



CENTRAL QUALIFICATIONS

Diploma in Veterinary Nursing

Reviewer Reports

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Sally Bowden BSc (Hons) Cert Ed. RVN MBVNA (Hon)

Sally has over twenty four years experience working in small animal veterinary practice and further and higher education as a lecturer and assessor in veterinary nursing. She is a member of revalidation and syllabus review panels in the UK and overseas.

Sally has been a member of VN Council, an RCVS senior examiner and is an honorary member of the BVNA. She is sole author of “Veterinary Anatomy and Physiology” and has written extensively on veterinary nursing topics.

“This is an exciting project for this approachable and enthusiastic awarding body, who have the interests of sound, progressive and practical veterinary nursing care at the centre of their ethos. The syllabus contains everything one would expect to find as part of a small animal veterinary nursing award and endeavours to provide additional helpful details for students and facilitators looking for further guidance.”

**REPORT ON:
CENTRAL QUALIFICATIONS – DIPLOMA IN VETERINARY NURSING –SMALL ANIMAL**

1.	Name of reviewer:	Sally Bowden
2.	Reviewer qualification: VN/MRCVS	BSC(Hons) Veterinary Nursing RVN Postgraduate Certificate in Education TDLB D32/33, D34
3.	Reviewer experience:	Over 20 years experience working in small animal veterinary practice Over 10 years experience working in further and higher education as a lecturer and assessor in veterinary nursing Past external moderator and internal verifier for many UK colleges Past senior examiner for RCVS Veterinary Nursing Certificate Past moderator and examiner for BVNA/ABC Animal Nursing Assistant Certificate Member of revalidation and syllabus review panels in UK and overseas

4.	<p>Programme overview:</p> <ol style="list-style-type: none"> Length Syllabus comparison Level of learning outcomes Assessment Clinical experience (time and support) APL/RPL provision/consideration Student support mechanisms Practice/trainer support mechanisms
	<p>Re: b and c</p> <p>My remit was to review the syllabus content with the main purpose of gauging equivalency with the RCVS Diploma in Veterinary Nursing Award. I am satisfied that the syllabus content and level of learning outcomes matches that of the RCVS award.</p>

5.	<p>Match with the Lantra Veterinary Nursing Occupational Standards <i>(Identify where the standards are addressed and comment on areas that, in your view, have not been addressed. Please indicate if you consider that the proposed award exceeds that of the current RCVS Diploma, and make any necessary comments.</i></p> <p><i>Consider:</i></p> <ol style="list-style-type: none"> <i>Subject</i> <i>Level</i> <i>Time</i> <i>Relevance</i> <p>NOTE ITEM 5. IS NOT NECESSARY IF MATCHED WITH THE RCVS QUALIFICATION UNITS in ITEM 6. BELOW</p>
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Unit	Met by proposed award	Additional	Comments
UnitA4			
RVN2			
RVN3			
RVN4			
RVN5			
RVN6			
RVN7			
RVN8			
RVN9			
RVN10			
RVN11			
RVN12			
RVN13			
RVN14			
RVN15			
RVN16			
RVN17			
RVN18			
RVN19			
RVN20			
RVN21			
RVN22			
RVN23			
RVN24			
RVN25			
RVN26			
RVN27			
RVN28			
RVN29			
RVN30			
RVN31			

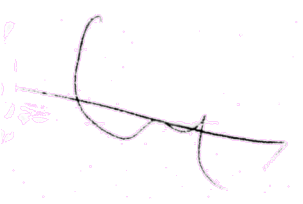
6. Match with the RCVS Qualification Units
(Identify where the standards are addressed and comment on areas that, in your view, have not been addressed). Please indicate if you consider that the proposed award exceeds that of the current RCVS Diploma, and make any necessary comments.

Consider:

- a. Subject
- b. Level
- c. Time
- d. Relevance

Unit	Met by proposed award	Additional	Comments
VN1	Y		
VN2	Y		
VN3	Y		
VN4	Y		
VN5	Y		
VN6	Y		
VN7	Y		
VN8	Y		
VN9	Y		
VN10	Y		
VN11	Y		
VN12	Y		
VN19	Y		
SAVN13	Y		
SAVN14	Y		
SAVN15	Y		
SAVN16	Y		
SAVN17	Y		
SAVN18	Y		
EQVN20			NOT REVIEWED
EQVN21			NOT REVIEWED
EQVN22			NOT REVIEWED
EQVN23			NOT REVIEWED
EQVN24			NOT REVIEWED
EQVN25			NOT REVIEWED

7.	Further comments relating to suggested improvements/changes

Signature:		Date:	03.06.2011
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Annette Brisbane RVN Cert Ed BHSPTT MBVNA

Annette has been involved in veterinary nursing for twenty seven years and has worked at all levels in practice. She has been a head nurse, college lecturer, internal verifier and external moderator for awarding bodies. She is also a BHS instructor.

“I fully endorse the Central Qualifications, Diploma in Veterinary Nursing. It measures up to the demands of the veterinary industry, is practicable in delivery and assessment and is highly credible in the rigor of content, delivery and assessment. This qualification will certainly address a large void in veterinary nurse education and provide an equal balance of training opportunity throughout the UK.”

