University of Chester

University Centre Reaseheath

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

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Summary of the Visitors' findings

The University of Chester Panel concluded that the Programme be recommended for approval subject to conditions. This included successfully receiving provisional accreditation status from the RCVS.

The University of Chester Panel has also imposed a condition that University Centre Reaseheath will only be able to register students for the degree if they have successfully secured a work placement for the student. They must also have one spare placement as a contingency.

The visitors received a warm welcome from both the University of Chester and the University Centre Reaseheath and are grateful to all those responsible for preparing the visit, arranging the schedule and providing supplementary evidence when requested.

The visiting panel found the following:

- The University of Chester should be **commended** for its tenacity in ensuring that students would be sufficiently supported whilst in practice
- The University of Chester and University Centre Reaseheath had a supportive and collaborative relationship that was evident throughout the validation event
- The University Centre Reaseheath should be **commended** for expanding its provision, demonstrating a commitment to the continued enhancement of the veterinary nursing profession

Standard 2 - Sustainability

Suggestions

None

Actions

a. UCR must provide a revised budget detailing realistic income and expenditure for the proposed programme

Standard 3 – Qualification design and delivery

Suggestions

a. Develop/utilise professional behaviour evaluation for students on placement
b. Clarify tutorial requirements to be completed by Clinical Coach whilst on placement.
c. Review Module Learning Outcomes for appropriate levelnes

Actions

a. Forward a draft of the letter to students and all marketing material detailing that the course is provisionally accredited by the RCVS and additional assessment may be required prior to them applying to enter the register. This must also detail who will be responsible for paying the additional fees including cost of the examination, travel and accommodation and availability of revision sessions.
b. Provide written policies and procedures outlining the students' journey through their placement including the initial allocation, support and recording of placement hours.
c. Amend the Programme Specification and provide evidence that this document has been accepted by the University.
d. Provide policies and procedures for all types of examination and assessment being used within the programme, including those specific to assessment during placement, and monitoring and assessment within the NPL.
e. Investigate viability of FE TPs supporting students in order to identify confirmed placements for students.
f. Amend all paperwork with correct Clinical Supervisor/Clinical Coach term.
g. Revise modules and forward to the RCVS to include annotated changes.

Standard 4 – Qualification quality management

Suggestions

a. UCR to amend the CPD page of the website to remove CSL training and reference to City & Guilds if this training is intended to be generic.
b. Consider the timing of the third year 4-week placement to ensure that it ties in with the module assessment boards.

Actions

a. UCR to provide evidence that the University of Chester validation conditions have been met.
b. UCR to confirm the mechanisms in place to encourage the disclosure of criminal convictions prior to enrolling on the course.
c. UCR to provide policies and procedures relating to internal quality assurance of the assessment of the RCVS Day One Skills for Veterinary Nurses, to include the sampling strategy.
d. All Internal Quality Assurance staff to confirm that they have completed specific IQA training.
e. Provide details of how students are allocated their clinical placement.
f. Confirm the mechanism in place to ensure that the placement module goes through the Module Assessment Board before students can be enrolled on to / for the OSCE module.
g. Provide updated Clinical Coach training materials for degree specific support.

Standard 5 – Assessment

Suggestions

a. Reconsider the rotation of the students through the OSCE stations to ensure that the best use is made of the resources in the time available. If the proposed method is retained then mechanisms need to be put in place to ensure that the first student entering the circuit is not disadvantaged.

Actions

a. Policies and procedures for the design, delivery, evaluation and quality assurance for all types of examination (spot tests and practical assessments) to be provided.
b. Amend the wording of the RC0528 OSCEs for Veterinary Nursing module as detailed in section 5.1 of the report.
c. Amend the OSCE policy and procedure documents as outlined in section 5.4, 5.5, 5.6, 5.7, 5.8, 5.9.
d. Confirm the arrangements for the External Examiner to quality assure all assessment and examination including practical examinations, the OSCE and spot tests.

