

University of Central Lancashire
Certificate in Advanced Veterinary Nursing
Accreditation Visit

March 2021

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

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List of Visitors

Shirley Gibbins RVN, RCVS VN Qualifications Manager (Chair)

Carol Hicks RVN, Employer Representative

Andrea Jeffery RVN, Educational Representative

Nathan Price RVN, Student Representative

Key Staff met

Jess Beckett RVN, External Adviser (Industrial) University Review Panel

Claire Bloor RVN, Head of Area Veterinary Nursing and Farriery

Tara Brookes, School of Nursing, University Review Panel

Mick Cottam, Assistant Principal Higher Education

Jackie Day, School of Sport and Health Sciences, School Internal Adviser University Review Panel

Charlotte Dobson RVN, Veterinary Nursing Lecturer

Kirsty Edgley, FE Assistant Head of Area Veterinary Nursing

Rick Fothergill, School of Community Health and Midwifery, Chair University Review Panel

Rebecca Gillett RVN, HE Assistant Head of Area Veterinary Nursing

Amie Grey RVN, Veterinary Nursing Lecturer

Emily Hall RVN, External Adviser (Academic) University Review Panel

Suzanne Juniper, Academic Quality and Enhancement, Reporting Officer University Review Panel

Catherine Long RVN, Veterinary Nursing Lecturer

Geraldine O'Conner, School of Medicine, University Review Panel

Rachael Shepherd RVN, Veterinary Nursing Lecturer

Leanne Stagg RVN, Veterinary Nursing Lecturer

Catherine Trickett MRCVS, Veterinary Nursing Lecturer

Janet Whiteside, Director of Finance

Michelle Worrall, Curriculum Planning Supervisor

Summary of the Visitors' findings

- The University of Central Lancashire (UCLan), in conjunction with University Centre Myerscough (UCM) submitted an application for accreditation of the following programmes:

Certificate in Advanced Veterinary Nursing (Dentistry)

Certificate in Advanced Veterinary Nursing (Surgical Nursing Care)

Certificate in Advanced Veterinary Nursing (Teaching, Coaching and Mentoring)

Certificate in Advanced Veterinary Nursing (Anaesthesia and Analgesia)

- An online meeting took place on Thursday 04 March 2021 between the RCVS panel and representatives of both UCLan and UCM. It was not feasible for a site visit to take place due to the ongoing health and safety risk of Covid-19.
- Whilst the format of the online meeting was not the norm, it was well facilitated and almost all of the required University and College personnel made themselves available at the relevant times. Additionally, it was evident that there is a clear commitment to the ongoing development of the advanced veterinary nursing provision in areas identified by extensive market research.
- UCLan/UCM is to be **commended** for its ongoing commitment and determination to develop the advanced nursing provision during an extremely difficult period within the education sector. Of particular note is the work of the Programme Lead and the attitude they have brought to the continued development of this provision.
- UCLan/UCM is to be **commended** for the inclusion of innovative assessment methodologies and evidencing good practice assessment approaches from other industries.
- UCLan/UCM is to be **commended** for its approach to obtaining student feedback and its ability to evidence the action points addressed following feedback.
- Areas for further review included ensuring that all personnel have role specific development and support plans in place, with specific reference to the Module Leads evidencing adequate clinical advancement in their specific subject areas. Additionally, there is a University validation condition in place for review and amendment of the definitive documentation as required. This will include the updating of module documentation, which the RCVS panel has also requested.

The findings in this report are based on the Visitor team's review. The Visitors are not the decisionmakers and their commendations, recommendations and suggestions may be subject to amendment during the committee process.

Awarding University or Organisation and details of the proposed qualification.

Requirements	Details
Name of organisation awarding the Certificate	University of Central Lancashire
Main address and contact details for the above organisation	Fylde Road Preston PR1 2HE
Name of Principal or Chief Executive Officer	UCLan: Bryan Jones University Centre Myerscough: Alison Robinson
Name of Programme Lead	Claire Bloor RVN
Proposed programme(s) title:	Certificate in Advanced Veterinary Nursing (Dentistry) Certificate in Advanced Veterinary Nursing (Surgical Nursing Care) Certificate in Advanced Veterinary Nursing (Teaching, Coaching and Mentoring) Certificate in Advanced Veterinary Nursing (Anaesthesia and Analgesia)
Address and contact details of proposed site/s for delivery of Certificate	University Centre Myerscough Myerscough College, St Michaels Road, Bilsborrow, Preston, Lancashire, PR3 0RY
Pattern of delivery	1 year part-time blended learning Predominantly online content delivery with two induction days and one attended weekend day: <ul style="list-style-type: none"> • September (induction – 2 weekdays) • November (weekend) • January (weekend) • March (weekend)

Intakes and student numbers	1 intake every September Approximately 35 students estimated across the 4 designations initially.
Conclusion: The four proposed CertAVN designations will be developed, delivered and assessed by UCM and the qualification will be awarded by UCLan. This is a long-standing validation partnership.	

