University of Glasgow Accreditation Report 2018

(Visit to associated institution Scotland's Rural College, Barony campus)

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

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List of Visitors

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RCVS Qualifications Manager

Jane Furness RVN
Coventry University

Key Staff met

SRUC/ University of Glasgow Panel

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Learning Teaching and Enhancement Manager (SRUC)

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Summary of the Visitors' findings

- The report is presented to the RCVS following the accreditation and validation visit to Scotland's Rural College (SRUC) Barony campus for a new BSc in Veterinary Nursing approval.

- SRUC is a partner institution of the University of Glasgow which validates most of SRUC's degree-level programmes. Under the partnership, SRUC has extensive delegated authority for, amongst other things, the design and delivery of programmes, learning resources, student support and quality assurance and enhancement. Consequently, much of the quality processes and protocols are SRUC's, and the validating panel was comprised mainly of SRUC staff with one University of Glasgow programme director and tutor in attendance.

- The qualification as a whole was presented as a BSc (Hons) degree for validation by SRUC. The RCVS licence to practise section is the BSc in Veterinary Nursing, which is awarded at the point of year three completion. While the Scottish Credit Qualification Framework (SCQF) fits with the QAA framework at the BSc (Hons) level (SQF Level 10 and QAA Level 6), there is a discrepancy with the licence to practise final level, which ends at SQF Level 9, which is equivalent to QAA Level 5 and 6 banding. As a consequence, there may be some confusion regarding the level of qualification if the RCVS validates 'BSc Veterinary Nursing'.

- The University did not submit some documentation to the RCVS until the week of the event. Consequently, there was missing documentation in the initial application.

- 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:

- SRUC/ University of Glasgow are to be **commended** for its ongoing and strong commitment to the continuation of Veterinary Nurse Education.

- SRUC/ University of Glasgow had a supportive and enthusiastic relationship that was apparent throughout the accreditation event.

- The team(s) were flexible and collaborative when given advice and guidance by RCVS visitors.

Standard 2 – Sustainability

Actions

a. The University must submit all signed Memoranda of Understanding MOUs from practices agreeing to provide placements for the University of Glasgow students, with an indication of which are primarily affiliated and which are not.

b. The University must submit an explanation of the finances which shows how the programme will be sustainable financially, with all income and expenditure accounted for.

Standard 3 – Qualification design and delivery

Suggestions

a. To include the Day One Competences (DOC) and Day One Skills (DOS) mapping into the module specifications so that students are fully informed as to what they are completing.

Actions

a. The University must review and re-submit all mapping to RCVS DOC and DOS to ensure they have been assigned to appropriate modules.

b. The University must tighten up the wording: 'meets a variety of skills…' in the mapping document to give firmer guidance on which DOC and DOS are to be completed where.

c. The University must incorporate the QAA Veterinary Nurse Benchmark Statements in their mapping to modules in all relevant student facing documentation.

Standard 4 – Qualification quality management

Suggestions

a. The University may wish to secure a reference from the work experience placement required for students to enter the programme.

Actions

a. The University must submit the overarching regulatory authority's latest assessment report of SRUC as well as for the University of Glasgow
b. The University must submit the CV for Eileen Wall.
c. The University must submit the CPD for the previous three years for all staff involved in the delivery of the qualification.
d. The University must submit a breakdown of the teaching, quality assurance, and management responsibilities for each member of staff listed above.
e. The University must appoint an External Examiner.
f. The University must provide the RCVS with an ongoing and targeted support plan for the staff development of individuals involved with the programme.

Standard 5 – Assessment

Suggestions

a. The University may wish to add in the RCVS DOC and DOS into the Accreditation of Prior Learning (APL) protocol.

Actions

a. The University must submit the revised assessment strategy.

b. The University of Glasgow to provide samples of assessment briefs and examination materials to cover the full range of assessments being delivered.

c. The University must evidence their reasonable adjustment, mitigating circumstances, fitness to practise policies and appeals procedures 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.

e. The University must evidence the mechanisms in place to allow Accreditation of Prior Learning (APL) to be taken into consideration.

f. 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. The University must evidence this.

g. 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. The University must evidence this.

h. Evidence must be submitted regarding the OSCE content, management and quality assurance processes.

i. Evidence must be submitted regarding the recruitment, training and management of OSCE examiners.

j. There must be a clear Day One Skills completion schedule in all relevant student and clinical coach documentation.

Standard 6 – Centre approval and quality assurance

Actions

a. The University must supply the Centre and training practice approval strategy and sample documentation to the RCVS to show how centres/delivery sites approved for the delivery of the

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

b. The University must supply evidence to show that a site visit, including an audit of practical and theory resources, has been performed for approval of the Centre for veterinary nurse training.

c. The University must supply evidence to show that a minimum of one site visit to each approved Centre/delivery site and/or its affiliated Training Practices will be conducted annually, based on a documented risk assessment policy.

d. The University must supply the written protocol for informing the RCVS of new delivery (Centre) sites, and any changes made to the programme.

e. The University must set in place a binding agreement with Centres that articulates both their national and professional regulatory obligations.

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:

The University of Glasgow (awarding University):
Main Building
Glasgow
G12 8QQ
Robert.Mulholland@glasgow.ac.uk

SRUC Barony Campus (delivery site):
Parkgate
Dumfries
DG1 3NE
0131 535 4000
srucprincipal@sruc.ac.uk

1.2.   The completed application has been submitted by Wayne Powell, Principal of SRUC. The official correspondent to RCVS in relation to the licence to practise qualification is to be Robert Mulholland, Academic Collaborations Manager from the University of Glasgow.

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 University has submitted to the RCVS a spreadsheet with 50 training practices (TPs) details noted. It is highly likely that these relationships are a continuation of the relationships formed for the SRUC and SQA HND, which will now no longer be running in light of the development of this new SRUC programme validated by the University of Glasgow.

2.2 There was no indication in the submitted documentation how many TPs are affiliated and non-affiliated, and there are no MOUs submitted to show the TPs are in agreement to provide placements under the new programme. It was confirmed at the accreditation event that all of these TPs were primarily affiliated with SRUC Barony campus, and at the visit it was explained that the practices were in agreement to take on students for the new year long block placement model as opposed to the separated placement blocks model.

2.3. Part B (page 2 onwards) of the validation document states:

''SRUC Barony Campus currently delivers a Royal College of Veterinary Surgeons (RCVS) accredited Higher National Diploma (HND) in Veterinary Nursing, from which successful students are able to graduate as Registered Veterinary Nurses (RVNs). This programme has been highly successful, with an average of 90% of students achieving their HND each year over the last five years.

The course is highly attractive, with over 200 applications each year for a course with 26 places. This enables the team to select from the applicants using an interview process to satisfy themselves that candidates understand the role of the veterinary nurse, and are likely to be successful on the programme. Currently the only other higher level veterinary nursing course is the BSc (Hons) run by Napier University, therefore the courses often compete for the same applicants.