**REPORT ON:
CENTRAL QUALIFICATIONS
DIPLOMA IN VETERINARY NURSING – SMALL ANIMAL**

1.	Name of reviewer:	Annette Brisbane
2.	Reviewer qualification: VN/MRCVS	RVN MBVNA Cert Ed BHSTT
3.	Reviewer experience:	Consultant – City & Guilds – Environmental Land-based Diploma – Reviewed and Integrated scheme of work produced/edited, for nationwide delivery on AQA website <i>Jan 2010</i> Use of new innovative casting materials – Editorial – Myself & Julian Wells MRCVS – Veterinary Practice Journal 4/6/1990

4.	<p>Programme overview:</p> <ul style="list-style-type: none"> a. Length b. Syllabus comparison c. Level of learning outcomes d. Assessment e. Clinical experience (time and support) f. APL/RPL provision/consideration g. Student support mechanisms h. Practice/trainer support mechanisms
	<p>All the above is contained within the specifications of this qualification, with many additional points of guidance, ensuring efficient delivery.</p>

5.	<p>Match with the Lantra Veterinary Nursing Occupational Standards</p> <p><i>(Identify where the standards are addressed and comment on areas that, in your view, have not been addressed. Please indicate if you consider that the proposed award exceeds that of the current RCVS Diploma, and make any necessary comments.</i></p> <p>Consider:</p> <ul style="list-style-type: none"> a. Subject b. Level c. Time d. Relevance <p>NOTE ITEM 5. IS NOT NECESSARY IF MATCHED WITH THE RCVS QUALIFICATION UNITS in ITEM 6. BELOW</p>
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RVN24			
RVN25			
RVN26			
RVN27			
RVN28			
RVN29			
RVN30			
RVN31			


6. Match with the RCVS Qualification Units
(Identify where the standards are addressed and comment on areas that, in your view, have not been addressed). Please indicate if you consider that the proposed award exceeds that of the current RCVS Diploma, and make any necessary comments.

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- a. Subject
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Unit	Met by proposed award	Additional	Comments
VN1	yes	Extra guidance & clarity	Equivalent to the RVN Diploma Unit content is very specific –(unambiguous)
VN2	yes	“	“
VN3	yes	“	“
VN4	yes	“	“
VN5	yes	“	“
VN6	yes	“	“
VN7	yes	“	“
VN8	yes	“	“
VN9	yes	“	“
VN10	yes	“	“
VN11	yes	“	“
VN12	yes	“	“
VN13	yes	“	“
VN14	yes	“	“
VN15	yes	“	“
VN16	yes	“	“
VN17	yes	“	“
VN18	yes	“	“
VN19	yes	“	“

7.	Any further comments
	An excellent structured approach, to facilitate the time constraints, normally experienced, given the practical logistics of delivering a vocational qualification effectively.

Signature:		Date:	18.6.11
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Debbie Fogarty RVN, V1, D32/33, BA Ed, Cert Ed, MBVNA

Debbie has been involved in veterinary nursing and teaching for over twenty four years. She has been a head nurse in practice and a member of the academic team at South Staffordshire College delivering and internally verifying courses in animal care and veterinary nursing.

“Complementing the RCVS VN Diploma, this qualification has a clear, concise and practical approach to covering the learning outcomes. It enables lecturers, clinical coaches and students to follow the content with ease. It covers every aspect of small animal veterinary nursing, and has the focus upon patient health and welfare at all times.”

**REPORT ON:
CENTRAL QUALIFICATIONS
DIPLOMA IN VETERINARY NURSING – SMALL ANIMAL**

1.	Name of reviewer:	Debbie Fogarty
2.	Reviewer qualification: VN/MRCVS	RVN, V1, D32/33, Ba Ed, Cert Ed, MBVNA.
3.	Reviewer experience:	VN, Lecturer Vet Nursing Animal Care, IV and Assessor D32/33.

4.	<p>Programme overview:</p> <ul style="list-style-type: none"> a. Length b. Syllabus comparison c. Level of learning outcomes d. Assessment e. Clinical experience (time and support) f. APL/RPL provision/consideration g. Student support mechanisms h. Practice/trainer support mechanisms
	<ul style="list-style-type: none"> a. Good length for level 3 award, covering both small animal and equine within the award. Although award states small animal award. b. Areas of the syllabus are clearer in how they are written than to that of RCVS, Giving a more user friendly approach for the learner. Good use of bullet points to aid the learning process and to point out what areas need to be learnt and the detail required. c. Level of learning outcomes match level 3 context as stated. Clear use of learning aims and outcomes stated within the syllabus. d. Link to module outcomes. e. Work experience required by the learner within a practice which is approved for training. f. Match those of RCVS requirement. g. Good detail on syllabus to enable to learner to identify clearly what is required to be learnt. h. Match those of RCVS

5.	<p>Match with the Lantra Veterinary Nursing Occupational Standards</p> <p><i>(Identify where the standards are addressed and comment on areas that, in your view, have not been addressed. Please indicate if you consider that the proposed award exceeds that of the current RCVS Diploma, and make any necessary comments.</i></p> <p>Consider:</p> <ul style="list-style-type: none"> a. Subject b. Level c. Time d. Relevance <p>NOTE ITEM 5. IS NOT NECESSARY IF MATCHED WITH THE RCVS QUALIFICATION UNITS in ITEM 6. BELOW</p>
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RVN22			
RVN23			
RVN24			
RVN25			
RVN26			
RVN27			
RVN28			
RVN29			
RVN30			
RVN31			

6. Match with the RCVS Qualification Units
(Identify where the standards are addressed and comment on areas that, in your view, have not been addressed). Please indicate if you consider that the proposed award exceeds that of the current RCVS Diploma, and make any necessary comments.