Standard 2 – Sustainability

Provide strong evidence of an adequate and sustainable market for the proposed qualification backed up by sound research based evidence.

Standard met		
Accredited Education Institutions must:		
Requirements	Met	Not Met
<p>Clearly report finances and budget specific to the qualification leading to award of the RCVS Certificate in Advanced Veterinary Nursing.</p> <p><i>Evidence reviewed:</i> HE Course Costing – Cert AVN Myerscough College Financial Statement July 2019 UCLan Financial Statement July 2019 UCLan Myerscough Cert AVN Market Research Updated Jan 2021</p> <p>The market research and financial information that was provided indicated that the proposed programmes would be viable from a student number and profitability factor. The RCVS panel questioned the proposed student intakes although UCLan/UCM confirmed that whilst student numbers were changeable for each certificate, dependent upon popularity of each designation, any under-recruitment would be accepted by the provider until the popularity/identity of the course grew and developed. The financial structure that is in place for the course is safe and met the requirements for this standard.</p>	✓	
<p>Proactively identify and act on areas for improvement, regularly measuring programme performance and outcomes.</p> <p><i>Evidence reviewed:</i> 2019-20 HE Course Report – Vet Nursing EE Report VN 1920 SSLM Dip HE CVN Year 1 Semester 1 SSLM Dip HE CVN Year 1 Semester 2 Dip HE CVN 2019 Intake Year 1 CT September 2019 Dip HE CVN 2019 Intake Year 1 CT October 2019 Dip HE CVN 2019 Intake Year 1 CT January 2020 Dip HE CVN 2019 Intake Year 1 CT March 2020</p> <p>The evidence provided indicated a stringent and robust External Examiner (EE) reporting system already in place for the HE VN side of the curriculum. This has allowed opportunities for the staff to gain feedback on assessment quality and potential standardised improvements to course quality. The Staff: Student Liaison Meetings (SSLM) allow for curriculum and facility concerns and attributes to be voiced. This is a useful format which occurs biannually at UCM. It is suggested that this approach be mapped across to the CertAVNs allowing the same type of</p>	✓	

<p>platform. The different VN module review documents allow a comprehensive analysis of data, attributes, and weaknesses to the individual modules. It is suggested that stakeholder feedback may be useful in the future development of the provision and UCM is recommended to consider how this may be obtained.</p>		
<p>Conclusion:</p> <p>The proposed provision has been well thought through with extensive market research completed and strong financial backing. Whilst there is always a risk that a new programme may under-recruit, UCLan and UCM were both prepared to accept this risk and were confident that the market research provides sound evidence of a sustainable market.</p> <p>UCLan/UCM already utilise stringent feedback mechanisms for the licence to practise provision offered; it is suggested that similar mechanisms are utilised for the CertAVN programmes and stakeholder feedback could be incorporated into future reviews.</p>		
<p>Suggestions:</p> <ul style="list-style-type: none"> a. Utilise current feedback mechanisms for the new programmes. b. Consider the value of stakeholder feedback and how this may be obtained. <p>Actions:</p> <p>None</p>		

Standard 3 – Curricula and assessment

Curricula and assessments are designed, developed, delivered and evaluated to ensure candidates achieve the RCVS Certificate in Advanced Veterinary Nursing.

Standard not met		
Accredited Education Institutions must ensure:		
Requirements	Met	Not Met
<p>Curricula to remain relevant in respect of veterinary nursing.</p> <p><i>Evidence reviewed:</i></p> <p>Cert AVN HE Curriculum Framework Mapping</p> <p>Schemes of Work and Assessment Plans</p> <p>Curriculum documents</p> <p>Module descriptors</p> <p>Whilst it is accepted that the designations are relevant to contemporary veterinary nursing, the reading lists were not current and would not support students for achieving the intended learning outcomes (ILOs). There was also a lack of interdisciplinary journals as required to meet the Curriculum Framework Mapping. Additionally, the 'Anaesthesia and Analgesia' and 'Surgical Nursing Care' designations require additional development in order to truly reflect the advanced nature of the provision. Specific amendments were discussed for the ILOs currently detailed within VN3025 'Advanced Anaesthetic Nursing' as the RCVS panel determined that they did not evidence the applied nature of this module. When updating module documentation, it is suggested that the 'Dentistry' designation is used as a blueprint as this evidenced compliance with all requirements.</p> <p>The student facing handbooks also need reviewing as they currently reference incorrect information regarding RCVS registration and the process which occurs upon successful completion of a CertAVN programme.</p>		✓
<p>Curricula and assessment weigh theory and practice learning appropriately to the programme.</p> <p><i>Evidence reviewed:</i></p> <p>Schemes of Work and Assessment Plans</p> <p>Module descriptors</p> <p>Timetable</p> <p>Assessment Schedules</p> <p>Assessment Matrix</p> <p>All of the evidence provided clearly indicated an appropriate theoretical learning load with consideration of practical support where necessary.</p>	✓	