SRUC offers the opportunity for Further Education (FE) level students to progress to higher levels, and a number studying the Scottish Credit and Qualifications Framework (SCQF) level 5 Animal Nursing Assistants course have, with additional evidence of academic study, progressed to the HND Veterinary Nursing.

The campus has excellent training facilities on site which allows students to experience regular contact with the operating theatre environment and patient care, handling and husbandry of a range of small mammal, exotic, wildlife and large animal species, plus enables the practice of technical clinical skills to a high standard. These facilities currently meet RCVS standards and will continue to be developed to ensure that resources remain current and appropriate for degree level provision.

In 2016 the Animal & Equine Department participated in a highly successful Institution-led Subject Review. The panel indicated there were several areas to be commended, including high levels of

effective and accessible academic guidance and pastoral support which encourages student success and progression, robust application of quality monitoring to drive enhancement, very effective management of Veterinary Nursing student work placements including the provision of student support using on-line and social media and the promotion of students taking ownership of their own learning. Recommendations provided by the panel are being addressed as an ongoing process.

Recruitment following the HND is consistently very high, with 100% of graduates for several years being employed as veterinary nurses in practice following completion of the course. There are changes that could be made to this model and by replacing the HND with a degree programme the successes can be built on constructively; primarily reducing the intensity of study by extending the length of programme and structuring the clinical placement so that it is completed in one calendar year rather than blocks over the two year period.

The HND programme is delivered over two calendar years which includes five weeks student holiday each year. Although self funding students appreciate the compressed period which facilitates completion over two years rather than three, the intensity of higher level study and clinical placement over this period of time is challenging to many. Former students strongly identified (60% of respondents) that they would like to see more time and depth to the studies (appendix A). The degree programme will enable students to enhance their learning through increased time for independent study.

The clinical placement is well supported by veterinary practices attached to SRUC Barony Campus and the block structure works for most. Several practices however have withdrawn from providing placements, or provide a one year placement only, due to concerns about the position in which it places them in relation to National Minimum Wage Regulations. The rules state that placements for one year within a full time course are permissible therefore the new structure has been designed to take account of this. This ensures that students are provided with consistency, rather than alternating practice and college every couple of months, and that they will have completed their theoretical learning which underpins practice prior to their placement.

The veterinary nursing profession is evolving, particularly with the current review of Schedule III of the Veterinary Surgeon's Act (which legally identifies the role of the veterinary nurse) and professional status granted by Royal Charter in 2015. Veterinary Nurses therefore require the skills and attributes needed to meet the demands of their professional role.

The project team wished to build on the successful elements of the current HND course and review the curriculum without the constraints of SQA structures to create a programme which would further develop graduates fit for the evolving requirements of a professional career as a Registered Veterinary Nurse.''

2.4 Industry and market environment information was further sought and summarised as below:

'Currently there is only one other veterinary nursing degree offered in Scotland, at Napier University. Although a small number of applicants select to study at a university in England there is no significant loss of students from Scotland, and a small percentage of SRUC applicants are from countries in the rest of the United Kingdom coming to Scotland to offset this loss. In 2017 we lost 7 applicants to Napier University, to whom we made offers, and it is likely that this was due to the more attractive offer of a degree. It is hoped that these losses will be minimised once the new degree is available. We aim to become the first choice for applicants in Scotland due to the advantage of offering a

veterinary nursing degree from within a land-based higher education institution benefitting from collaboration with the SRUC Animal and Veterinary Sciences Research team and Veterinary Services.

As part of the development process current students, former students (HND Veterinary Nursing graduates) and veterinary practices were asked to complete a survey to assist in identifying demand, devising an appropriate structure and ensuring that the programme content is relevant. Seventeen current students responded and 28 former students responded.

The feedback indicated that there is strong support for the course with 71% of current students (appendix A) and 79% of former students (appendix B) indicating they would have applied for a BSc (Hons) degree instead of the HND had it been available. Application numbers for this course are consistently high (over 200 applicants for 26 places), therefore these figures indicate we would continue to receive a strong number of applications when the degree replaces the HND.

(NB: This is supported by the screen shot of the raw data.)

Additionally, when asked to provide comment on the content of the HND and how this could be improved within a degree, 13 out of the 20 graduates that answered that question made reference to studying subjects in more detail or having more time to 'digest' the knowledge taught. This supports one of the programme aims, as the ability to provide students with a greater depth of understanding and more time to facilitate independent study is a key driver for introducing the degree.

Several of the comments mention animal behaviour as a subject they felt should be included in future courses. The specialist modules included in year four take cognisance of this feedback, as well as developing key areas identified as important for future veterinary nurses.

Of the responses from nine veterinary practices (appendix C) 67% thought that the profession would welcome a BSc in Veterinary Nursing. This is encouraging as the key driver for gaining employment is that the nurse is registered with the Royal College of Veterinary Surgeons in order to legally practice. This can be achieved at a number of academic levels, and often the level of qualification is seen as less important than registration at a time where demand for RVNs is high. This feedback indicates that the profession is maturing and there is greater expectation that the veterinary nurse is equipped to deal with their professional responsibilities. The degree programme provides more opportunity to develop those skills and attributes.

Comments regarding the benefit of degree qualified veterinary nurses included that they would have a deeper understanding of their subject which would benefit clients and other team members, and a greater level of confidence in their own abilities which would enable them to provide high quality patient care. This has been considered by the veterinary nursing project team during the development of the degree programme.'

2.5 The raw data showed that of the past students, nearly 50% were happy with the HND level of the course, and there was an even split of responses regarding whether the degree level would help gain employment over the HND. Further questions indicated that there was general support for the move to the degree from the newer students, with 47% agreeing a degree level course would be of benefit.

2.6 In addition, a localised summary of the potential financial viability of the programme may be seen below:

Demand is expected to remain high (applications to HND have been in excess of 200 for the last three years, and this is similar to all Veterinary Nursing courses) with the challenge of maintaining placement levels to support the intake numbers being the main constraint. Attrition rates tend to be low, however it is recognised and anticipated that the uptake for the Honours years may initially be lower since the 'license to practice' award can be achieved at General degree level.
As the Honours qualification becomes more established and the benefits become more apparent, it is expected that the uptake will rise. The figures below have been kept on the conservative side and the expectation is that actual figures for year four will be higher.

Table 1: Projected Minimum Recruitment Figures

	HND Year One	HND Year Two	BSc Year One	BSc Year Two	BSc Year Three	BSc Year Four	Total
2017/18	26	24					50
2018/19	-	24	28				52
2019/20	-	-	30	26			56
2020/21	-	-	30	28	24		82
2021/22	-	-	30	28	26	8	92
2022/23	-	-	32	28	26	8	94

The number of training practices (TPs) approved by SRUC Barony continues to steadily grow year on year (January 2018 there was a total of 50 TPs), therefore it is anticipated that this growth in forecasted numbers could be facilitated.