Standard 6 – Centre approval and quality assurance

Suggestions

a. Incorporate tutorial and support requirements into the Memorandum of Understanding.

Actions

a. Add risk scoring to TP Risk Assessment Policy.
b. Develop a visit strategy that clearly relates to TP risk rating and how this changes depending on student and TP support requirements.

Standard 7 – Self Evaluation and Reporting

Suggestions

None

Actions

a. The University must ensure that the External Examiner observes and reports on the OSC

Standard 1 – Organisation

A senior member of AO or HEI staff (the official correspondent) responsible for the overall delivery of RCVS-approved licence to practise qualifications, in veterinary nursing, must be designated.

Details of the location(s) at which the qualification is to be administered must be provided.

Licence to practise qualifications must be accredited by a UK University/HEI or by an AO recognised by the UK national regulatory authorities.

Applications must be made by the principal or chief executive of the AO or HEI.

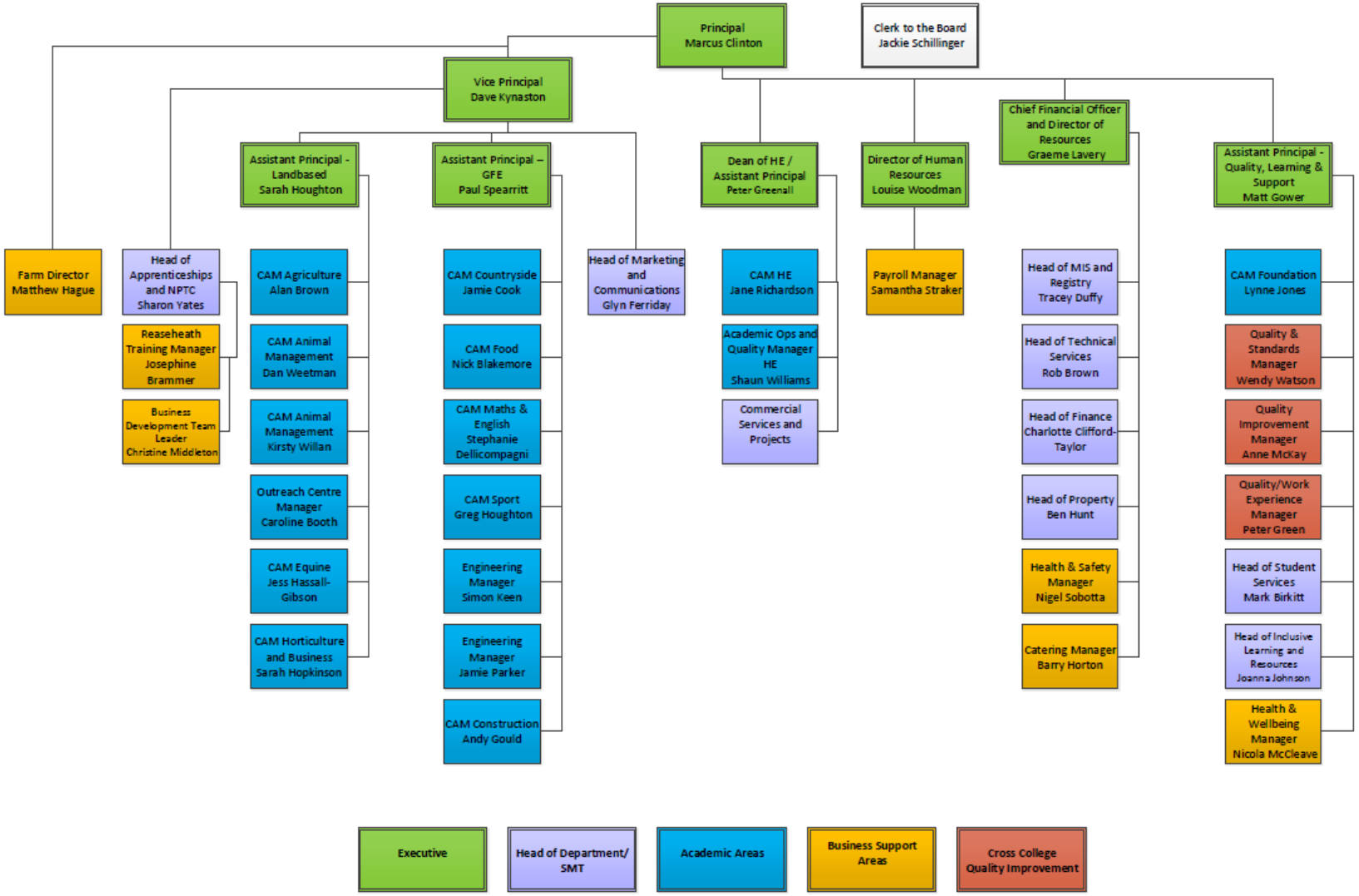
1.1 The licence to practise qualification is administered across two sites:

