



University of Glasgow

Certificate in Advanced Veterinary Nursing
Accreditation Visit

5 February 2020

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

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List of Visitors

Inge Breathnach – RCVS Panel Member, student representative

Gillian Coughlan – RCVS Panel Member, industry representative

Shirley Gibbins – RCVS Panel Member, RCVS Qualifications Manager

Katherine Kissick – RCVS Panel Member, employer representative

Key Staff met

Linda Atkinson – University of Glasgow, PGT Manager

Ewan Cameron – University of Glasgow, Head of School

Emma Craddock – University of Glasgow, Programme Administrator

Jenny Crow – University of Glasgow, Digital Education Team Manager

Sam Fontaine – University of Glasgow, Programme Director

Mary Fraser – University of Glasgow, Course Leader

Peter Hastie – University of Glasgow, Postgraduate Convener

Andrea Jeffery – External Examiner

Pam Mosedale – University of Glasgow, Course Leader

Henry Watson – University of Glasgow, Financial Adviser

Lissann Wolfe – University of Glasgow, Deputy Programme Director

Summary of the Visitors' findings

- University of Glasgow was visited on 5 February 2020. The following programme was under accreditation review:

Postgraduate Certificate Advanced Practice in Veterinary Nursing

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

The team found the following:

- University of Glasgow is to be **commended** for its commitment to the development of the proposed programme and the anticipated outcomes. The programme aims to further the knowledge and understanding of Registered Veterinary Nurses in niche subject areas and may allow graduates to continue to further study and potentially become Veterinary Nurse Educators themselves.
- University of Glasgow is to be **commended** for the overarching passion and team spirit evident across all aspects of the delivery, specifically in relation to the support provided to the delivery team by the Digital Education Team and the Programme Administrator.
- University of Glasgow is to be **commended** for the development of the online learning platform and resources available to students whilst working as distance learners.
- University of Glasgow is to be **commended** for the response to feedback from external consultants, the External Examiner and students completing the current programme. The proposed programme has been continually developed to address feedback and improve programme outcomes.
- University of Glasgow is to be **commended** for its international delivery aspirations, already present within the current programme, but an intended area for further development for the proposed programme.
- Areas for further development were minimal, but the programme team are required to strengthen the identity of the proposed programme, and ensure it is discrete from the existing MSc.
- The programme aims and outcomes were commended, although some minor amendments are required to ensure clarity for learners and staff.
- The University of Glasgow is required to review the current staffing resource for the programme and ensure there is an appropriate continuation strategy in place.

Standard: Organisation and Course Overview

Awarding University or Organisation and details of the proposed qualification.

Standard met	
Accredited education institutions must detail:	
Requirement	Details
University or Awarding Organisation	University of Glasgow School of Veterinary Medicine 464 Bearsden Road Bearsden Glasgow G61 1QH
Name and Qualifications of Course Organiser	Sam Fontaine, MSc PGCAP BSc DipAVN(Med) RVN FHEA
Proposed programme(s) title:	Postgraduate Certificate Advanced Practice in Veterinary Nursing
Pattern of delivery	One year, part-time, delivered via Online Distance Learning
Intakes and student numbers	Three intakes (September, January and April) with approx. five students per intake.
Conclusion: The proposed programme was well planned and feasible within the timescale and delivery plan. The proposed student numbers were reflective of the current numbers enrolling onto the existing MSc programme, however, the smaller, more achievable CertAVN programme is likely to increase this number. The visitors were all in agreement that the proposal meets the requirements and there are no suggestions or actions required.	
Suggestions None Actions None	