On the basis of £8,274 of funding per FTE, based on the forecasted figures below, anticipated income is projected as:

Table 2: Forecasted income for BSc (Hons) Veterinary Nursing Programme per Year

	BSc Year One (£)	BSc Year Two (£)	BSc Year Three (£)	BSc Year Four (£)	Total (£)
2018/19	231,672				231,672
2019/20	248,220	215,124			463,344
2020/21	248,220	231,672	198,576		678,468
2021/22	248,220	231,672	215,124	66,192	761,208
2022/23	264,768	231,672	215,124	66,192	777,756

Currently the HND delivery is staff resource efficient as the same team teach two year groups in alternate blocks, whereas the degree will have three years being taught on campus (one year on clinical placement) which may require some additional resource. The offset to this is that lectures will not be as compressed within the degree which will allow greater flexibility in timetabling.

The majority of year three will take place within a clinical placement therefore the costs associated with teaching will be much lower in this year. Student support will continue to be provided by the year tutor and internal quality assurer (the member of staff assigned to assuring the standard or resources available and quality of training in TPs) however, and the clinical examinations will be provided at the end of year three (cost will be the same as current HND clinical examinations).

The budget for the HND currently meets expected returns and since the degree attracts a higher level of funding per FTE over four years, the increase in income will facilitate the investment required to effectively deliver a high quality programme

2.7 There was evidence of market research, with 9 of the 50 TPs currently associated with SRUC Barony answering questions on the benefits of the degree route and curriculum content. Interestingly, only 3 of the surveyed practices indicated they would be willing to provide a placement for a BSc student.

2.8 The following expenditure table was submitted to show the likely cost of the course. It appears the course will run into a deficit over the course of 2018/19. There should be minimal set up costs associated with the first year as the Centre has already been running an HND which is accredited by the RCVS.

2.9 At the visit it was explained that the University of Glasgow takes a contribution of just £90 per student per year for the duration of the course. It appears from the income forecast above that full fees will be charged for the duration of the placement year.

2.10 The Programme Leader confirmed that the minimum viable number for a cohort would be 10-12 students.

	Period 1 Amount Base1 £	Period 2 Amount Base2 £	Period 3 Amount Base3 £	Period 4 Amount Base4 £	Period 5 Amount Base5 £	Period 6 Amount Base6 £	Period 7 Amount Base7 £	Period 8 Amount Base8 £	Period 9 Amount Base9 £	Period 10 Amount Base10 £	Period 11 Amount Base11 £	Period 12 Amount Base12 £	CC Total £	Budget 16-17 £	Movement £
SFC EDUCATION HE	(66,395)	(66,395)	(66,396)	(66,396)	(65,912)	(65,912)	(65,912)	(65,912)	(65,912)	(65,912)	(65,912)	(65,913)	(792,879)	(718,402)	(74,477)
SFC EDUCATION FE	(31,044)	(31,044)	(31,044)	(31,044)	(31,044)	(31,044)	(31,044)	(31,044)	(31,044)	(31,044)	(31,044)	(31,044)	(372,528)	(359,684)	(12,844)
TUITION FEES	(11,963)	(11,963)	(11,963)	(11,964)	(11,876)	(11,876)	(11,876)	(11,876)	(11,876)	(11,876)	(11,876)	(11,878)	(142,863)	(132,227)	(10,636)
SHORT TERM COURSES													0	0	0
RE-EXAMINATION FEE			(200)										(200)	(200)	0
MISCELLANEOUS EDUCATION	(15,000)									(15,000)			(30,000)	(61,974)	31,974
Total Income	**(124,402)**	**(109,402)**	**(109,603)**	**(109,404)**	**(108,832)**	**(108,832)**	**(108,832)**	**(108,832)**	**(108,832)**	**(108,832)**	**(123,832)**	**(108,835)**	**(1,338,470)**	**(1,272,487)**	**(65,983)**
Expenditure															
BASIC SALARIES SEERAD/COSAR STANDARD	28,869	28,869	28,869	28,869	29,449	29,496	29,496	29,497	29,497	29,497	29,497	29,501	351,406	330,604	20,802
SUPERANNUATION - CITRUS	3,388	3,388	3,388	3,388	3,461	3,466	3,466	3,466	3,466	3,466	3,467	3,467	41,277	44,688	(3,411)
EMPLOYERS N.I. SERAD/COSARSTD	2,330	2,330	2,330	2,330	2,413	2,419	2,420	2,420	2,420	2,420	2,421	2,421	28,674	30,036	(1,362)
CLEANING MATERIALS			100			200				100			400	200	200
CHEMICALS													0	0	0
RAW MATERIALS	42	42	42	42	42	42	42	42	42	42	42	42	504	500	4
MISCELLANEOUS LAB SUPPLIES			500						200				700	0	700
LIVESTOCK SUNDRIES	400	400	400	1,500	400	1,800	400	400	1,500	400	400	400	8,400	6,000	2,400
FEEDSTUFFS - CONCENTRATES													0	1,500	(1,500)
LITTER, SAWDUST, STRAW, ETC													0	300	(300)
CLINICAL WASTE DISPOSAL	40	40	40	40	40	1,800	40	40	40	40	40	40	2,240	1,800	440
PHOTOCOPYING EXTERNAL													0	0	0

Category														
PHOTOCOPYING INTERNAL - INCOME & EXPENDITURE	1,000	1,000	1,000	5,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	5,000	20,000	20,000	0
OFFICE SUNDRIES		200			200			200			200		800	800	0
MISCELLANEOUS SUPPLIES-DIRECT	2,000	1,000	1,000	1,000	1,000	4,000	2,000	1,000	2,000	1,000	3,000	1,000	20,000	7,890	12,110
STUDENT T&S													0	0	0
T&S CONFERENCE EXPENSES	200					150				150			500	500	0
MILEAGE ALLOWANCE	100	100	100	100	100	100	100	100	100	100	100	100	1,200	4,500	(3,300)
HOTEL	150	150	150	150	150	150	150	150	150	150	150	150	1,800	1,800	0
HOTEL / MEALS ABROAD													0	0	0
MEALS	50	50	50	50	50	50	50	50	50	50	50	50	600	200	400
SUBSITENCE ALLOWANCES													0	500	(500)
AIR FARES	80	80	80	80	80	80	80	80	80	80	80	80	960	1,000	(40)
RAIL FARES	25	25	25	25	25	25	25	25	25	25	25	25	300	250	50
TAXI FARES	25					25							50	50	0
CAR PARKING & TOLLS	20					20				20			60	50	10
STAFF TRAINING FEES	100	100	100	100	100	100	100	100	100	100	100	100	1,200	1,200	0
TRAINING COUSES - INTERNAL	200					200						100	500	500	0
RECRUITMENT EXPENSES													0	0	0
VEHICLE FUEL & OIL	200	200	100	200	200	200	200	200	200	100	200	200	2,200	2,000	200
VEHICLE INSURANCE													0	0	0
VEHICLE HIRE CHARGES	265	265	265	265	265	265	265	265	265	265	265	265	3,180	2,400	780
VEHICLE LONG TERM LEASE													0	0	0
VEHICLE OTHER CHARGES													0	0	0
POSTAGE	35	35	35	35	35	35	35	35	35	35	35	35	420	300	120
TELEPHONES - GENERAL	50												50	100	(50)
MOBILE PHONES	40	40	40	40	40	40	40	40	40	40	40	40	480	240	240
MARKETING - EXHIBITIONS	2,000												2,000	3,000	(1,000)
SUB-CONTRACTED: EXTERNAL	600	600	600	600			600	600	600	600	600	600	6,000	3,000	3,000
BOOKS	4,000			2,000		2,000	2,000						10,000	2,000	8,000

