

Veterinary Nurse

Apprenticeship Assessment Plan

Level 3 Apprenticeship

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1 Summary of Assessment

The Veterinary Nurse Apprenticeship standard has been designed to operate as the professional standard for people working as Veterinary Nurses across the sector.

Veterinary nursing is a regulated profession. Apprentices must be enrolled with the Royal College of Veterinary Surgeons (RCVS) for the duration of their training. Completion of the apprenticeship will coincide with the achievement of the accredited Licence to Practise Veterinary Nursing qualification at Level 3, which can be presented to the RCVS as evidence for the purpose of registration as a veterinary nurse. Student Veterinary Nurses and Registered Veterinary Nurses work within the standards and scope of practice defined by the Veterinary Surgeons Act 1966 and the RCVS.

Veterinary nurses provide the supportive care of animals receiving treatment within a veterinary practice. A veterinary nurse works as a member of the veterinary team, providing nursing care for sick animals. Veterinary nurses also play a significant role in educating owners on maintaining the health and welfare of their pets. The award of the apprenticeship certificate will signify recognition of competence in the role.

Apprentices will typically spend 30-36 months working towards the apprenticeship standard, followed by an End-Point Assessment completed over a maximum period of twelve months.

The approach is based on the following principles:

- ✓ On programme and End-Point Assessment processes motivates apprentices to achieve excellence and not just satisfy the minimum standard
- ✓ The assessment process adds value to both the apprentice and employer allowing progression of learning and development of core business
- ✓ It links to industry developed recognised qualifications that enable and encourage progression and continuous development of knowledge and skills
- ✓ The assessment is cost efficient, practical and proportionate in time for employers
- ✓ The assessment plan has been informed by ongoing consultation with employers, professional bodies, RCVS (the professional regulator).

The purpose of the End-Point Assessment is to test, in a synoptic way, the knowledge, skills and behaviours of the apprentice as set out in the apprenticeship standard to confirm that the apprentice is occupationally competent. To achieve final certification, the apprentice must achieve a minimum of a pass in the End-Point Assessment components.

The End-Point Assessment consists of two components:

- ✓ **A Professional Discussion**
- ✓ **A Practical Assessment** in the form of an **Objective Structured Clinical Examination (OSCE)**

Figure 1: Assessment Summary**On programme Activity:**

**A recommended structured programme of learning
+ Development
reviews**

Assessment Gateway:

**Once the employer is satisfied that the apprentice is ready for the End-Point Assessment
they notify the End-Point Assessment Organisation(s).**

+

English and Maths requirement
The apprentice must achieve 5 GCSEs of grade A-C or 4-9 (or equivalent) to include
English, maths and Science.

+

**Minimum training time as
detailed in the RCVS
Veterinary Nursing
Registration Rules**

End-Point Assessment:

Professional discussion lasting 45 minutes	Practical assessment in the form of a 12 station OSCE lasting 8 minutes each
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Certification:

The Apprenticeship is complete

**Successful apprentices claim their accredited Licence to Practise Veterinary
Nursing qualification at Level 3 and their apprenticeship certificate**

2 On-programme Assessment

Table 1 – On-programme Assessment

Activity	Timescale	Requirement
Achieve 5 GCSEs of grade A-C or 4-9 (or equivalent) to include Mathematics, English and Science.	Before starting the apprenticeship	Mandatory
<p>Undertake an RCVS accredited programme of study.</p> <p>Learners must complete all components of the accredited Licence to Practise Veterinary Nursing qualification at Level 3. This may be with the exception of the OSCE at the discretion of the Awarding Organisation where they formally recognise and APL the OSCE provided by an EPAO to complete their RCVS accredited Level 3 qualification. In this instance, the OSCE will be completed as one aspect of the EPA.</p> <p>On successful completion of the End point assessment the learner will be awarded the accredited Licence to Practise Veterinary Nursing qualification at Level 3.</p>	Before the EPA	Mandatory
Documented appraisals/development reviews undertaken by the employer and training provider. This will help in confirming that the apprentice is on track to complete the learning and agree how any issues will be addressed.	Duration of Apprenticeship – 3 monthly intervals recommended.	Recommended

3 Assessment Method for End-Point Assessment

Table 2 details the assessment methods, grading and assessor for different areas of the standard during the End-Point Assessment. Skills will be sampled by the relevant assessment method.