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Unit	Met by proposed award	Additional	Comments
VN1	Met	Under supervision/direction added to ensure clarity of the award. 1.3 Staff identified in 1.2 Range includes disabilities First aid added. Layout included in 2.2 along with clients, animals, and nosocomial infection. 2.3 mentions animal temperament Basic ergonomics section clearer. Range of equipment identified includes syringes needles catheters, x-ray, endo and ultrasound. 3.3 states reporting procedures of incidents and state the importance of health and safety laws. 4.2 Range of items has been identified which include food, pharmaceuticals ,consumables and sterile supplies 4.3 Specific laws referred to 5.1Time limits /disposal included.	Clear and concise unit which identifies in detail the specifics that need to be learned/taught.
VN2	Met	(2.1- 2.2 3.1-3.2 specific outcomes stated. 4.1-3 More specific factors included such as the RCVS practice standards, perception of staff and choice of staffs. 5- Specific outcomes stated.	A detailed unit clear and concise to follow.
VN3	Met	3.1Key organelles stated and functions of each found within the cell, Body fluid including osmosis/diffusion/acid base balances included. Types of skin glands clearly identified in 3.2 3.3 Embryonic formation of the skeleton included. 3.7 Immunity included	More specific learning outcomes stated against each outcome. To allow the learner to identify what exactly they need to learn, Therefore giving the opportunity to gain more knowledge about functional anatomy which includes birds and reptiles.
VN4	Met	2.1 More detail on health and hygiene, preventative control, 5 freedoms, systematic and ongoing assessment of the patient. 3.2 specific calculations stated for nutrition and fluid requirements of the patient. 4.1 includes Mendals laws/monohybrid cross etc. 4.3 Includes health and safety, welfare & hygiene considerations. 4.4 More detailed information included within this element. 5.1 specific ranges of ID methods. 6 include record keeping visual signs of stress. 6.2 more specific outcomes stated in relation to equine 6.3 clearly referenced against other outcomes, plus addition outcomes stated. Emphasis on health and welfare of animal and handler. 6.5includes sensory changes, health & safety, legislation link to the 5 freedoms.	Clear and concise overview of information to be learnt.

	VN5	Met	<p>1. Very detailed outcomes stated in this unit, includes reproduction, diagnosis and treatments.</p> <p>3.1 Furnishings PPE Identified to give a clearer concise knowledge of what should be learnt.</p> <p>3.2 Outcomes more clearly stated.</p> <p>3.4 ventilation also stated as well as siting.</p> <p>3.5 packaging identified and important factors that should be considered when packing, labelling and storing.</p> <p>4.1 Each outcome clearly stated for each individual area that effective cleaning should be carried out in.</p> <p>4.2 clear links to health and safety</p>	Very detailed outcomes clearly stated in an easy to follow format.
	VN6	Met	<p>1.4 practice meetings group reflections added. Gibbs and John's reflective cycles as well as Kolb's learning cycle added.</p> <p>2.2 muscular atrophy, urine scalding, weight loss and gain, and the importance of the assessment to the patient</p> <p>2.3 initial assessment also included.</p> <p>2.4 Blood pressure monitoring invasive/non invasive techniques included.</p> <p>3.2 includes environment, medical and nursing interventions.</p> <p>3.3 accurate recordings of observations included.</p> <p>4. More detail included especially on H&S, PPE, disposal.</p> <p>5. More detail of what is required to be learnt, for e.g., surgical- wound management, feeding for recovery, exercise and fluid calculations.</p> <p>5.2 use of nursing care plans clearly stated.</p> <p>6 ranges of species clearly stated and additional outcomes added to enhance. Precautions and limitations included for drug administration.</p> <p>6.2 Specific laws identified.</p>	
	VN7	MET	<p>More detailed outcomes stated so that student can identify exactly what they need to carry out, for e.g. 4.1 physiotherapy techniques are identified, 5.2 bandage application areas specifically identified. 6.1 ranges of administration types have been identified and the terminology/abbreviations linked to them. 6.2 common forms of meds recognised and stated and the laws linked to pharmacy stated.</p>	
	VN8	MET	<p>CPD is recognised within the module, which will highlight the continual need and requirement for the vn/svn for CPD.</p> <p>A very in depth module stating the specific outcomes to be covered in detail.</p> <p>3.3 States also the importance of efficacy factors and batch tracking.</p> <p>4.2 Emphasis on minimising stress and ensuring well being of client and animal. Reflection on use of PPE, and disposal of waste.</p>	More in depth range stated instead of the use of self explanatory!