University of Chester
Parkgate Road
Chester
CH1 4BJ
Tel: 01244 511000

University Centre Reaseheath
Reaseheath
Nantwich
Cheshire, CW5 6DF
Tel: 01270 613284

1.2 The completed application has been submitted by Prof. Andrew Lawrence, Academic Registrar, University of Chester, in his role as the official correspondent to RCVS in relation to the licence to practise qualifications.

1.3 The proposed programme title is Bachelor of Science with Honours Veterinary Nursing.


Principal
Marcus Clinton
Clerk to the Board
Jackie Schillinger
Vice Principal
Dave Kynaston
Assistant Principal - Landbased
Sarah Houghton
Assistant Principal – GFE
Paul Spearritt
Dean of HE / Assistant Principal
Peter Greenall
Director of Human Resources
Louise Woodman
Chief Financial Officer and Director of Resources
Graeme Lavery
Assistant Principal - Quality, Learning & Support
Matt Gower
Farm Director
Matthew Hague
Head of Apprenticeships and NPTC
Sharon Yates
Reaseheath Training Manager
Josephine Brammer
Business Development Team Leader
Christine Middleton
CAM Agriculture
Alan Brown
CAM Animal Management
Dan Weetman
CAM Animal Management
Kirsty Willan
Outreach Centre Manager
Caroline Booth
CAM Equine
Jess Hassall-Gibson
CAM Horticulture and Business
Sarah Hopkinson
CAM Countryside
Jamie Cook
CAM Food
Nick Blakemore
CAM Maths & English
Stephanie Dellicompagni
CAM Sport
Greg Houghton
Engineering Manager
Simon Keen
Engineering Manager
Jamie Parker
CAM Construction
Andy Gould
Head of Marketing and Communications
Glyn Ferriday
CAM HE
Jane Richardson
Academic Ops and Quality Manager HE
Shaun Williams
Commercial Services and Projects
Payroll Manager
Samantha Straker
Head of MIS and Registry
Tracey Duffy
Head of Technical Services
Rob Brown
Head of Finance
Charlotte Clifford-Taylor
Head of Property
Ben Hunt
Health & Safety Manager
Nigel Sobotta
Catering Manager
Barry Horton
CAM Foundation
Lynne Jones
Quality & Standards Manager
Wendy Watson
Quality Improvement Manager
Anne McKay
Quality/Work Experience Manager
Peter Green
Head of Student Services
Mark Birkitt
Head of Inclusive Learning and Resources
Joanna Johnson
Health & Wellbeing Manager
Nicola McCleave
Executive
Head of Department/ SMT
Academic Areas
Business Support Areas
Cross College Quality Improvement

Suggestions

None

Actions

None

Standard 2 – Sustainability

Finances must be demonstrably adequate to sustain the educational programmes.

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

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

2.1 The annual report and financial statements for the year ended 31 July 2018 were submitted. Programme costings have been based on an anticipated 2019 cohort of twelve. There has been investment in set up costs of £95,928 and a recognition by University College Reaseheath (UCR) that the programme would run at a financial loss until year 4.