Table 2 – EPA Assessment method

Assessment Method	Coverage	Assessed by	Grading
Professional Discussion	The Professional discussion is a structured interview between the apprentice and the assessor covering a range of knowledge, skills and behaviours. A set of competency- based questions will be used Outlined in Annex A	End-Point Assessment Organisation(s)	Fail/Pass/Distinction
Practical Assessment	Apprentices will complete a 12 station Objective Structured Clinical Examination (OSCE). This will be drawn from the KSBs outlined in Annex A	End-Point Assessment Organisation(s)	Fail/Pass

4 On-programme Activities

Apprentices will complete a training programme accredited by the RCVS while employed in a veterinary practice, which meets the minimum standard defined by the RCVS. At the beginning of the apprenticeship, it is required that the employer, apprentice and training provider agree a training and assessment plan, demonstrating that the apprentice has the opportunity to develop the full range of knowledge, skills and behaviours set out in the standard.

It is expected that apprentices will have the opportunity to complete the minimum training time including both theoretical delivery and practical training as detailed in the RCVS Veterinary Nursing Registration Rules.

5 Assessment Gateway

Employers must satisfy themselves that apprentices are ready for their End-Point Assessment following a minimum training period as detailed in the paragraph above. Veterinary nursing apprentices must demonstrate that they have satisfactorily completed the formal training plan agreed with the apprentice by the employer, including successful completion of the written/online examinations, assignments and workplace assessment.

When the employer is satisfied that the apprentice has demonstrated the knowledge, skills, and behaviours of a competent veterinary nurse as outlined in the standard, they will enter the End- Point Assessment period. The employer may do this in consultation with the training provider.

Although the apprentice should only be recommended for End-Point Assessment when they are ready, employers should have a remediation process in place to support any apprentice who does not meet the conditions of the End-Point Assessment.

6 End-Point Assessment

The End-Point Assessment will be developed, implemented and assessed by organisations on the Register of End-Point Assessment Organisation(s) (RoEPAO). The End-Point Assessment Organisation(s) and the assessment must also be accredited by the RCVS in its role as the professional regulator.

The assessment comprises of two elements which are to be completed on two separate days.

Day one will be a professional discussion covering different scenarios and behaviours. This must be passed before proceeding to the second assessment.

Day two will be a synoptic practical assessment in the form of an Objective Structured Clinical Examination (OSCE) covering a range of practical skills.

Both components must be passed for the apprentice to meet the apprenticeship standard.

7 End-Point Assessment Timings and Activities

Table 3 – End-Point Assessment timings and activities

Timescale	Who	Activity
On-programme	Apprentice /Employer/Training providers on the ESFA register	<p>Compile a record to demonstrate that the apprentice has covered the knowledge, skills and behaviours required. It is suggested that the record includes:</p> <ul style="list-style-type: none"> ✓ RCVS student enrolment confirmation ✓ written/online examination results ✓ assignment results ✓ confirmation of completion of the workplace assessments ✓ appraisal/performance reviews <p>Review progress and ensure the apprentice is on track as part of regular tracking of progress.</p> <p>Completion of recommended training and on programme assessment.</p> <p>Employer and training provider to identify any gaps and produce a plan for the final 3 months.</p>
Prior to in programme completion	Employer/Training providers	Employer to decide timing of the End-Point Assessment based on the outcomes of the on-
		programme training and progress demonstrated in the apprentice's evidence record.
EPAO	End-Point Assessment Organisation(s) on RoEPAO and accredited by the RCVS in its role as the professional regulator.	The EPAO pulls together all activity, which has taken place during the apprenticeship and provides the overall final decision as to the competence of the apprentice following the End-Point Assessment.