			Monitoring of compliance also included.	
VN9	Met	<p>1.1 Mentions implications in more detail and importance of RPS/RPA</p> <p>1.2 Types of dosimeters identified. More detail given on reducing exposure out comes e.g., non holding policy distance from tube head etc</p> <p>1.3 More detail stated on health and safety implications. Care of PPE included. Along with storage of PPE</p> <p>2.1 Range of equipment clearly stated, along with the inclusion of positive, negative, double contrast media included.</p> <p>2.2 Includes digital and computed radiography.</p> <p>2.3 More specific outcomes included, also includes labelling for BVA/KC.</p> <p>2.4 Maintenance of processors included and also PPE/health and Safety.</p> <p>3.1 Appropriate terms included such as hypoechoic.</p> <p>3.3 Anaesthesia and patient management added.</p> <p>3.4 More of an emphasis on patient positioning. Flexible and rigid endoscopy.</p> <p>4. More appropriate term skull added instead of the use of head.</p> <p>5. Storage of digital images stated, also advantages and disadvantages. Depleted chemicals added to the outcomes.</p>	<p>More specific outcomes stated making them clearer to understand.</p> <p>Includes health and welfare of patient within the outcome, as well as concentrating on radiographic procedure.</p>	
VN10	Met	<p>1.1: specific outcomes/detail on equipment and functioning of types of equipment. Each individual piece of equipment has detailed outcomes to be covered.</p> <p>2.1: specific outcomes stated for materials and equipment for sample collection preservation etc...</p> <p>2.2 skin preparation and the importance of, aseptic technique included.</p> <p>2.3 thoracocentesis, cystocentesis, abdoparacentesis, pericardiocentesis, bone marrow also added.</p> <p>3.2 bacterial culture added to outcomes</p> <p>3.3 Specific laws identified</p> <p>3.4 importance of recording of results identified</p> <p>4. fixing added to outcome</p> <p>Despatch also includes courier regulations. security and the importance of recording that samples have been sent and results received.</p>	<p>Generally more detail in the outcomes required to be learnt</p>	
VN11	MET	<p>1.1 More detail added to outcomes includes the importance of no through traffic in an operating theatre. Importance of preparation areas The outcomes in 1.1 are very specific and detailed... 1.2 MRSA and bacteriology monitoring methods added. Importance of deep cleaning, wet vacuum etc.</p> <p>1.3 Includes detailed ordering of how planning should be carried out separating into clean and dirty, sterile and dirty, and to consider MRSA.</p> <p>2. All outcomes more specific and detailed</p>	<p>Outcomes specific and detailed.</p>	

		<p>3.1 Very clear range of furnishings identified in clearly identified areas which include theatre, prep, scrub, sterile stores, sterilisation areas, and recovery and Tx areas.</p> <p>3.2 Equipment specifically identified and consideration to the care of equipment.</p> <p>3.3 Health and safety/risk assessments considerations identified for animals and staff.</p> <p>4. Full range of instruments named into groups and types.PPE and health and safety considerations also included.</p> <p>5.1 concise outcomes stated in the preparation of a patient for theatre. Skin preparation and final skin preparation identified.</p> <p>5.2 specifics stated for assisting surgeon to don clothing</p> <p>5.3 specific outcomes identified in more detail e.g. types of wounds, dressing and bandages. 5.4 very detailed outcomes stated, identifying types of wounds. Cleaning, prep, PPE, restraint of patient. Types of dressings/bandages</p> <p>6 Identifies instruments, sutures, range of needles and their associated terms. Adhesive tape is included in the outcome covering the properties and use of tape.</p> <p>6.3 mentions the importance of sterility being maintained during procedures,</p> <p>6.4 more detailed outcomes stated</p> <p>6.5 highlight the specific explanations that need to be covered on how to track instruments and swabs.</p> <p>6.6 increased outcomes on safe disposal of hazardous/ materials</p> <p>7 more detailed specific outcomes stated covering the important principles of patient care during surgery</p>	
	<p>VN12</p>	<p>1.1 Comprehensive list for anaesthesia and analgesia stated.</p> <p>1.2 Larger range of terminology listed</p> <p>1.3 Includes perception of pain, nociception and response to pain.</p> <p>1.4 Includes premeds, methods used for maintaining GA, which also incorporates neuromuscular blockade.</p> <p>1.5 More detailed outcomes which include stages, planes levels and parameters of cardiopulmonary, CNS function and reflexes.</p> <p>2. More detailed specific outcomes stated.</p> <p>3.1 detailed outcomes stated, identifies particular pieces of equipment and what should be covered.</p> <p>3.3 Use of suction to maintain patency included.</p> <p>3.5 A more comprehensive list of monitoring equipment stated.</p> <p>4.1 cross referenced to 1.3,1.4 and 2.1</p> <p>4.2 materials stated clearly, and cross referenced against 3.3 3.4, 3.5</p> <p>4.4 Connection to gas supply also included</p>	<p>Outcomes specific and detailed</p>