2.2 There were some concerns raised relating to the costing and budget allocation for the programmes, which the UCR team accepted and recognised needed to be reviewed - specifically, the increased cost, year on year, for the consumable requirements for practical teaching. UoC also raised questions as to whether the programme would become profitable in year four, but UCR were confident that with increased enrolments year on year, following the example of the Diploma provision, they will be able to support the cost of the programme, including the initial deficit.

2.3 UCR highlighted that the programme is a good strategic fit as it builds on existing provision, and provided evidence of market demand via a completed industry consultation, which appeared to indicate a favourable response from local training practices for the new qualification. It should be noted however, that only five training practices had agreed to sign a Memorandum of Understanding, which raised questions with the panel as to whether there was a sufficient need for the new qualification.

2.4 It was reported that current level 3 students on animal and related programmes at Reaseheath College have repeatedly requested a degree provision and UCR are confident that they will achieve good student uptake. It was also felt that with the changing VN

landscape, as well as specific modules included to investigate those changes, they will be providing students with the best opportunity once qualified.

Suggestions

None

Actions

a. UCR must provide a revised budget detailing realistic income and expenditure for the proposed programme

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 programme handbook clearly outlines the structure of the programme, with the clinical placement designed to span across the first three years. The process of securing and allocating clinical placements as well as student support during work placements must be clearly documented within both the student handbook and programme policies and procedures.

3.2 Students attend their first six-week work placement at the end of year one. The intention is for them to return to the same placement in the February of year two until January of year three. There is a final opportunity to attend placement for four weeks at the end of year 3. Placement catch-up weeks have been included within the model, which occur between July and August of each year. This placement model meets the RCVS requirement for 1800 hours of clinical placement within a training practice, however, it should be noted that there are four weeks when multiple cohorts will be in placement at the same time (specifically May and June) and the UCR team must be confident that have sufficient agreements with Training Practices and can therefore supply sufficient placements.

3.3 The course team described proposed mechanisms for the placement of students. This included visiting or Skyping all students. The support system for students struggling in their placement was also described. There was concern that there would not be enough staff to carry out this function but assurance was provided that additional staff would be recruited as numbers of students increased.

3.4 An industry consultation was completed, investigating practices within a 50 mile radius which would be happy and able to support a degree placement student. The results were reported as 70% in the affirmative, but when the raw data was reviewed, only 50% of practices specifically said they would place a student. The 20% difference was a result of practices 'possibly' able to support students or offering a conditional yes if there was space available at the required time. The results provided within the Programme Management document were therefore misleading. However, the UCR must be commended on their attempts to identify a new market, and not rely solely on their current FE TP affiliations. There is the potential that some of the FE TPs may be willing to support a HE student, therefore UCR must investigate this further.

3.5 The programme specification was reviewed and the following must be amended:

- Section 9 – Include a part time mode of study.
- Section 19 – Amend the word 'accreditation' to 'provisional accreditation'.
- (UCR have commented that: '*All level four modules are compulsory… All level modules are compulsory…The curriculum at Level six contains a mixture of compulsory and optional modules' This is correct, there is no reference to mandatory in this section* so they would like it to be removed
- Remove the phrase ''…use of the post-nominal, 'RVN' because it is misleading.
- Section 24b – Remove reference to Level 3 from the Clinical Placement for Veterinary Nursing and OSCEs for Veterinary Nursing modules.
- Section 24c – Under the clinical placement module ensure that students complete the assessment of the RCVS Day One Skills rather than the assessment tool, i.e. the Nursing Progress Log (NPL). This amendment must be considered for all of the programme documents.
- Section 24d – Rephrase the first three paragraphs to ensure that the statement is current when further editions of the RCVS HEI / AO handbook and the revised accreditation standards are published.
- Section 25, The statement, '*Throughout the duration of their studies, students will be required to enrol and register as a student veterinary nurse with the RCVS'* gives the impression that students must enrol and register with the RCVS during their studies.

Students are unable to register until after their studies. The statement must be amended accordingly.