The End-Point Assessment must be undertaken by an End-Point Assessment Organisation(s) which is on the Education & Skills Funding Agency Register of Apprenticeship Assessment Organisation(s) RoEPAO. The Assessment Organisation(s) must also be accredited by the RCVS in its role as the professional regulator.

End-Point Assessment Organisation(s) must appoint appropriately qualified and experienced assessors. The End-Point Assessment Organisation must have mechanisms in place to minimise bias in assessment in accordance with the RCVS Standards Framework for veterinary nurse education and training.

a) Professional Discussion

A **Professional Discussion** in the form of an interview will consist of a 45 minute (plus or minus 10%) interview, under controlled conditions between the assessor and the apprentice. The professional discussion will allow the apprentice to demonstrate their knowledge of different conditions and the requirements of different scenarios through a structured discussion. The professional discussion will consist of 10 questions taken from a bank that sample across the following five thematic areas detailed in table 4.

Table 4 - Coverage of the apprenticeship standard in the Professional Discussion

Theme		Number of questions
1	Legal	2
2	Veterinary environment	1
3	Communication	1
4	Diagnostics	1
5	Self-Management	5

The professional discussion will form the synoptic method of assessment for this End-Point Assessment plan. The questions will be in the form of competency-based questions mapped against the knowledge, skills and behaviours identified in Annex A.

Example of questions

- Describe how you would process radiographs within your practice?
- Explain the storage and disposal requirements for a range of pharmaceuticals used in veterinary practice.

The discussion will take place under controlled conditions either in the apprentice's own place of work or elsewhere in a quiet room away from distractions and influence. Video conference interviews will also be permitted. This will be agreed between the End-Point Assessment Organisation(s) and the employer. Where the discussion is undertaken remotely, the Assessment Organisation(s) must ensure that robust systems are in place to identify the apprentice.

The professional discussion will be graded by an assessor appointed by the End- Point Assessment Organisation(s), following the grading guide produced by the Assessment Organisation(s). This interview will be graded pass/distinction/fail. The grading criteria is located at annex B.

The End-Point Assessment Organisation(s) will be responsible for providing a suitable method to record the apprentice's responses during the interview.

The Assessor will use standardised questions from an agreed set of questions developed by the End Point Assessment Organisation(s) and banked according their policies and procedures . End Point Assessment Organisation(s) will hold 25 questions per theme. Actual questions used will be provided by the End Point Assessment Organisation(s) on a randomised basis. Questions will be reviewed on an annual basis and moderated by each EPAO. The EPAO will also provide a template to record apprentice responses.

The Assessor will confirm the grade to the EPAO on documentation provided.

Candidates must pass all 10 questions using the grading criteria above in order to pass this element of the EPA. The pass/fail and distinction criteria is detailed in table 5.

Table 5 – End-Point Assessment Element: Professional Discussion pass/distinction/fail criteria

Number of questions answered correctly	Outcome
One or more questions failed	Fail
All questions passed, but six or fewer questions meet distinction criteria	Pass
All questions passed, and seven or more questions meet distinction criteria	Distinction

b) Practical Assessment

The Practical Assessment will consist of a **synoptic practical exercise in the form of an Objective Structured Clinical Examination (OSCE)**. An OSCE is a multi-station practical examination where apprentices have a fixed period of time to complete a series of set practical activities (stations). All practical activities/stations are completed on the same day in one circuit (rotation around 12 OSCE stations) with Two breaks, where candidates will be given the opportunity to take a rest and no assessment will take place. A maximum of 12 candidates will take the exam in the one circuit at any one time. The ratio of apprentice to assessor must be 1:1 (at least one assessor at each station). Each station will be suitably screened to enable privacy. The OSCE will be completed under controlled conditions set by the End-Point Assessment Organisation(s)

Each of the 12 OSCE stations will last eight minutes (including two minute reading and preparation time), plus or minus 10% including the time spent at the two rest stations (96 minutes plus or minus 10%). The OSCE will be held under controlled conditions at venues identified as being suitably resourced by the Assessment Organisation(s).