		<p>within the outcomes.</p> <p>5.1 More specific details added to outcomes.</p> <p>5.4 Observation parameters clearly stated to ensure welfare of patient is considered at all times.</p>	
VN13	Met	<p>More concise and detailed syllabus to identify the practical aspects that are needed to be covered in a clear and easy to follow format which will allow greater practical training .cross referenced against other unit outcomes to save repetition.</p>	
VN14	Met	<p>1.3greater range of patients stated within the outcomes.</p> <p>2.2 outcomes are very specific and cover all aspects of observations and what parameters to look for.</p> <p>2.3 Types of shock & fluid replacements identified</p> <p>2.4 communication & record keeping included within outcome.</p> <p>2.5 signs of pain, timing of administration /combination methods & medicines included.</p> <p>3 more detail added to outcomes, which will assist with the post operative nursing requirement of a patient.</p> <p>4.1 includes pain management, maintaining body temperature, patient comfort, bandages & dressings.</p> <p>5. 1: includes the standardisation of discharge forms and procedures, and the importance of communication with the client.</p> <p>5.3 includes monitoring and reassessment & emergency contacts.</p>	
VN15	Met	<p>Very detailed specific outcomes stated. Clear and concise information stated to what should be carried out practically with companion and exotic animals. Which will enhance a trainee nurses practical competence in peri operative nursing of a patient.</p>	
VN16	Met	<p>1.1 More detailed range of outcomes stating specifically the medical disorders to be covered. Includes differences between acute/chronic/congenital/acquired. Terminology also included.</p> <p>1.2 More specific range of outcomes included.</p> <p>1.3 Faecal, skin scrapes, swabs and biopsy included.</p> <p>2.2 include Orpet & Jeffery ability model 2007 and reflective practice in veterinary care.</p> <p>3.2 includes factors which may impede healing.</p> <p>3.3 includes topical wound applications, management of skin grafts, & changing of dressings.</p> <p>4. More detailed range of outcomes included.</p> <p>5.3 includes clear guidance on referral and VN training.</p> <p>6 more detailed range of outcomes stated allowing a greater depth of knowledge to be learnt on a sensitive and very important subject. 6.4 includes contacting family and</p>	

		friends post euthanasia of pet.	
VN17	Met	More detail stated to accompany the practical elements of this module. Thus allowing the student/coach to identify exactly what needs to be covered in practise. Allowing ease of completion of module.	
VN18	Met	1.1 Includes the limitations placed on VN, SVN & lay staff. 2.2 Includes the deferring of non urgent patients. And also the need to have additional staff. 2.3 Includes the review of procedures. 4.3 includes managing staff changes and staff handovers. 5.1 includes urinary output	
VN19	Met	3.2 includes substance abuse. 4.1 includes the retention of consent forms. 4.3 includes language, disabilities and age. 5.1 includes professional development which includes Benners stages of clinical competence. 5.2 includes appeals.	

7.	Any further comments
	<p>From the theoretical modules that I have reviewed, I have found that all of the guided learning hours, credits match and compliment the level 3 RCVS Diploma.</p> <p>This syllabus provides a clearer, more concise syllabus to follow. Which is better for students, coaches and centres to follow. Thus enabling more effective teaching and learning outcome for all. The practical elements are very clearly laid and states exactly what the student would be expected to cover.</p> <p>The syllabus in most areas exceeds the detail that of the RCVS syllabus. The words "self explanatory" are not used within this syllabus which makes it more prescriptive in what should be learnt by the learner both from a theoretical and practical point of view.</p> <p>Emphasis on health and safety appears throughout all of the modules stated for both the patient and nurse/vet. Of the modules that I have reviewed credit levels and learning hours match the RCVS VN diploma. There is a greater emphasis also placed on the health and welfare of the patient.</p> <p>This would make this qualification ideal to be APL'd against the RCVS qualification for those learners who have undertaken the qualification at the centre.</p>

Signature:		Date:	22.06.2011
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Susan Newham TDLB D32/33 D34/ 35 RVN

Susan has progressed in her career from trainee veterinary nurse through to registered veterinary nurse to external verifier for the Royal College of Veterinary Surgeons and then internal verifier and Centre manager for further and higher education veterinary nursing programmes.

“This Awarding Body has carefully considered the needs of current veterinary nursing practice. This award offers clear guidance and clarification of expected learning outcomes which will assist a Centre in developing their course for maximum efficiency for the ultimate benefit of their learners. I would fully support it as an equal to the current RCVS Diploma award for veterinary nursing. This award offers the veterinary nursing industry a much needed choice.”