<p>Curricula are developed and evaluated by suitably experienced and qualified educators and/or practitioners who are accountable for ensuring the curriculum incorporates relevant programme outcomes.</p> <p><i>Evidence reviewed:</i> CV and CPD records</p> <p>Some of the personnel involved with the development of the CertAVNs were unable to evidence recent CPD relevant to their specific subject areas. Additionally, one of the CPD records illustrated a lack of compliance with RCVS CPD requirements; this member of the team was not available to meet with the RCVS panel due to teaching commitments. It is imperative that UCLan/UCM can evidence compliance with this requirement for all personnel and ensure that effective feedback is sought from the EE in future.</p>		✓
<p>Curricula are structured and sequenced to enable students to manage their theory and practice learning experience effectively.</p> <p><i>Evidence reviewed:</i> Schemes of Work and Assessment Plans Assessment Schedules Assessment Matrices</p> <p>These programmes will be run over one academic year with all modules delivered concurrently. The RCVS panel agreed that this was a high workload but there were sufficient support mechanisms and formative assessment opportunities to support the students. Additionally, the delivery team had given due consideration to hand in dates and examination weeks, ensuring there was sufficient time between assessment requirements.</p>	✓	
<p>Moderation processes are in place.</p> <p><i>Evidence reviewed:</i> Assessment Matrices Module Descriptors UCLan Academic Regulations UCLan Assessment Handbook UCLan Role of the External Examiner HE Guide to Assessment Practice 2020-21 External Examiner report Example Assessments</p> <p>All the moderation processes are fit for purpose and the evidence indicated that the detailed policies and procedures are followed.</p>	✓	
<p>Assessment and moderation is fair, reliable and valid.</p> <p><i>Evidence reviewed:</i> UCLan Academic Regulations UCLan Assessment Handbook</p>		✓

<p>UCLan Role of the External Examiner HE Guide to Assessment Practice 2020-21 External Examiner report Schemes of Work and Assessment Plans Module Descriptors</p> <p>The moderation processes raised no concerns, however, the delivery team were unable to evidence the proposed assessments as they are still under development. Standardised assessment terminology is utilised across all UCLan/UCM documentation with slightly different interpretations utilised in order for the ILOs to be assessed. Clarity is required on the definition of all of the assessment terminology utilised. The variety and innovative approaches for assessment of students are to be commended, ensuring that the evidence can demonstrate the proposed assessment will fully assess the ILOs.</p> <p>There was also a lack of parity across the hand in dates for assignments, which may give some students an advantage and question the fairness of that particular assessment.</p>		
<p>Adjustments are provided in accordance with relevant equalities and human rights legislation for all assessments.</p> <p><i>Evidence reviewed:</i> SpLD Marking Guidelines - Specific Learning Disabilities SpLD UCLAN Marking Guidelines - Specific Disabilities SpLD UCLAN Marking Guidelines - Deaf Students</p> <p>The approach to adjustments was well documented and fit for purpose.</p>	✓	
<p>Conclusion:</p> <p>This Standard is currently not met, mostly due to a lack of evidence demonstrating the lack of currency and suitability of qualifications and professional development that some of the Module Leads have undertaken, relating to their subject areas. The Module Lead for the 'Dentistry' designation provided an excellent example of the level required to develop programmes of this nature and other personnel should follow that lead. Similarly, whilst not particularly well evidenced, the Module Lead for the 'Teaching, Coaching and Mentoring' designation demonstrated sound knowledge and understanding of their subject area. The panel were most concerned that without the appropriate person leading the module, there was a risk that the content would not be current or advanced enough to be accredited as a CertAVN. Therefore, in order for the other two designations to proceed to accreditation decision, UCLan/UCM are required to demonstrate compliance with the requirements as a matter of urgency.</p> <p>There are also amendments required for some of the module documentation and handbooks. Whilst it is expected that these actions are met in timely manner, it is anticipated that this may occur over a slightly longer timescale.</p>		

Suggestions:

None

Actions:

- a. Update all reading lists to reflect current editions of textbooks and peer reviewed subject specific journals, to include interdisciplinary journals.
- b. Further develop the programme aims and module documentation for the 'Anaesthesia and Analgesia' and 'Surgical Nursing Care' designations to reflect the advanced nature of these programmes.
- c. Amend the ILOs for 'Anaesthesia and Analgesia' in order to reflect the applied nature of this designation.
- d. Amend handbooks to ensure all information is correct and factually accurate.
- e. Provide evidence that the Module Lead for 'Anaesthesia and Analgesia' has addressed the regulatory non-compliance around their CPD for 2020 and demonstrate what professional development has been undertaken in reference to anaesthesia and analgesia.
- f. Provide a clear action plan of how the module lead for Surgical Nursing Care has completed CPD to evidence that they are the appropriate Module Leads for this designation.
- g. Generate examples of assessments for each type of assessment methodology.
- h. Clarify the assessment methodology to be utilised within the standardised wording, such as 'written examination'.
- i. Ensure parity across assignment hand in dates.

Standard 4 – Educators and assessors

Theory and practice learning and assessment are facilitated effectively and objectively by appropriately qualified and experienced professionals with necessary expertise for their educational and assessor roles.

Standard met		
Accredited Education Institutions must ensure educators and assessors:		
Requirements	Met	Not Met
<p>Receive relevant induction, ongoing support, education and training.</p> <p><i>Evidence reviewed:</i> Myerscough New Tutor Induction Myerscough CPD Policy CPD Records</p> <p>The concerns identified in the previous Standard have highlighted further questions with regard to compliance with the RCVS and UCLan/UCM CPD policies and how this is supported and managed. A more stringent mechanism must be developed to ensure effective monitoring, support and development of staff, which should include development in leadership for the Course Tutor. The Area Lead, who oversees this advanced provision, demonstrated an excellent example of the type of professional development required, although it is also recognised that support for their continued managerial development is also required. It is suggested that CPD plans are mapped to the ILOs within modules delivered by each individual in order to demonstrate advancement in that area.</p> <p>It is strongly recommended that all delivery personnel should arrange time in practice, observing clinical nursing relevant to their advanced teaching provision. Personnel should aim to familiarise themselves with a variety of current practice environments, facilities and case load, with a focus on emerging techniques and concepts. This will assist in appreciation for the variety of experiences that students may present with, will aid in planning, and pre-empt questions surrounding practice resources and case management.</p>		✓
<p>Have supported time and resources to enable them to fulfil their roles in addition to other professional responsibilities.</p> <p><i>Evidence reviewed:</i> VN Staff Availability and Teaching Hours</p> <p>Comprehensive documentation was provided to explain the allocation of staff time; whilst this paperwork initially appeared to be difficult to decipher, it was very clear that there is a stringent process in place and the Area Lead has an excellent grasp of the workload of all personnel that they oversee.</p>	✓	

<p>Staff numbers are already in place running the existing advanced provision, but a cohort was not recruited for 2020. This decrease in delivery and assessment requirements should allow personnel sufficient time to address the actions required within this report and accommodate the future workload. This should be monitored on an ongoing basis.</p>		
<p>Receive and act up on constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment.</p> <p><i>Evidence reviewed:</i> HE course report SSLM minutes Module reviews Course tutorials External Examiner Report</p> <p>The documentation provided demonstrates that feedback from students is dealt with constructively, and this should be commended. There are multiple mechanisms in place for obtaining feedback and results are recorded and given a realistic time frame, with designated personnel to action. It is recommended that this proactive approach is continued and feedback is sought from stakeholders, such as employers, once the first cohort has achieved the CertAVN qualification.</p>	✓	
<p>Appropriately share and use evidence to make decisions on student assessment and progression.</p> <p><i>Evidence reviewed:</i> Briefing on the Operation of Module Assessment Boards Briefing on the Operation of Course Assessment Boards Moderation Reports</p> <p>There is a variety of robust documentation in place to demonstrate that evidence is shared and used appropriately, to make relevant decisions on student assessment and progression.</p>	✓	
<p>Conclusion:</p> <p>Whilst this Standard is met overall, the CPD compliance and planned development of delivery personnel is cause for concern; the evidence was disappointing and must be rectified. However, this feedback was met with encouraging comments from UCLan/UCM and should be achievable without significant effort.</p> <p>The approach to gathering and utilising feedback is to be commended and if used effectively for the new programmes, gives confidence that appropriate development will continue to assure compliance and become effective provision within the industry.</p>		

Suggestions:

- a. Map CPD development plans to module ILOs to demonstrate advancement in specific subject areas, potentially within a clinical setting.
- b. Continue to monitor staffing allocation and workload.
- c. Seek feedback form stakeholders following successful completion of first cohort.

Actions:

- a. Develop a more stringent mechanism to ensure effective monitoring, support, and development of staff. This includes leadership development for the module leads, Course Tutors and the Area Lead.