Standard: Sustainability

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

Standard met			
Accredited education institutions must:			
Requirement	Met	Partially Met	Not Met
Clearly report finances and budget specific to the qualification leading to award of the RCVS Certificate in Advanced Veterinary Nursing <i>Business Plan MSc APVN</i> Proposed student numbers were identified and costed for, including the potential attrition.	✓		
Proactively identify and act on areas for improvement, regularly measuring programme performance and outcomes <i>External Academic Consultation</i> <i>Employer Consultation</i> <i>Market Assessment</i> <i>Review of Programme Performance</i> The proposed CertAVN programme will incorporate year one of the existing MSc programme, however, the team were able to demonstrate the feedback they have received and how they have acted upon that, from a variety of stakeholders.	✓		
Conclusion: The University was commended for its evident commitment to the development of this programme and had a very clear business model with all relevant costings available for the Visitors to review. Although there are no University scholarships available for this programme, the University commented that the majority of students would likely fund the programme themselves, although little consideration had been given to employer buy-in and the development of that source of funding. Evidence of employer engagement and feedback was provided, which followed the standard University approach, although the panel agreed that additional employer feedback may be useful for ongoing development of the programme. Testimonials from graduates and those employing graduates of the programme could potentially help to promote and strengthen the demand. Nevertheless, the Visitors were in agreement that this Standard was met and all comments were suggestions for further development.			

Suggestions

- a. Increased employer engagement and feedback may assist with both the development of the programme as well as present further marketing opportunities.
- b. Request testimonials from graduates and employers of graduates for marketing and development opportunities.

Actions

None

Standard: Curricula and Assessment

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

Standard met			
Accredited education institutions must ensure:			
Requirement	Met	Partially Met	Not Met
Curricula to remain relevant in respect of veterinary nursing <i>Programme Specification</i> <i>Programme ILOs and RCVS Descriptors</i> <i>Course Specifications</i> <i>Course ILOs and RCVS Descriptors</i> <i>Detailed Teaching Plans</i> <i>Course Information Documents</i> <i>External Academic Consultation</i> Successful completion of the proposed programme would lead to further knowledge and understanding within niche subject areas relevant to Veterinary Nursing, as well as allowing for further progression within and beyond the veterinary profession.	✓		
Curricula and assessment weigh theory and practice learning appropriately to the programme <i>Online platform (Moodle)</i> <i>Detailed Teaching Plans</i> <i>Course Information Documents</i> <i>External Academic Consultation</i> <i>Accreditation of Prior Learning to Contribute to Postgraduate Taught Programme</i> Curricula and assessment were both appropriate and varied, including development of a knowledge summary, literature reviews, short formative assessments, collaborative activities, online discussion contributions, formulation of evidence based protocols and event audits. The programme team were commended on their varied, challenging and interesting assessment strategies. There were some minor amendments required by the Visitors relating to the learning outcomes, as detailed with the actions below. Additionally, there were inconsistencies in the naming of the programme within the online platform, and it was not clearly discrete from the MSc, although the University confirmed that		✓	

this was an oversight and amended the nomenclature during the event.			
<p>Curricula are developed and evaluated by suitably experienced and qualified educators and/or practitioners who are accountable for ensuring the curriculum incorporates relevant programme outcomes</p> <p><i>CV and CPD Records</i> <i>Feedback Mechanisms</i> <i>Generic Regulations</i> <i>Marking Descriptors and Rubrics</i> <i>Mechanisms for Monitoring Qualification Delivery and Assessment</i> <i>Systems to Monitor the Fairness and Consistency of Assessment</i></p> <p>This requirement was thoroughly evidenced by both the University policies as well as the educators and assessors involved with the delivery and assessment of the programme.</p>	✓		
<p>Curricula are structured and sequenced to enable students to manage their theory and practice learning experience effectively</p> <p><i>Detailed Teaching Plans</i> <i>Course Information Documents</i> <i>Online Platform (Moodle)</i></p> <p>Programme delivery is online only, with teaching content released via the online platform weekly. However, the delivery team already manage international cohorts and thus are willing to be flexible and deliver course content working around time zones and providing several sessions if required for individual students.</p>	✓		
<p>Moderation processes are in place</p> <p><i>Mechanisms for Monitoring Qualification Delivery and Assessment</i></p> <p>The moderation policy was evidenced.</p>	✓		
<p>Assessment and moderation is fair, reliable and valid</p> <p><i>Systems to Monitor the Fairness and Consistency of Assessment</i> <i>Marking Descriptors and Rubrics</i></p> <p>The proposed programme follows the University of Glasgow assessment and moderation policies, which were fit for purpose.</p>	✓		
<p>Adjustments are provided in accordance with relevant equalities and human rights legislation for all assessments</p> <p><i>Good Cause Policy</i> <i>Equality and Diversity Policy</i> <i>Disability Policy</i> <i>Safety, Health and Wellbeing Policy</i> <i>Carer's Policy</i></p>	✓		