**REPORT ON:
CENTRAL QUALIFICATIONS
DIPLOMA IN VETERINARY NURSING – SMALL ANIMAL**

1.	Name of reviewer:	Susan Newham
2.	Reviewer qualification: RVN/MRCVS	RVN, assessor, internal and external verifier awards
3.	Reviewer experience:	<ul style="list-style-type: none"> • Many years in practice, small and large animal • Teaching and programme tutor experience – Veterinary nursing and animal care • Internal verification and moderation experience • External verification experience • Centre Coordination experience

4.	<p>Programme overview:</p> <ol style="list-style-type: none"> a. Length b. Syllabus comparison c. Level of learning outcomes d. Assessment e. Clinical experience (time and support) f. APL/RPL provision/consideration g. Student support mechanisms h. Practice/trainer support mechanisms
	<p>The proposed award matches that of the RCVS qualification with regards to guided learning hours, practical experience and unit credits, in line with current VN Diploma educational structure</p> <ol style="list-style-type: none"> a. Syllabus compares favourably with that of the RCVS. The units have detailed information and clear language/guidance within each unit. Matches that of the RCVS award. b. The guided learning hours are prescriptive and gives course providers the opportunity to plan a course programme to suit the needs of their students but with clear guidance on expected minimum learning hours. Learning outcomes are easy to determine and match the needs of modern day veterinary nursing. c. Assessment – this is varied and suggests consideration of an approach that would meet the needs of the award and subsequent VN qualification d. Clinical experiences determined but not clear the expected qualification/experience of the support within the clinical environment. e. Meets the RCVS award f. I would expect to see some clear guidelines for centres regarding expected student support in centre guidance documents. g. As 7
5.	<p>Match with the Lantra Veterinary Nursing Occupational Standards <i>(Identify where the standards are addressed and comment on areas that, in your view, have not been addressed. Please indicate if you consider that the proposed award exceeds that of the current RCVS Diploma, and make any necessary comments.</i></p> <p>Consider:</p> <ol style="list-style-type: none"> a. Subject b. Level c. Time d. Relevance <p>NOTE ITEM 5. IS NOT NECESSARY IF MATCHED WITH THE RCVS QUALIFICATION UNITS in ITEM 6. BELOW</p>

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RVN31			

6. Match with the RCVS Qualification Units
(Identify where the standards are addressed and comment on areas that, in your view, have not been addressed). Please indicate if you consider that the proposed award exceeds that of the current RCVS Diploma, and make any necessary comments.

Consider:

- a. Subject
- b. Level
- c. Time
- d. Relevance

Unit	Met by proposed award	Additional	Comments
VN1	✓		Learning outcomes clear – referenced to VN 9 is appropriate
VN2	✓		Learning outcomes clear
VN3	✓		Learning outcomes clear Assessment using both summative examination and central skills log.
VN4	✓		Learning outcomes clear.
VN5	✓		Learning outcomes clear.
VN6	✓		Learning outcomes clear.
VN7	✓		Learning outcomes clear.
VN8	✓		Learning outcomes clear. Assessment meets the needs of this unit.
VN9	✓		Learning outcomes clear.
VN10	✓		Learning outcomes clear. Meets the needs of current nursing practice
VN11	✓		
VN12	✓		Unit 12 and 13 equivalent to RCVS SA pathway
VN13	✓		
VN14	✓		Unit 14 and 15 equivalent to rcvs sa pathway
VN15	✓		
VN16	✓		Assessment strategy meets the needs of this unit
VN17	✓		
VN18	✓		
VN19	✓		Learning outcomes clear.

7. Any further comments

This Awarding Body has carefully considered the needs of current veterinary nursing practice. This award offers clear guidance and clarification of expected learning outcomes which will assist a Centre in developing their course for maximum efficiency for the ultimate benefit of their learners.

Overall, the proposed award matches that of the current RCVS Diploma award with equal learning outcomes and syllabus as the RCVS.

The Awarding Body has approached this qualification with confidence and has produced a professional and credible award document. I would fully support it as an equal to the current RCVS Diploma award for veterinary nursing. This award offers the veterinary nursing industry a much needed choice.

Signature:	<i>S L Newham</i>	Date:	20.06.11
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Joy Venturi Rose MSc BA Ed (Hons) RVN Hon LMBVNA

Joy has 38 years of combined veterinary nursing and teaching expertise. She has been a head nurse, head of department at a further education college, lecturer and assessor, internal and external verifier. She has been a past equivalence officer at the RCVS, RCVS Council member, and RCVS external examiner. In addition Joy is a registered OFSTED inspector and lifetime member of the BVNA.

“The syllabus and learning outcomes are the same as the RCVS Diploma and it is an equivalent qualification. In addition, useful points of clarification have been added. Helpful cross referencing of indicative content enables educators to easily highlight areas of commonality across the syllabus and aids clarification on what students need to know. This new qualification should complement the existing provision for veterinary nurse training.”

**REPORT ON:
CENTRAL QUALIFICATIONS
DIPLOMA IN VETERINARY NURSING – SMALL ANIMAL**

1.	Name of reviewer:	JOY VENTURI ROSE
2.	Reviewer qualification: VN/MRCVS	MSc BA Ed (Hons) RVN SQP D32, 33, 34, 35
3.	Reviewer experience:	<p>Head of Centre Veterinary Nursing Centre/VNAC 1990 to current date Registered inspector for OFSTED External Verifier and past Centre Quality Reviewer for Edexcel Past equivalencies officer RCVS Past External Verifier Pre-Veterinary Nursing BVNA, Past Chairman and examiner Pre-VN committee Past RCVS VN Council member and past Vice Chairman of VN committee VN S/NVQ project steering group member and industry lead body for the development of NVQs RCVS VN past associate VN examiner and appeals committee member. Past Member of the LANTRA NTO group for professions allied to veterinary services Past External examiner HE Veterinary Nursing, Animal Science and Technology and HND provision.</p>