Each station will contain a scenario outlining the Knowledge, Skills & Behaviours (KSB's) detailed in Annex A, that the apprentice must demonstrate. The assessor will use pre-determined marking criteria to make their judgement. The marking criteria will differ for each OSCE station. An example of an OSCE station scenario and marking criteria is available in Annex B. The apprentice will have no prior knowledge of which OSCE stations they will be allocated. The End-Point Assessment Organisation(s) will provide a suitable method for the apprentice's performance to be recorded. The practical examination must also meet RCVS professional regulatory body requirements for programmes of education leading to registration as a veterinary nurse.

It is intended that the OSCE be passed once to complete both the accredited Licence to Practise Veterinary Nursing qualification at Level 3 and the EPA. This is however at the discretion of the Awarding Organisation providing the Licence to Practise Veterinary Nursing Qualification at Level 3 where they formally recognize, and APL the OSCE provided by an EPAO to complete the qualification. In this instance, the OSCE will be completed as one aspect of the EPA. On successful completion of the End point assessment the learner will be awarded the accredited Licence to Practise Veterinary Nursing qualification at Level 3.

Results ordinarily take four to six weeks to be published.

The Practical Assessment will be graded pass/fail. The apprentice will be allowed a maximum of two re-sits if they fail this assessment and return to the 'Gateway' for reassessment.

End-Point Assessment Organisation(s) must develop 'practical specification banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose.'The OSCE stations will sample across the following 10 thematic areas detailed in table 6 (derived from the KSB's detailed in Annex A). The nature of the OSCE stations mean that each station will assess a number of skills and therefore it is expected each theme will be covered within a number of OSCE stations.

Table 6 – Coverage of the apprenticeship standard in the OSCE

Theme		Minimum Number of OSCE stations which must contain the theme
1	Legislation affecting practice	1
2	Communication	1
3	Handling and Restraint	1
4	Nursing Care	2
5	Laboratory Techniques	1
6	Diagnostic Imaging	1
7	Dispensing medication	1
8	Infection control	1
9	Theatre practice	1
10	Anaesthesia	1

The OSCE will be a pass/fail assessment. Eight out of 12 stations must be passed to gain an overall pass (not including rest stations). The pass mark for each OSCE station will be determined by the End-Point Assessment Organisation(s) using the Angoff method of standard setting. The End-Point Assessment Organisation(s) will appoint and train a minimum of 8 Angoff raters. Before the examination they will consider the marking criteria for each OSCE station and the grading criteria at Annex C and determine the pass mark for each OSCE station.

8 Re-takes and/or re-sits

Where an apprentice fails one or more assessment methods, a re-sit(s)/re-take(s) may be allowed, provided it is within the EPA period. Re-sits/re-takes outside of this period would require all elements of the EPA to be undertaken again. This should be undertaken within a 12 month period. Each individual case will be jointly discussed by the employer with the End-Point Assessment Organisation(s) and any action, if agreed will be at the discretion of the employer.

A re-take is where the apprentice requires further learning/training, whereas a re-sit does not. Apprentices who require a re-take should have a supportive plan agreed to prepare them for the re-take.

Re-sits are not allowed as a means of improving a grade i.e. pass to distinction. Where a re-sit/re-take is agreed, the grading will be limited to a pass unless there are exceptional circumstances as confirmed by the End-Point Assessment Organisation(s).