	1	2	3	4	5	6	7	8	9	10	11	12	Total Budget		
GENERAL EQUIPMENT	10,000					5,000							15,000	850	14,150
Equipment													0	800	(800)
OFFICE FURNISHING													0	0	0
EQUIPMENT MAINTENANCE	250					250			500				1,000	1,000	0
EQUIPMENT REPAIRS	250												250	250	0
LEASE OF EQUIPMENT													0	0	0
LEGAL FEES	200												200	200	0
SUBSCRIPTIONS						1,050							1,050	1,050	0
OTHER PROFESSIONAL FEES						5,000				450		350	5,800	5,700	100
VETERINARY FEES	300	300	300	300	300	300	300	300	300	300	300	300	3,600	3,600	0
HEALTH & SAFETY	50	50	50	50	50	50	50	50	50	50	50	50	600	600	0
FOOD													0	0	0
HOSPITALITY	68	62	62	62	62	62	62	62	62	62	62	62	750	750	0
PROTECTIVE CLOTHING	250					500				250			1,000	1,000	0
STUDENT PRIZES				200									200	200	0
EXTERNAL EXAMINERS' FEES			3,000										3,000	3,000	0
OTHER EXPENSES													0	(500)	500
DEPRECIATION LEASED EQUIPMENT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
IRRECOVERABLE VAT - PARTIAL	1,474	304	515	759	265	1,570	483	317	458	347	432	576	7,500	3,474	4,026
IRRECOVERABLE VAT - EXEMPT	0	0	0	0	0	0	0	0	0	0	0	0	0	238	(238)
OVERHEAD RECHARGED - NON RERAD													0	0	0
Total Expenditure	59,051	39,630	43,141	47,185	39,727	61,445	43,404	40,639	42,980	41,139	42,556	44,954	545,851	490,120	55,731
Net Income & Expenditure	(65,351)	(69,772)	(66,462)	(62,219)	(69,105)	(47,387)	(65,428)	(68,193)	(65,852)	(67,693)	(81,276)	(63,881)	(792,619)	(782,367)	(10,252)

Suggestions

None

Actions

    a. The University must submit all signed MOUs from practices agreeing to provide placements for the University of Glasgow students, with an indication of which are primarily affiliated and which are not.

    b. The University must submit an explanation of the finances which shows how the programme will be sustainable financially, with all income and expenditure accounted for.

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 following table highlights the mapping to RCVS DOC and DOS within the modules:

Proposed Module	Credits	Level	Cross ref to RCVS Day One Competencies and Skills
Year One			
Veterinary Nursing: Anatomy and Physiology	30	7	DOC - 15,17,26,27 DOS – 2.5, 3.6, 4.3, 4.13, 5.1, 6.3
Essential Veterinary Patient Care	15	7	DOC – 14,15,17 DOS – 3.1-6, 4.1-5,13-14
Veterinary Nursing: Infection Control	15	7	DOC - 15, 21, 25, 26, 27, 28, 32 DOS - 1.2, 2.2, 2.6, 2.9, 8.1-5, 9.1-13
Veterinary Nursing: Introduction to clinical practice	15	7	DOC - 2, 3, 7, 9, 31, 32 DOS - 2.9, 2.10, 3.1
Veterinary Nursing: Companion Animal Welfare and Behaviour	15	7	DOC - 1-10 12,19 DOS - 1.1-5, 2.1-7, 2.9, 2.10
Large Animal Healthcare	15	7	N/A
Exotics and Wildlife Nursing	15	7	DOC - 2,3,14,15,17, 21

			DOS - 2.4, 2.7, 3.1-6, 4.2-5, 4.9, 4.14, 8.1
Year Two			
Advanced Veterinary Patient Care	15	8	DOC - 10, 16, 30 DOS - 4.1,6-8,11-12,15
Veterinary Nursing: Diagnostic Techniques	15	8	DOC - 4, 6,13, 18,19 20 & 25 DOS - 2.2, 2.7, 5.1-9, 6.1-7, 8.3-4
Companion Animal Nutrition	15	8	DOC - 9, 15 DOS - 2.8
Veterinary Nursing: Pharmacology	15	8	DOC - 2, 4, 5, 6, 12, 15, 22, 23, 24, 32 DOS - 2.1, 2.2 2.5, 2.6, 4.9, 4.10, 7.1-3
Veterinary Nursing: Anaesthesia and Analgesia	15	8	DOC - 2, 4, 5, 6, 10, 12, 28, 29, 30 DOS – 2.4, 2.9, 4.1, 10.1-6
Veterinary Nursing: Small Animal Diseases and Conditions	15	8	DOC - 9,10,21,31,32 DOS – 2.5, 2.8, 4.3, 8.1
Veterinary Nursing: Clinical Practice 1	30	8	Meets a variety of skills during clinical placement
Year Three			
Veterinary Nursing: Clinical Practice 2	45	9	All Day One Skills met.
Veterinary Nursing: Clinical Practice 3	45	9	Meets a variety of skills during clinical placement and OSCEs
Research Skills & Data Analysis	15	9	DOC - 2,10 DOS - 2.8
Veterinary Nursing: Professional Responsibility	15	9	DOC - 1,2,8,10,12,13 &20 DO - 2.9

3.2 The University may wish to re-phrase the sentence 'Meets a variety of skills in placement' to avoid ambiguity in what is expected of the students.