- Section 26 – Amend this section to ensure that the quantity of work placements before and after interview are clear, including any compulsory requirements, optional requirements and submission of references.
- Section 26 – Remove final paragraph offering this programme as a top up degree for RVNs because the content is repetitive to their qualification.
- Section 26 - Include information about fitness to practise.
- Section 28 - The section headed 'formative assessment' needs to be reworded to include review of reassessment.
- Section 28 – Re-order this section for clarity, so that 'Reassessment Methods' is placed after 'Summative Assessment' and is therefore clear that 'Reassessment Methods' does not relate to either the 'Clinical Placement' or the 'OSCEs' sections.
- Section 28 - The statement, *'OSCEs are solely designed to provide students with a 'licence to practise' and so feature alongside the assessment strategy designed for the degree programme itself'* gives the impression that this exam is more important than other modules. All modules within the qualification lead to a 'licence to practise'. This statement is therefore misleading and should be changed.
- Section 30 – Include reference to the Guidance on the recruitment of work-based veterinary nursing students and the admission of veterinary nursing students to full-time vocational and degree courses.

3.6 The visiting panel noted that there were a number of amendments required to the modules, specifically:

- Module leaders are required for all modules.
- Remove the term "end of module" from assessments.
- Ensure University Centre Reaseheath is on all modules rather than Reaseheath College.
- The statement on RC4522 about reassessment to be added to all modules.
- Schedule of practical assessment needs to be provided.
- Make full use of the formative assessment section of the module templates and provide a timetable for formative assessments.
- Aims to be consistent / standardised for all modules.
- The module contents are often aims and need to be reviewed throughout to ensure that they are academically framed.
- In some cases learning outcomes are tasks and not learning outcomes. These need to be amended throughout.
- Some learning outcomes were not appropriate for the level of study.
- Remove the statement about module handbooks because the information is now on Moodle.
- It must be clear which assessments are unseen.

3.7 The majority of the modules contain a written assessment and an unseen practical examination. It is unclear from the information provided what form the practical assessment / spot tests will

take. For each exam type there must be in place policies and procedures outlining the design, delivery, evaluation and quality assurance mechanisms that are in place. These documents need to be at the same standard as those provided for the written examinations and the OSCE.

3.8 Students on three different programmes were interviewed. On the subject of the work placements they were extremely positive about the support provided to locate work experience, including interview support and contact with tutors during the work placement.

3.9 Students also confirmed Library resources are accessible at UCR and UoC. Online journals were also available.

3.10 If a student does not attend modules this is picked up and highlighted via the ProMonitor system. The system will email the student when they have an unauthorised absencerequesting that they make contact with the course tutor to justify the absence and explore interventions to prevent recurrence.

3.11 The Nursing Progress Log (NPL) Sampling Strategy was provided, but there is some key information missing from the policy, such as suggested targets for completion, types of audit to be completed, details on when the sampling is to be completed and how much of the NPL is to be audited. The suggestion for communicating with the Clinical Coach (CC) via the NPL Communication Tab needs reviewing as this does not allow for notification that comments have been added, thus CCs may never see the feedback. The two week review period for the unsatisfactory audits also needs to be reconsidered as this is unlikely to be practical, particularly if cohort sizes increase as planned. There is no indication as to how the CC is risk rated, or how this affects the sampling strategy, just that it would be completed on a 'more frequent basis'.

3.12 Terminology within documentation is variable in relation to the Clinical Supervisor role – one term must be decided on and referenced throughout all paperwork to avoid confusion for students and practices.

3.13 There is currently no indication of tutorial requirements whilst on placement, or review of professional behaviour. This may be useful in order to have a clear understanding of how students are progressing and any concerns that the practice may wish to raise.

3.14 It should be noted that students registering on a qualification with RCVS provisional accreditation must be informed of this status. This must also appear in marketing material and student facing information. A letter must be sent to students informing them that additional assessment in the form of the RCVS pre-registration examination may be required prior to them applying to enter the RCVS Register of Veterinary Nurses. The contents of the letter must be approved by the RCVS.