4.	<p>Programme overview:</p> <ul style="list-style-type: none"> a. Length b. Syllabus comparison c. Level of learning outcomes d. Assessment e. Clinical experience (time and support) f. APL/RPL provision/consideration g. Student support mechanisms
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a. Length. The length and breath of the Central Qualifications (CQ) Veterinary Nursing Diploma programme, both taught and practical aspects, mirrors that of the RCVS VN Diploma qualification and highlights the importance of the RCVS syllabus and bylaw regulations. Therefore candidates and course providers are clear about the requirements for registration as a Veterinary Nurse with the RCVS and where the Diploma qualification sits within this framework.

b. Syllabus comparison. The syllabus is made up of the same QCF approved units as used for the RCVS Diploma. Therefore the subject areas covered are the same as the RCVS Diploma as is the level. It is envisaged that the delivery time, considering both theoretical and practical teaching at an approved course provider and within the veterinary practice environment will be the same as required by students taking the RCVS Diploma. Therefore, the syllabus is fundamentally the same as the RCVS Diploma. In addition, within the majority of units, useful points of clarification have been added. These are derived either from the national occupation standards or are the result of helpful cross referencing of indicative content where appropriate e.g. some health and safety VN2 is cross referenced to indicative content in the Radiography VN9 unit. This enables educators to easily highlight areas of commonality across the syllabus.

c. Level of learning outcomes. Given the above, along with the subject areas covered, the level of learning outcomes is at the same standard as the RCVS Diploma as is the volume of study.

d. Assessment. The assessment strategy is well balanced utilising both external and internally set examinations and assignments, practical assessment via the Clinical Skills Log (CSL) and externally set practical examinations. This mix helps to ensure that, as is normally the case, students that are also working full time are not over burdened with assignment work, in their own time, but undertake sufficient research and essay style assessment to develop and demonstrate the necessary academic and cognitive skills that enable a sound foundation for the progression to higher education should this be desired. Written examinations have been targeted to units or parts of units where the ability to recall knowledge within a short time scale is necessary. This also, enables students to demonstrate their skills in a less time consuming manner, than is required for multiple written essay style assignments, but targets topics where it is desirable to have good knowledge recall. This assessment mix should help students achieve a sensible work life balance and thereby improve retention by avoiding assessment overload. The CSL is the online tool for delivering and recording the practical assessment of the candidates. The tool is well laid out with useful descriptions of what is required. In contrast to the RCVS Nursing Progress Log (NPL), where only one Clinical Coach per candidate is allowed, there is provision within the CSL for the utilisation of more than one Clinical Coach for each student. This can be helpful as it more completely involves a wider range of practice and specialist staff with candidate training. Potentially this encourages a whole practice training environment. Currently, within the RCVS scheme, staff that were previously involved with the NVQ, and given areas of responsibility for training and assessment, have often felt somewhat isolated from the NPL model of practical training. A further benefit of this aspect of the CSL is that it alleviates the necessity for a sole Clinical Coach to validate potentially large amounts of witness evidence where practices are set up to involve more members of the veterinary team. The CSL retains a recognised strength of RCVS NPL by formalising the recording of training through demonstration and practice, as well as assessment, that could be lacking within the old NVQ portfolio. This aspect of the NPL, retained within the CSL, is much appreciated by learners, particularly those who are able to contrast the practical training and assessment achieved through both the old NVQ and the new Diploma awards. The necessary security within the CSL has been considered and is understood to be at the same level as that utilised by the banks. Further security is achieved in that entries made by individual Clinical Coaches can only be edited by the Clinical Coach concerned.

e. Clinical experience time and support. The CQ learner handbook and the practical placement application documents clearly set out both the physical and human resources required to support students. The physical resources required mirror those of the RCVS award. The human resources are slightly more flexible in that both listed and registered veterinary nurses may become clinical coaches. This increases access for students where their supervisors wish to exercise their right to remain listed veterinary nurses. Placements are, as is expected within the RCVS scheme, expected to ensure that students receive at least three hours training, teaching and assessment each week with access to a clinical coach on at least two days per week. Clinical placement hours mirror those of the RCVS award.

f. APL/RPL provision/consideration. The entry requirements of the qualification are designed to mirror the academic standards required for entry to the RCVS VN Diploma. However, an intention of the CQ award is also to be as flexible as possible in allowing easy and fair access particularly for experienced veterinary nursing assistants. Students without the standard entry qualifications will be required to apply to Central Qualifications for approval. Evidence, testimonials and existing qualifications will be required to support their application. This enables any former or future changes to the national qualification framework to be taken into account without changes to the award information. Provision is also made for APL and RPL. Students can be credited with any unit of the award, that has been gained previously, on the provision that the certification has been achieved within five years of registration for the remaining units. If a unit has been achieved more than five years prior to registration, further evidence is required to support the application. For example relevant experience and alternative qualifications if this has been achieved within ten years of registration. This provides a framework for the acceptable recognition of both lapsed and older "entrants" to the profession that can help to fill the identified national shortage of qualified veterinary nurses.

g. Student Support mechanisms. In addition to 5. above. Programme tutors, assessors and moderators must be occupationally competent, in addition to holding appropriate educational qualifications and/or significant experience. Demonstrable and current experience of working in veterinary practice or related career is a requirement. Clinical coaches must be suitably experienced and qualified and must be veterinary nurses or surgeons. Centres are required to ensure clinical coaches are suitably trained and supported in their role.

