is the same.

5.10 The team have developed two new OSCE stations which will be trialled. The University have not provided a blueprint for the examination detailing which skills are currently being assessed and which need to be developed. The university must do this and provide a detailed plan of the OSCE stations they need to develop and a timeline for their development.

5.11 Examples of two OSCE stations were provided. These included a scenario outlining what the student is expected to do, a detailed equipment list, notes for setting up the station and marking criteria in the form of a checklist, also with detailed examiner instructions. It is suggested that it would be helpful if each OSCE station were to be referenced to the to the RCVS Day One Skills and Day One Competences to ensure that it is clear which of these are being met.

5.12 It was unclear if the OSCE quality assurance processes follow the format outlined in the Higher Education Assessment Cycle. If this is not the case, details must be included in the OSCE Policy and Procedure document.

5.13 Policies and procedures relating to the OSCE examination were provided as requested. These lack sufficient detail to enable the design, delivery and quality assurance to be audited by the RCVS or the examination to be standardised between examinations. Hartpury University must review the documentation to ensure that this contains sufficient information to allow anyone

with little knowledge of the examination to deliver it in the way agreed by the RCVS. As a minimum the following processes are required to be described in detail:

5.14 Design of the examination

- Details of how the Centre selected the design of the examination i.e. 10 station OSCE with 8 minutes to complete each station.
- Re-sit arrangements

Staffing

- Selection of the personnel involved in the administration, organisation and delivery of the examination, including information about the training and standardisation they will receive
- Roles and responsibilities of those involved in the examination
- Minimum examiner requirements
- Examiner roles and responsibilities
- Number of examiners
- Examiner manual / handbook detailing their roles
- Examiner briefing
- Allocating OSCE stations to each examiner
- Employment and training of actors

Students

- Eligibility to enter the examination
- Information provided to students prior to the examination
- Availability of a mock examination
- Student briefing

OSCE stations

- Writing and trialling new OSCE stations
- Student involvement with the development of OSCE stations. Will they be questioned after mock examinations and provide comment on whether the OSCE station mimicked real life?
- Methods used to determine that OSCE stations can be completed in 8 minutes and scenarios can be read in 2 minutes
- Activity that will be undertaken to check that the content of the exam is suitable (mimics real life and is at the correct level)
- Any specific information needing to be included when OSCE stations are developed
- Reviewing existing OSCE stations
- Selection of OSCE stations for each examination
- Blueprinting of OSCE stations
- Justification for not assessing some areas of the Day One Skills and Day One Competences
- Number of stations in the exam
- Number of stations required to pass the examination

- Arrangements for spare OSCE stations
- Location of the examination
- Length of time allowed to complete each station
- Secure storage of assessment materials / mark sheets during development as well as before and after the exam
- Secure transfer of assessment material to external organisations or individuals
- Details of how the examination booths will be set up and who is responsible for this
- Details about how the pass mark is set and who will be involved with this
- How the stations will be timed
- Description of how students will move through the circuit of OSCE stations (what happens when they arrive at the centre, enter the station, leave the station, require a comfort break, become unwell etc.)
- Rationale for essential steps

Timetable

- Details about how the timetable is drawn up, including how the order that the students rotate through the circuit is chosen, start and end times, etc.

Results

- Details about how examiners award marks and where the marks are recorded
- Details about any other features of the exam such as essential steps, weighting
- Recording of the marks on a spreadsheet
- Identification of who has passed and who has not
- How and when results will be conveyed to the student

Quality assurance

- Application of validation processes employed to ensure that those who pass the examination are competent and those who do not pass the exam are not yet competent
- Quality assurance mechanisms that will be undertaken
- External examiner involvement
- Internal moderation
- Sampling of examiner marking
- Mechanisms for reducing examiner bias
- Observation of examiners
- Statistical analysis of results
- Review of examiner reports and how these will be used to improve the station or review the marks given.
- Analysis of student performance and any resulting reports. Were there any steps which appear to have been performed poorly by a number of students? Was the pass rate for some of the stations lower than expected? (see example for ear bandage OSCE)

This list is not exhaustive. The University should ensure that all processes are included.

Suggestions

a. Include reference to the RCVS Day One Skills and Day One Competences for Veterinary Nurses on the OSCE scenario.

Actions

a. Hartpury University to revise the OSCE policies and procedures relating to the design, delivery and quality assurance of the OSCE in line with the advice and guidance provided within this report.
b. Hartpury University to amend the wording of modules containing the OSCE to include the term 'OSCE'.
c. Hartpury University to ensure that the published length of the OSCE is consistent within all modules.
d. Hartpury University to provide a blueprint showing the current OSCE stations mapped to the RCVS Day One Skills and Day One Competences. This should also include details of the OSCE stations which will be developed along with a timeline for their completion.

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   Please see Standard 4.

Suggestions

None

Actions

None

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 self-assessment report has been provided.

7.2   The external examiner's report was submitted and it was unclear how the actions are re-visited and shut down.

Suggestions

None

Actions

a.   The University must confirm the process for addressing actions identified by the external examiner.

University response

Response from Hartpury University

Action	AO/HEI response	Action by whom	Date for resolution