Suggestions

a. Develop/utilise professional behaviour evaluation for students on placement.
b. Clarify tutorial requirements to be completed by CC whilst on placement.
c. Review Module Learning Outcomes for appropriate levelness.

Actions

a. Forward a draft of the letter to students and all marketing material detailing that the course is provisionally accredited by the RCVS and additional assessment may be required prior to them applying to enter the register. This must also detail who will be responsible for paying the additional fees including cost of the examination, travel and accommodation and availability of revision sessions.

b. Provide written policies and procedures outlining the students' journey through their placement including the initial allocation, support and recording of placement hours.

c. Amend the Programme Specification and provide evidence that this document has been accepted by the University.

d. Provide policies and procures for all types of examination and assessment being used within the programme, including those specific to assessment during placement and monitoring and assessment within the NPL.

e. Investigate viability of FE TPs supporting students in order to identify confirmed placements for students.

f. Amend all paperwork with correct Clinical Supervisor/Clinical Coach term.

g. Revise modules and forward to the RCVS to include annotated changes.

Standard 4 – Qualification quality management

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

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

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

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

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

4.1 The University of Chester Validation Panel recommended approval of BSc Veterinary Nursing to be delivered at Reaseheath College, to the Faculty of Medicine, Dentistry and Life Sciences, with four conditions and two recommendations.

4.2 The Programme Specification states that *"Applicants are required to complete 4 weeks of work experience within a veterinary practice before starting the course, shadowing the work of veterinary nurses"* however, the course team clarified that a minimum of two weeks work experience is required but that applicants are encouraged to complete four weeks. UCR must make details of the work experience requirement clear within the admissions policy.

4.3 UCR must also confirm the mechanisms in place to ensure that students have the opportunity to declare their fitness to practise along with any convictions prior to enrolling on the programme.

4.4 There was an indication that staff involved with the delivery of the Level 3 Diploma in Veterinary Nursing will also be involved with some aspects of the practical teaching of this programme. A timetable of practical sessions showing proposed staffing must be provided with confirmation that this will not overload these staff.

4.5 UCR also confirmed they plan to advertise for a further veterinary nurse with a degree and will upskill one of the current veterinary nurses to MSc level. In addition, a further graduate veterinary nurse post will be advertised for Year 3. Additional staff to assist with placement visits will also be recruited.

4.6 Staff that are due to be completing quality assurance processes are not yet qualified in this area, so this needs to be addressed. Any member of staff undertaking quality assurance processes should be trained in QA procedures. This could be in-house or via a formal qualification such as TAQA.

4.7 Evidence of the current Clinical Coach Training and Standardisation was provided, however, this will need reviewing in order to ensure the training is specific and sufficient for CCs supporting degree students.

4.8 Periodically the support team are provided with a print out of individual student progress through the Nursing Progress Log. This is used to check that students are meeting completion targets.

Suggestions

a. UCR to amend the CPD page of the website to remove CSL training and reference to City & Guilds if this training is intended to be generic.
b. Consider the timing of the third year 4 week placement to ensure that it ties in with the module assessment boards.

Actions

a. UCR to provide evidence that the University of Chester validation conditions have been met.
b. UCR to confirm the mechanisms in place to encourage the disclosure of criminal convictions prior to enrolling on the course.
c. UCR to provide policies and procedures relating to internal quality assurance of the assessment of the RCVS Day One Skills for Veterinary Nurses to include the sampling strategy.
d. All IQA staff to confirm that they have completed specific IQA training.
e. Provide details of how students are allocated their clinical placement.
f. Confirm the mechanisms in place to ensure that the placement module goes through the Module Assessment Board before students can be enrolled on to/for the OSCE.
g. Provide updated Clinical Coach training materials for degree specific support.