3.3 The Anatomy and Physiology module is mapped to the following DOCs:
- 26 Prepare the environment, equipment and patient for aseptic surgery
- 27 Assist the veterinary surgeon as a scrubbed nurse to perform surgical procedures on patients
- 15 Deliver nursing care in accordance with best practice and due regard to animal welfare
- 17 Administer first aid and assist with the provision of emergency treatment to animals

It is unclear how these DOCs are congruent with the learning outcomes of the module:

LO1:	Describe basic structure and body organisation in dogs and cats.
LO2:	Identify and describe the anatomy of major body systems in dogs and cats.
LO3:	Explain the functions of the major body systems in dogs and cats

3.4 Additionally, the following Day One Skills are listed:

- 2.5: Conduct effective nursing consultations
- 3.6 Use appropriate restraint methods suitable for the patient and situation with due consideration for animal welfare
- 4.3: Perform a clinical examination and record findings

- 4.13: Perform basic physical therapy techniques to aid mobilisation
- 5.1: Discuss with the veterinary surgeon and prepare for an appropriate sampling strategy
- 6.3 Position a patient to obtain a diagnostic image of the area of interest

Apart from 5.1, it is unclear how each of these skills will be incorporated into the teaching of the module.

3.5 Based on this module, the University must check all DOC and DOS are appropriately assigned to modules. It may aid the University to include DOC and DOS mapping within the module specifications for ease of tracking, and to aid the students self-progress monitoring.

3.6 The following are written in to the table in the validation document after the last clinical placement module which holds the end practical assessment of DOS. All DOC and DOS teaching should be completed prior to sitting the OSCEs:

| Research Skills & Data Analysis | 15 | 9 | DOC - 2,10
 DOS - 2.8 |
| Veterinary Nursing: Professional Responsibility | 15 | 9 | DOC - 1,2,8,10,12,13 &20
 DO - 2.9 |

3.7. The proposed structure is to complete all RCVS DOC and DOS by the end of the third year and to complete the Honours in the fourth year. The step off award would therefore be BSc Veterinary Nursing. Due to the bridging of the Scottish Qualification level 9 over the QAA framework level 5 and 6, it is not a full Bachelor degree level according to the framework.

See table below:

Year	Semester	Module	Award
1	1 (Sept-Dec)	Veterinary Nursing: Anatomy & Physiology Veterinary Nursing: Infection Control Veterinary Nursing: Companion Animal Welfare & Behaviour	
1	2 (Jan-May)	Essential Veterinary Patient Care Veterinary Nursing: Introduction to Clinical Practice Exotics & Wildlife Nursing Large Animal Healthcare	
2	1	Veterinary Nursing: Small Animal Diseases and Conditions Advanced Veterinary Patient Care Veterinary Nursing: Diagnostic Techniques Companion Animal Nutrition	
2	2	Veterinary Nursing: Pharmacology Veterinary Nursing: Anaesthesia and Analgesia Veterinary Nursing: Clinical Practice 1	
3	1	Veterinary Nursing: Clinical Practice 2 Research Skills and Data Analysis	
3	2	Veterinary Nursing: Clinical Practice 3 Veterinary Nursing: Professional Responsibility	BSc Veterinary Nursing
4	1	Clinical Animal Behaviour & Welfare Veterinary Nursing: Physiology & Psychology of Welfare Companion Animal Genetics	

4	2	Animal Ethics Critical Analysis of Veterinary Nursing Care Honours Project	BSc (Hons) Veterinary Nursing

3.8 The validation document states:

'As an integral part of the award, in order to ensure graduates are eligible to be registered with RCVS as a veterinary nurse, students must complete the required clinical placement within an approved training veterinary practice. The RCVS Veterinary Nursing Registration Rules 2017[1] state that a minimum period of 2,990 hours training, excluding annual leave and absence, including a minimum of 1,800 hours placement time, must be completed in order to be eligible for registration.

Currently the three Supervised Practice units within the HND are each allocated 16 credit points (160 hours notional effort) giving a total of 480 hours. It is proposed that the Clinical Practice modules 1, 2, & 3 allocate 30, 45 and 45 credits respectively, providing a total of 1,200 hours notional effort. This represents a better balance of the time required for the clinical placement.'

3.9 The following is the proposed structure for practical teaching at the Centre.

Year	Practical training	Hours/student
1	Animal handling, housing and husbandry (within Animal Care Training Centre; to include rabbits, small mammals, reptiles and exotics, birds)	~7.5hrs
	Practical nursing skills (handling and restraint of dogs, patient examination, basic bandaging, basic physiotherapy)	~7.5hrs
	Theatre sessions (minor operations carried out within working theatre on site by veterinary surgeon from local practice working in collaboration with SRUC. Theatre preparation, personnel preparation, patient preparation, aseptic technique and sterilisation, decontamination, patient recovery etc.)	~12hrs
	Equine practical (horse handling, basic care, grooming, stable care)	~5hrs
	Farm practical (body condition scoring, basic handling/movement, preventative treatments)	~12hrs
2	Clinical skills labs (Laboratory – microscope technique, urinalysis, blood smears and packed cell volume, faecal analysis, parasite identification; Radiography/ultrasound/endoscopy, Theatre practice – gloving and gowning, instrument identification, sterilisation, suturing; Anaesthesia – circuits, anaesthetic preparation and safety; Nursing – fluid therapy, drug preparation/administration, bandaging, tube feeding, urinary catheter care)	~63hrs
	Clinical Placement 1 (April – September; 38hrs/week)	~760-912hrs
3	Clinical Placement 2 (September – April; 38hrs/week) Clinical Placement 3 (September – April; 38hrs/week)	~912-1064hrs combined Total clinical placement hours ~1824 (52wks

		@38hrs/wk – 4wks AL)
	Clinical skills labs (Objective Structured Clinical Exam preparation)	~15hrs

3.10 The following course attendance is noted as a requirement in the validation document:

'B7 Conditions of Award and Progression

B7.1 Conditions of award

In order to qualify for an award, a candidate must complete the minimum SRUC requirements and must also meet the requirements of the RCVS veterinary nursing registration rules as follows:

- *For the award of Bachelor of Science degree with honours: 480 credits, which includes all taught modules and a 45 credit dissertation, and the completion of a minimum 2,990 hours attendance on the programme, including an minimum of 1,800 hours clinical placement within an approved veterinary training practice.*

- *For the award of Bachelor of Science degree: 360 credits of taught modules and the completion of a minimum 2,990 hours attendance on the programme, including a minimum of 1,800 hours clinical placement within an approved veterinary training practice.'*

3.11 Progression from year to year will require completion of the preceding year's modules. If a student fails a module then the University will insist they pass prior to moving onto the next progressive year.

3.12 The course does not refer to QAA Benchmark Statements for Veterinary Nurses. It was discussed at the visit that these should be added into the student facing documentation along with clear mapping to the RCVS DOC and DOS.

3.13 The Validation document states:

Prior to the start of their placement the Clinical Practice 1 module introduces them to the systems they will use whilst in practice and ensures that the students plan the completion of their Nursing Progress Log (NPL) effectively. The NPL is the online system which provides evidence of the student's competence in carrying out the RCVS Day One Skills in practice by asking the student to log cases and reflect on their experiences.