<p><i>Accreditation of Prior Learning to Contribute to Postgraduate Taught Programme</i></p> <p>All policies provided evidence of the University's commitment to fair and appropriate assessment and access, taking into consideration individual circumstances and prior learning.</p>			
<p>Conclusion:</p> <p>This programme will be delivered exclusively online and the Visitors were in agreement that the online development team should be commended for their efforts in this area – the online platform was user friendly and instinctive to use. All student facing documentation was accessible via the online platform, and these resources were engaging and user-friendly. Support services are available to online students in the same way as for on-campus students, but remotely. Similarly, class representatives are also appointed for these programmes, and the Visitors agreed that student support was excellent. One suggestion for future improvement related to the development of student-led support and guidance, but this was not deemed to be a mandatory requirement.</p> <p>The Visitors questioned the absence of statistics from the proposed programme, which appeared to have resulted from student feedback regarding previous years. However, the University confirmed that the statistics aspect of the programme was covered during the later years of the linked MSc programme. There is a minor statistics component incorporated into Research and Evidence Based Veterinary Nursing (VETMED4023) to assist students with their critique of research, although the Visitors agreed that this should be more clearly identified within the module outcomes.</p> <p>The programme content, delivery and assessment would all allow for graduates to be deemed 'advanced veterinary nurses', although there were some minor amendments required for the intended learning outcomes to ensure consistency across the programme. Nevertheless, Visitors were in agreement that the proposed programme met all requirements, with the exception of one, which was partially met. Based on this overview, the Standard is met and only requires minor actions to address the partial completion of one requirement.</p>			
<p>Suggestions</p> <ul style="list-style-type: none"> a. Encourage students to develop a social media page for this programme, not accessed by the delivery team, to assist with peer support within and across cohorts. <p>Actions</p> <ul style="list-style-type: none"> a. Review the length and content of all learning outcomes and aims to ensure consistency across the programme. b. Strengthen the identity and inclusion of Statistics within Research and Evidence Based Veterinary Nursing (VETMED4023). c. Ensure that all relevant paperwork for this programme consistently refers to Post Graduate Certificate in Advanced Veterinary Nursing (PG CertAVN) not the MSc. d. Clarify requirements for students to be employed in a veterinary practice. 			

Standard: Educators and Assessors

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

Standard met			
Accredited education institutions must ensure educators and assessors:			
Requirement	Met	Partially Met	Not Met
Receive relevant induction, ongoing support, education and training <i>CV and CPD records were reviewed and clearly met this requirement.</i>	✓		
Have supported time and resources to enable them to fulfil their roles in addition to other professional responsibilities <i>University of Glasgow CPD Policy was submitted and evidenced the commitment to this requirement.</i>	✓		
Receive and act up on constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment <i>Feedback mechanisms</i> <i>Evaluation of Academic Practice</i> <i>2018-19 Academic Monitoring Form</i> <i>External Academic Consultation</i> <i>Employer Consultation</i> Relevant documents were provided as evidence of the feedback that has been received as well as how this is routinely sought for University of Glasgow programmes.	✓		
Appropriately share and use evidence to make decisions on student assessment and progression <i>University of Glasgow Regulations</i> <i>External Examiner Report</i> The documentation clearly evidenced how assessment and progression is reviewed and determined.	✓		
Conclusion: The delivery team are reminded that all activities which lead to professional development should be logged as CPD and this includes 'on the job' training.			

The programme feedback was also discussed during review of Standard 2 and the University was commended for its response to the feedback provided by the external consultant, the External Examiner and students.

The time commitment to this programme was very clear throughout the application and during the discussion at the accreditation event. The University is evidently dedicated to the ongoing development of this programme and thus the staffing requirement, however, there was concern identified that the vast majority of the programme development and provision was the responsibility of the Programme Director and there did not appear to be a contingency plan in place should that individual be unable to continue in that role. The University was confident that it has stringent contingency policies in place and the programme would not be in jeopardy should any member of staff leave or become unable to work, which they are required to evidence.

Suggestions

- a. Ensure all training that professionally develops an individual is logged and reflected upon within the RCVS CPD recording platforms

Actions

- a. Provide a continuation strategy for the proposed programme, relating to additional staffing as and when necessary.