Standard 5 – Assessment

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

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

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

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

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

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

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

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

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

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

5.1. The OSCE is the assessment within the module **RC0528 OSCEs for Veterinary Nursing.** This is a 0 credit module. The following should be considered for amendment

- In section 7 of this module it indicates that the OSCE will be '*independently assessed'* but in other documents there is an indication that examiners may be known to the student. It is advisable to remove the term *'independently assessed'* if this is not the case.
- In section 9 consider using the word '*range'* instead of*'selection'*.

- In section 10 the statement '*partially fulfils the RCVS registration requirements for veterinary nurses'* is inconsistent. This is an aim of all modules which make up the BSc (Hons) but does not feature in other modules.
- Learning outcome 1 'Select and safely and competently apply clinical skills in a variety of veterinary nursing situations.' does not make sense. Is it possible to select clinical skills?

5.2. A clear underpinning rationale for the design, delivery and quality assurance of the OSCE has been provided. This is a comprehensive document, which complements the other OSCE policy and procedure documents.

5.3. The Guidance for Implementing OSCEs is clear but the rotation of students through the OSCE stations needs to be reconsidered to ensure that the best use is made of the available resources in the time available. Candidate A is the first candidate to take the test in each station. If an error is likely to occur this will happen the first time the station is run. This could mean that the outcome for this student is not an accurate reflection of their ability and could be challenged.

5.4 On page 14 of this document there is an indication that each OSCE station is allocated 10 minutes and during this time the student will have approximately one minute to read and comprehend the scenario and 8 minutes to complete the task. They then have one minute to prepare and move to the next station. It then goes on to say that candidates must remain in the station for 10 minutes. This needs to be reviewed and the exact requirements made clear.

5.5. It is unclear when the examiner will reset the station between students because time does not appear to have been allocated within the 10 minutes. In addition, it is advisable to be more specific about the reading time. From the guidance notes it appears that one minute will be provided. The use of the '*approximately'* is superfluous. In addition, on the examples of the OSCE stations there is an indication that the scenario will be read before the student enters the OSCE station. It is unclear if this is actually the case.

5.6. On page 21 of the guidance for implementing OSCEs – it is unclear in the example given what the pass mark is. On page 23, final paragraph, it is unclear who is responsible for checking the mark sheets.

5.7. Section 7.2 of the Programme Handbook says

'*To obtain Registered Veterinary Nurse (RVN) status, students are required to complete all clinical examinations that are aligned with the RCVs (Sic) Framework for Day One Skills and Day One Competences'*

In order to register with the RCVS students must complete the BSc (Hons) in Veterinary Nursing. It is understood that this cannot be achieved without completing all assessments, this statement is therefore unnecessary. In addition, the Day One Skills and Day One Competences is not a framework.

5.8. Students are provided guidance about the OSCE in a document titled ' Objective Structured Clinical Examinations (OSCEs), Guidance for students. It was unclear from the information provided:

- If the students receive any of the scenarios or marking criteria for the OSCE. If yes, when this is received.
- On page 6 paragraph 1 and 2 the words *'normally 12'* and '*usually 6-10 minutes'* are used to describe the number of stations and time allowed to complete the OSCE station. It would be clearer to provide the exact details of the OSCE that the students will undertake i.e. 12 stations which students complete within 10 minutes.
- On page 6 there is a typo in paragraph 5 'thy' rather than 'they'.
- The total length of the exam is not provided. An example of the timetable will enhance the document.
- There is no information about dress code or any equipment students must bring with them to the exam.
- There is no information about reasonable adjustment.

5.9. The document titled *'Guidance for designing OSCE stations'* is well written and easy to follow. The blueprint should be revised to include the OSCE stations on the X axis and an expansion of the skills on the Y axis. It could also be enhanced by indicating which skills are not feasible to assess using an OSCE.

5.10. The example assignment briefs submitted did not all relate to the proposed programme.

5.11. Security of examinations papers is clearly outlined in section 4 of the Quality Standards Manual and other documents.

5.12. There is an appeals process and reasonable adjustment process in place.

5.13. A clear flow chart for the moderation of student work was provided.

5.14. Clear generic assignment marking criteria were provided for levels 4-6. It is unclear how written examinations are marked to ensure that those passing have reached a minimal level of competence.