3.14 At the visit the programme leader stated that the students would have a 3 week rotation through the University of Glasgow referral hospital, where students would gain one week's experience in wards, one week in theatre and one week in an area of interest. The DOS will not be signed off during this time, but the clinical hours will be recorded, which will provide a buffer for any students who may have missed placement weeks due to extenuating circumstances.

3.15 The placement will begin after Easter in semester two of year two and continue until Easter semester two year three. During semester one in year three and the first half of semester two, two modules will be taught mainly via distance learning. When questioned, the panel confirmed that there would be adequate tutorial support for all students undertaking these modules.

3.16 It was discussed at the visit how students will require study weeks between placement time and examination weeks in order to prepare for their assessments.

Suggestions

a. To include the DOC and DOS mapping into the module specifications so that students are fully informed as to what they are completing.

Actions

a. The University must review and re-submit all mapping to RCVS DOC and DOS to ensure they have been assigned to appropriate modules.

b. The University must tighten up the wording: 'meets a variety of skills…' in the mapping document to give firmer guidance on which DOC and DOS are to be completed where.

c. The University must incorporate the QAA Veterinary Nurse Benchmark Statements in their mapping to modules in all relevant student facing documentation.

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 refers to 'Institution Led Review Report 2016/17' which was not presented at the accreditation event. This was completed by SRUC and not an overarching regulatory authority. The last QAA report for SRUC and University of Glasgow was requested at the event.

4.2 The validation document states:

B8.2 Admissions policy

The expected entry requirements will be a minimum of four Highers (BBBB), to include a literary subject (preferably English) and a science subject (Biology, Chemistry or Physics). In addition English, Mathematics and a science at National 5, grade C or above is expected. A minimum of four weeks of relevant work experience in a veterinary practice is required to ensure that the candidate understands the role of a veterinary nurse.

It was discussed at the visit that Physics was a valid entry qualification due to the nature of the radiography module.

4.3 It was discussed at the event that there is an informal protocol to request a reference from the practice supplying the work placement for the student. The visitors suggested making this a firm protocol to aid the selection process.

4.4. The document further stated:

Applicants are encouraged to discuss their individual needs at an early stage. Entry to the veterinary nursing programme is dependant on the applicant's ability (with reasonable adjustment where appropriate) to meet the Day One Skills and Competencies. Assessment must be made prior to acceptance on the programme to ensure that any adjustments proposed are reasonable and do not affect the integrity of the award. Reference should be made to the RCVS Disability Guidance on the Recruitment of Veterinary Nursing Students[2]. Student support services, either learning or personal as required, are involved at an early stage (from application and interview) to assist in the assessment of requirements.

4.5 There was no reference to the RCVS Fitness to Practise Policy in the documentation.

4.6 Staffing

The following was submitted via the validation document:

There is an experienced staff team at SRUC Barony, of which a very high number are professionally qualified. All lecturers in years one to three are RVNs or MRCVS, except one business qualified lecturer teaching relevant subjects (see appendix I). Investment is required, however, in staff development to reach a minimum of MSc level. Development of teaching qualifications to a suitable level is also required.

Any education staff (3) not yet completed the Teaching Qualification (FE) will commence it in 2018 and then progress to the HE Postgraduate Certificate. Those that have completed this will aim to commence the Postgraduate Certificate in Veterinary Education in 2018. Four of the staff with no teaching qualifications are from the research division, and although have experience teaching undergraduate and post graduate students it is anticipated that the HE teaching qualification will be completed prior to the delivery of year four.

Table 9: Teaching Team Qualifications

Qualification	No. of staff qualified
Post graduate qualifications	*7*
Degree level qualified	*5*
Below degree level	*3*
Teaching qualifications - HE	*2*
Teaching qualifications - FE	*8*
No current teaching qualifications (all experienced)	*5*

Continuing professional development is supported by SRUC and effectively utilised by the veterinary nursing development team to maintain currency and their professional status.

As the course develops there may be a need for additional staff to deliver the four year degree rather than the two year HND. Collaboration with colleagues in the Research division will assist in facilitating this course.

4.7 The following CV summaries were submitted in the validation document:

Teaching Staff Professional and Teaching Qualifications

Kirsty Young:
- *RCVS Registered Veterinary Nurse*
- *Postgraduate Certificate in Veterinary Education from Royal Veterinary College of University of London*
- *Fellow of the Higher Education Academy*
- *Teaching Qualification (FE) from University of Dundee*
- *SQA C24 Instructor, D32 & A1 Assessor and D34 Internal Verifier awards*
- *BVNA Certificate in Small Animal Behaviour*

Karen Martyniuk:
- *CMI SCQF Level 11 Certificate in Strategic Management and Leadership Dec 2017*
- *Post Graduate Certificate in Teaching and Learning for Higher Education. UWS. July 2014*
- *BA Professional Development. Dundee University. July 2006*
- *Teaching Qualification for Further Education. Dundee University. July 2005*
- *ILM Level 5 Leadership. July 2008*
- *ILM Level 2 Team Leading. July 2007*
- *Edexcel Assessor Award A1. July 2008*
- *Edexcel Verifier Award V1. July 2007*
- *RCVS Registered Veterinary Nurse. July 1999*
- *SVQ L2 Animal Care. SQA. 1997*
- *Higher National Diploma Agriculture. Cedara College. Dec 1996*

Emma Hudson:
- *Professional Development Award (PDA) June 2016   PASS*
- *L&D11 (Internal Verification Award)   May 2014   PASS*
- *A1 Assessor Award   June 2010   PASS*
- *Veterinary Nursing Level 3   July 2007   PASS*
- *Veterinary Nursing Level 2   June 2006   PASS*
- *HND Veterinary Nursing   June 2007   PASS   A*
- *ND Animal Nursing   June 2006   PASS   A*

Suzanne Kelly:
- *Degree of BVMS from Glasgow University 1993-1998*
- *Annan Academy, Annan, 7 H grades at AAAAABB*
- *A1 assessor unit NVQ 2003*
- *PDA award; Teaching and Learning, July 2016*
- *Full member of RCVS and BVA*

Alison McElrea:
- *2012: BA Professional Developing University of Dundee*
- *2009: A1 Assessor Award*
- *2008: Royal College of Veterinary Surgeons (RCVS) Examiner for Practical OSCE's*
- *2006: Teaching Qualification in Further Education (TQFE), University of Dundee*
- *2004: C24 Instructor Training*
- *2000: RCVS Veterinary Nursing Qualification*

Pamela Weightman:
- *1999 Royal College of Veterinary Surgeons (RCVS) qualified as a Registered Veterinary Nurse*

- *2008 Animal Medicines Training Regulatory Authority (AMTRA) qualified as an AMTRA MAH (AMTRA Manufacturers Authorisation Holder)*
- *2014 Dundee University qualified in Teaching Qualification in Further Education TQFE course*
- *ILM Level 3 Award in Management (Institute of Leadership and Management)*