5. Match with the Lantra Veterinary Nursing Occupational Standards
(Identify where the standards are addressed and comment on areas that, in your view, have not been addressed. Please indicate if you consider that the proposed award exceeds that of the current RCVS Diploma, and make any necessary comments.

Consider:

- a. Subject
- b. Level
- c. Time
- d. Relevance

NOTE ITEM 5. IS NOT NECESSARY IF MATCHED WITH THE RCVS QUALIFICATION UNITS in ITEM 6. BELOW

Unit	Met by proposed award	Additional	Comments NOT COMPLETED AS PER INSTRUCTIONS ABOVE AS QUALIFICATION IS MATCHED AGAINST THE RCVS UNITS BELOW
UnitA4			
RVN2			
RVN3			
RVN4			
RVN5			
RVN6			
RVN7			
RVN8			
RVN9			
RVN10			
RVN11			
RVN12			
RVN13			
RVN14			
RVN15			
RVN16			
RVN17			
RVN18			
RVN19			
RVN20			
RVN21			
RVN22			
RVN23			
RVN24			
RVN25			
RVN26			
RVN27			
RVN28			
RVN29			
RVN30			

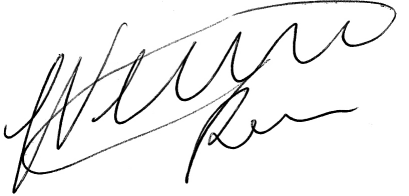
RVN31			

6.	<p>Match with the RCVS Qualification Units</p> <p><i>(Identify where the standards are addressed and comment on areas that, in your view, have not been addressed). Please indicate if you consider that the proposed award exceeds that of the current RCVS Diploma, and make any necessary comments.</i></p> <p>Consider:</p> <ul style="list-style-type: none">a. Subjectb. Levelc. Timed. Relevance
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Unit	Met by proposed award	Additional	Comments - All units contain additional clarification/coverage, as compared to the RCVS units, that are helpful for teachers and assessors. There are too many to list individually but a few examples are stated below. In all other respects they are comparable in level and time.
VN1	VN1	YES	Additional clarification included including roles and responsibilities of the VS to include defining Acts – surgery treatment and medical
VN2	VN2	YES	Additional clarification included on types of circumstances likely in veterinary practice and specific communication barriers e.g. cultural and religious
VN3	VN3	YES	Useful expansion of syllabus to aid teaching e.g. types of epithelial cells listed.
VN4	VN4	YES	There is a broader definition of legislation and stakeholder bodies and additional clarification under all other outcomes
VN5	VN5	YES	Useful expansion under individual topics to aid teaching and indicate depth and volume e.g. types of disinfectants in 3.2 are listed.
VN6	VN6	YES	Some additional information under e.g. nursing models and types of nursing problems
VN7	VN7	YES	Practical unit but with more information to support practical assessment e.g. 3.2 monitoring of patient prior to assisted feeding and record maintenance.
VN8	VN8	YES	I would recommend that the group have the qualification equivalenced in relation to the Amtra SQP Award. This unit and others provide effective APL. RVNs have unnecessarily been let down by the current system of needing to take a top up qualification to provide SQP status.
VN9	VN9	YES	Extended underpinning knowledge under 3.3 in relation to MRI scanners and their use.
VN10	VN10	YES	2.1 details of types of collection equipment provided 2.2. skin preparation and aseptic technique added. Knowledge of a range of special sampling techniques that may be undertaken are included under 2.3.
VN11	VN11	YES	Particular mention of MRSA 3.1 discussion of essential and non-essential theatre furniture and equipment. Outcomes 4 & 6 Specific instruments/equipment detailed.
VN12	VN12	YES	3.1 Additionally includes scavenging function and maintenance
VN13	VN13	YES	Much additional detail on competencies and equipment to be used.
VN14	VN14	YES	2.3 Defines types of distributive shock, and gives more examples of management strategies including types of fluids and oxygen therapy
VN15	VN15	YES	Much additional detail on competencies and knowledge required under each outcome.
VN16	VN16	YES	1.1. Gives additional detail on specific conditions under each disorder.
VN17	VN17	YES	2.1 Restates the importance of basic bacteriology and antibiotic sensitivity identification techniques as an aid to effective wound management.
VN18	VN18	YES	Additional details under most outcomes to underpin teaching and learning schemes of work.
VN19	VN19	NO	As per existing RCVS VN Diploma unit.

7.	Any further comments
	The wealth of indicative content, as contained in the units, is very useful from a teaching point of view, however, it is possible that some of the indicative content could go out of date with legislative changes

during the life of the award. It would be advisable to include a catch all statement that enables the awarding body to issue content and assessment updates to centres, on adjusting indicative content, if this situation arises during the life of the award.

Signature:		Date:	30.06.2011
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