5.15. Included in the application submission was a proforma of the intended external examiner report. This proforma does not appear to require the external examiner to quality monitor and report on the summative (OSCE) examination.

5.16. The four-week placement at the end of June in year three does not provide sufficient time for this module to be discussed at the progression board.

5.17. There was concern that the reassessment weeks occur during the students' time in practice. UCR indicated that practices would be informed of any areas of student weakness so that they can assist the student to prepare for the reassessment. Students will also attend a residential week to concentrate on support around exam techniques and specific revision in the failed subjects.

Suggestions

a. Reconsider the rotation of the students through the OSCE stations to ensure that the best use is made of the resources in the time available. If the proposed method is retained then mechanisms need to be put in place to ensure that the first student entering the circuit is not disadvantaged.

Actions

a. Policies and procedures for the design, delivery, evaluation and quality assurance for all types of examination (spot tests and practical assessments) to be provided.

b. Amend the wording of the RC0528 OSCEs for Veterinary Nursing module as detailed in section 5.1 of the report.

c. Amend the OSCE policy and procedure documents as outlined in section. 5.4, 5.5, 5.6, 5.7, 5.8

d. Confirm the arrangements for the External Examiner to quality assure all assessment and examinations including practical examinations, the OSCE and spot tests.

Standard 6 – Centre approval and quality assurance

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

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

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

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

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

6.1 A Centre Standards checklist was submitted with the application, however, it was not clear from the documentation when this was completed and who undertook the audit.

6.2 The current Training Practice risk assessment document does not appear to include a risk scoring system, however this was included in the exemplar document provided with the application. There was also no indication of how the risk rating drives the audit/visit activity.

This needs to be added to the assessment sheet in order that all staff completing it understand how the risk score is developed.

6.3 MoUs with TPs for degree placements were provided and were fit for purpose, although further reference to tutorial and support requirements whilst in practice may be useful.

6.4 A TP audit checklist was provided which was fit for purpose.

Suggestions

a. Incorporate tutorial and support requirements into the MoU.

Actions

a. Add risk scoring to the TP Risk Assessment Policy.

b. Develop a visit strategy that clearly relates to TP risk rating and how this changes depending on student and TP support requirements.

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 of Chester uses a Continuous Monitoring and Enhancement (CME) system to report on quality evaluation and delivery of programmes. A completed CME report for Wildlife Conservation and Ecology was provided with the application along with a sample External Examiner/Assessor Annual Report Form.

Suggestions

None

Actions

a. The University must ensure that the External Examiner observes and reports on the OSCE.

University response

Action Plan Response from University of Chester, Updated (date)

STANDARD 2 - Sustainability						
Category	Number	Action/Suggestion	AO/HEI response and evidence	Action by whom	Date for resolution	RCVS response
Suggestion	a.					
Action	a.					

STANDARD 3 – Qualification design and delivery						
Category	Number	Action/Suggestion	AO/HEI response and evidence	Action by whom	Date for resolution	RCVS response
Suggestion	a.					
Action	a.					

STANDARD 4 – Qualification quality management						
Category	Number	Action/Suggestion	AO/HEI response and evidence	Action by whom	Date for resolution	RCVS response
Suggestion	a.					
Action	a.					

STANDARD 5 – Assessment						
Category	Number	Action/Suggestion	AO/HEI response and evidence	Action by whom	Date for resolution	RCVS response
Suggestion	a.					
Action	a.					

STANDARD 6 – Centre approval and quality assurance						
Category	Number	Action/Suggestion	AO/HEI response and evidence	Action by whom	Date for resolution	RCVS response
Suggestion	a.					
Action	a.					

STANDARD 7 – Self-evaluation and reporting						
Category	Number	Action/Suggestion	AO/HEI response and evidence	Action by whom	Date for resolution	RCVS response
Suggestion	a.					
Action	a.					