Julie McMorran:
- *BSc.(Hons) General Science– The Open University 2013-2016*
- *Certificate in Education – Huddersfield University 1997-1999*
- *Registered Veterinary Nurse (RVN) – qualified as an RVN in 1989*

Sharron Perkins:
- *RCVS Registered Veterinary Nurse*
- *L&D11 – Internal Verification Award*

Julie Parker:
- *Harper Adams University BSc Veterinary Nursing - July 2017*
- *Glasgow Veterinary School - Achieved Royal College of Veterinary Surgeons Veterinary Nursing Exam – Year 1 (Level 2)*
- *Berkshire College of Agriculture - Achieved Royal College of Veterinary Surgeons Veterinary Nursing Exam – Year 2 (Level 3)*
- *RCVS Qualified Veterinary Nurse – 1997*
- *CMI – Leadership and Management (SCQF Level 8)   March 2017 - present*
- *SRUC – Education Leadership Pathway Programme   Jan – March 2015*
- *City and Guilds Qualified Examiner – 2013, Practical (OSCE) Veterinary Nursing Exams*
- *Royal College of Veterinary Surgeons Qualified RCVS Examiner – 2006, Practical (OSCE) Veterinary Nursing Exams*
- *University of Dundee - Teaching Qualification in Further Education (TQFE) – 2006*
- *Scottish Qualification Authority (SQA) D32 Assessor – 2004*

Lindsay Ferguson:
- *1979: Nursery Nurse Education Board (NNEB), James Watt College*
- *1999: Higher National Diploma (HND) Accounting, Dumfries and Galloway College*
- *2000: Bachelor Arts (BA) Business Administration, Paisley University*
- *2001: Post graduate Certificate Education (PGCE – Secondary Level) Business Education, formerly known as Jordanhill College (now known as Strathclyde University)*

Jackie Irving:
- *2016: Aurora – Developing Women Leaders in Higher Education*
- *2014: BA Equine Business Management*
- *2010: UKCC Level 3 Coach*
- *2010: UKCC Educator*
- *2008: Institute of Leadership & Management Level 2*
- *2005: University of Dundee Qualification in Teaching in Further Education*
- *2001: British Horse Society Intermediate Instructor*
- *2000: Higher National Diploma Management*
- *Assessor – A1, D32, D33*

Cathy Dwyer
- *PhD*
- *BSc (Hons)*

Dale Sandicot
- *PhD, University of Edinburgh, 1997.*

- *BSc (Hons) Applied Biology (2.1), Liverpool John Moores University, 1993.*

Laura Dixon
- *BSc (Hon) in Animal Science*
- *PhD Animal Behaviour and Welfare*

Eileen Wall

4.8 CPD records were to be submitted at the validation event but were not seen due to time constraints.

4.9 While a module lead was detailed for each module, the proportion of teaching to each of the named staff members above, and the modules they are assigned, has not been submitted.

4.10 An External Examiner has yet to be appointed.

4.11 Staff development policy- This was sent late to the RCVS before the accreditation event and has not been reviewed.

Suggestions

a. The University may wish to secure a reference from the work experience placement required for students to enter the programme.

Actions

a. The University must submit the overarching regulatory authority's latest assessment report of SRUC Barony as well as for the University of Glasgow
b. The University must submit the CV for Eileen Wall.
c. The University must submit the CPD for the previous three years for all staff involved in the delivery of the qualification.
d. The University must submit a breakdown of the teaching, quality assurance, and management responsibilities for each member of staff listed above.
e. The University must appoint an External Examiner
f. The University must provide the RCVS with an ongoing and targeted support plan for the staff development of individuals involved with the programme.

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 following table shows the proposed assessment burden of each module. It was discussed at the visit how there appeared to be a discrepancy in the assessment weighting and amount between modules, and it was suggested by the panel that the course team should review the assessment strategy to be less onerous. The University must therefore submit the finalised assessment strategy.

Year 1

Module	SCQF Credits	Balance	Assessment Method
Veterinary Nursing: Anatomy and Physiology	30	80%	Written Exams x 2 LO1-3 (2hrs each)
		20%	Practical ID task LO2
Essential Veterinary Patient Care	15	60%	Written Exam LO1&3
		30%	Written Assignment LO4
		10%	Practical skills assessment LO2
Veterinary Nursing: Infection Control	15	70%	Written Exam LO1&2
		30%	Open Book report (exam conditions) LO3
Veterinary Nursing: Introduction to Clinical Practice	15	60%	Written exam LO1&2 (1.5hrs)
		40%	Written Assignment LO3 2000 words
Veterinary Nursing: Companion Animal Welfare and Behaviour	15	40%	Written exam LO1 (1.5hrs)
		30%	Essay LO2 1500 words
		30%	Information leaflet LO3
Large Animal Healthcare	15	60%	Written exam LO1 (1.5hrs)
		10%	Practical skills assessment LO2
		30%	Oral assessment and presentation LO3
Exotic and Wildlife Nursing	15	100%	Written exam LO1-3 (2hrs)

Year 2

Module	SCQF Credits	Balance	Assessment Method
Advanced Veterinary Patient Care	15	50%	Written Exam LO1,2 & 4 (2hrs)
		50%	Practical Examination – triple jump (2.5hrs)
Veterinary Nursing: Pharmacology	15	70%	Written Exam LO1,3 and 4 (1.5hrs)
		30%	Written exam – open book LO2 (1hr)
Veterinary Nursing: Diagnostic Techniques	15	70%	Written Exam LO1,2&4 (3hrs)
		30%	Written assignment LO3 1500 words
Companion Animal Nutrition	15	40%	Written Exam LO1 (1hr)
		60%	Written assignment LO2&3 3000 words
Veterinary Nursing: Anaesthesia and Analgesia	15	60%	Written Exam LO1 & 2 (2hrs)
		20%	Written Exam LO4 (1hr)
		20%	Report LO3 (1000 words)
Veterinary Nursing: Small Animal Diseases and Conditions	15	70%	Written Exam LO1 & 2 (1.5hrs)
		30%	Oral presentation LO3 (10 mins)

| Veterinary Nursing: Clinical Practice 1 | 30 | 70% | Written assignment LO1-3, 3500 words |
| | | 30% | Oral presentation LO3 (10 mins) |

Year 3

Module	SCQF Credits	Balance	Assessment Method
Veterinary Nursing: Clinical Practice 2	45	85%	Nursing Progress Log
		15%	NPL Professional Behavioural Framework progress review.
Veterinary Nursing: Clinical Practice 3	45	20%	Report LO1, 2500
		80%	OSCEs LO2
Research Skills & Data Analysis	15	30%	Online multiple choice exam LO1,2&3 (1hr)
		30%	Report LO1&3 1500 words
		40%	Written assignment/ project proposal LO1 & 2 2000 words
Veterinary Nursing: Professional Responsibility	15	40%	Written Exam LO1 1.5hrs
		60%	Written assignment LO2&3 3000 words

Year 4

Module	SCQF Credits	Balance	Assessment Method
Honours Project	45	90%	Written Report - Dissertation
		10%	Presentation/ seminar
Clinical Animal Behaviour and Welfare	15	60%	Written exam LO1&2 (2hrs)
		40%	Written report LO3 (2000 words)
Animal Ethics	15	50%	Written exam LO1,3 and part of LO4 (2hrs)
		40%	Written report LO2 and LO4 (2000 words)
		10%	Oral presentation LO2
Veterinary Nursing: Physiology and Psychology of Welfare	15	33%	Written exam LO1 &3 (2hrs)
		33%	Written report LO2 and LO3 (1650 words)
		33%	Oral presentation LO4
Companion Animal Genetics	15	60%	Written exam LO1 & 2 (1.5hrs)
		25%	Written assignment LO3
		15%	Presentation LO4 10 mins
Critical Analysis of Veterinary Nursing Care	15	70%	Written report LO2 & 3 (3500 words)
		30%	Project output LO1 (1500 words)

5.2 Sample assessment material covering all types of assessment was not submitted.

5.3 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.

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

5.5 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. The University must evidence this.

5.6 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. The University must evidence this.

5.7 Insufficient evidence was submitted regarding the OSCE content, management and quality assurance processes.

5.8 Insufficient evidence was submitted regarding the recruitment training and management of OSCE examiners.

5.9 A candidate and an examiner handbook was not submitted.

5.10 the Day One Skills were not subject to a planned schedule for completion in the year long placement format, and this was discussed as important to give students and clinical coaches measurable targets for completion.

Suggestions

a. The University may wish to add in the RCVS DOC and DOS into the APL protocol.

Actions

a. The University must submit the revised assessment strategy.

b. The University to provide samples of assessment briefs and examination materials to cover the full range of assessments being delivered.

c. The University must evidence their reasonable adjustment, mitigating circumstances, fitness to practise policies and an appeals procedures 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.

e. The University must evidence the mechanisms in place to allow Accreditation of Prior Learning (APL) to be taken into consideration.

f. 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. The University must evidence this.

g. 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. The University must evidence this.

h. Evidence must be submitted regarding the OSCE content, management and quality assurance processes.

i. Evidence must be submitted regarding the recruitment training and management of OSCE examiners.

j. There must be a clear Day One Skills completion schedule in all relevant student and clinical coach documentation.

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.

There was no documentation submitted for this section of the application.

Suggestions

None

Actions

a. The University must supply the Centre and training practice approval strategy and sample documentation to the RCVS to show how centres/delivery sites approved for the delivery of the accredited qualification address the requirements for personnel, resources and facilities stipulated within the RCVS Standards and procedures for the approval and monitoring of Centres.

b. The University must supply evidence to show that a site visit, including an audit of practical and theory resources, has been performed for approval of the Centre for veterinary nurse training.

c. The University must supply evidence to show that a minimum of one site visit to each approved Centre/delivery site and/or its affiliated Training Practices will be conducted annually, based on a documented risk assessment policy.

d. The University must supply the written protocol for informing the RCVS of new delivery (Centre) sites, and any changes made to the programme.

e. The University must set in place a binding agreement with Centres that articulate both their national and professional regulatory obligations.

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.

The University supplied an SRUC annual monitoring report for the HND programme. The review studied student feedback, attrition and success and stakeholder input. There were no outstanding actions noted. It was requested at the visit that the last full report(s) sent and received from QAA be supplied for completion of documentation.

Suggestions

None

Actions

None

University response

Action	AO/HEI response	Action by whom	Date for resolution
Standard 2 – Sustainability **Actions** a. The University must submit all signed MOUs from practices agreeing to provide placements for the University of Glasgow students, with an indication of which are primarily affiliated and which are not. b. The University must submit an explanation of the finances which shows how the programme will be sustainable financially. With all income and expenditure accounted for.			

Standard 3 – Qualification design and delivery

Suggestions

a. To include the DOC and DOS mapping into the module specifications so that students are fully informed as to what they are completing.

Actions

a. The University must review and re-submit all mapping to RCVS DOC and DOS to ensure they have been assigned to appropriate modules.

b. The University must tighten up the wording: 'meets a variety of skills…' in the mapping document to give firmer guidance on which DOC and DOS are to be completed where.

c. The University must incorporate the QAA Veterinary Nurse Benchmark Statements in their mapping to modules in all relevant student facing documentation.

Standard 4 – Qualification quality management

Suggestions

a. The University may wish to secure a reference from the work experience placement required for students to enter the programme.

Actions

a. The University must submit the overarching regulatory authority's latest assessment report of SRUC Barony as well as for the University of Glasgow

b. The University must submit the CV for Eileen Wall.

c. The University must submit the CPD for the previous three years for all staff involved in the delivery of the qualification.

d. The University must submit a breakdown of the teaching, quality assurance, and management responsibilities for each member of staff listed above.

e. The University must appoint an External Examiner

f. The University must provide the RCVS with an ongoing and targeted support plan for the staff development of individuals involved with the programme.

Standard 5 – Assessment

Suggestions

a. The University may wish to add in the RCVS DOC and DOS into the APL protocol.

Actions

a. The University must submit the revised assessment strategy.

b. The University to provide samples of assessment briefs and examination materials to cover the full range of assessments being delivered.

c. The University must evidence their reasonable adjustment, mitigating circumstances, fitness to practise policies and an appeals procedures 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.

e. The University must evidence the mechanisms in place to allow Accreditation of Prior Learning (APL) to be taken into consideration.

f. 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. The University must evidence this. g. 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. The University must evidence this. h. Evidence must be submitted regarding the OSCE content, management and quality assurance processes. i. Evidence must be submitted regarding the recruitment training and management of OSCE examiners. j. There must be a clear Day One Skills completion schedule in all relevant student and clinical coach documentation.			

Standard 6 – Centre approval and quality assurance

Actions

a. The University must supply the Centre and training practice approval strategy and sample documentation to the RCVS to show how centres/delivery sites approved for the delivery of the accredited qualification address the requirements for personnel, resources and facilities stipulated within the RCVS Standards and procedures for the approval and monitoring of Centres.

b. The University must supply evidence to show a site visit, including an audit of practical and theory resources, has been performed for approval of the Centre for veterinary nurse training.

c. The University must supply evidence to show that a minimum of one site visit to each approved Centre/delivery site and/or its affiliated Training Practices will be conducted annually, based on a documented risk assessment policy.

d. The University must supply the written protocol for informing the RCVS of new delivery (Centre) sites, and any changes made to the programme.

e. The University must set in place a binding agreement with Centres that articulate both their national and professional regulatory obligations.