9 End-Point – final judgement

The result from each assessment will be combined by the End-Point Assessment Organisation(s) who will determine the overall grade. The successful apprentice receives an overall grade of Pass, Distinction, or Fail. The apprentice must pass both elements of the assessment for a final grade to be given. This is detailed in table 7.

Table 7 – End-Point assessment – final judgment

Professional Discussion	Practical Assessment	Overall Grade
Fail	Pass	Fail
Pass	Pass	Pass
Distinction	Pass	Distinction

10 Assessors

The End-Point Assessment will be carried out by assessors appointed by the Assessment Organisation(s).

The assessor will be recruited, trained and standardised by the End-Point Assessment Organisation(s). The assessor will be appointed by the End Point Assessment Organisation(s) from a pool of approved assessors maintained by them. The assessor must be:

- qualified as a veterinary nurse to a minimum of QCF Level 3 (or equivalent) and be Registered as a Veterinary Nurse with the RCVS. With a minimum of 45 hours of continued professional development in any three year period with an average of 15 hours per year, (current as of June 2018 please refer to the RCVS code of conduct)
- Or
- qualified as a veterinary Surgeon and a UK Practising Member of the RCVS With a

minimum of 105 hours of continued professional development in any three year period with an average of 35 hours per year, (current as of June 2018 please refer to the RCVS code of conduct)

- ✓ be able to demonstrate that they are competent and confident in their own knowledge and skills and have recent experience in both their role as a veterinary professional and as an assessor,
- ✓ be able to recognise competence and make judgments about apprentices performance in an assessment,
- ✓ trained to conduct the End-Point Assessment detailed in this plan,
- ✓ be trained to minimise bias in assessment in accordance with the RCVS Standards Framework for veterinary nurse education and training

Table 8 - End-Point Assessment - Summary of roles and responsibilities

Who	Role
Apprentice	Attends work and training, undertaking tasks set. Completes any homework required, revises for tests and attends any assessment appointments.
Employer	Provides the opportunities to learn. Gives feedback on the apprentice's work and completes work appraisals quarterly; participates in consensus decision on the behaviours of the apprentice. Communicates with the training provider to ensure that the apprentice is on track and supports the apprentice . Provides pastoral care for the apprentice and decides the time for the End-Point Assessment alongside the training provider.
Training provider	<p>Work to carry out a continuous review of the evidence generated by the apprentice as part of the on-programme assessment process.</p> <p>Supports the employer and the apprentice to make sure that learning outcomes are achieved. Structures the programme of learning and provides it for the apprentice and their employer. Provides pastoral care for the apprentice and communicates with the employer regularly to make sure the apprentice is meeting their goals. Marks the apprentice's work and provides feedback to the apprentice and their employer. Decides the time for the End-Point Assessment alongside the employer.</p>
Assessor	<p>Recruited and trained by the End-Point Assessment Organisation(s) from employers/industry and trained to minimise bias in assessment in accordance with the RCVS Standards Framework for veterinary nurse education and training.</p> <p>Scores all components of the practical assessment and professional discussion.</p>

	<p>Assesses the professional discussion against Pass and Distinction criteria.</p> <p>Participates in annual standardisation events run by the End-Point Assessment Organisation(s).</p>
Assessment Organisation(s)	<p>External assessment of knowledge and practical competence through the examination requirement.</p> <p>Minimises bias in assessment in accordance with the RCVS Standards Framework for veterinary nurse education and training</p> <p>Brings added rigour and consistency to the assessment through their wider industry perspective, knowledge and experience.</p> <p>Assesses against Pass and Distinction criteria.</p> <p>Recruits assessors. Trains, and hosts annual standardisation events for assessors. Ensures minimisation of bias in assessment in accordance with the RCVS Standards Framework for veterinary nurse education and training</p>

11 End point Assessment Organisation(s)

All End Point Assessment Organisation(s) must be on the Education Skills Funding Agency's Register of End Point Assessment Organisation(s) (RoEPAO) and be accredited by the RCVS in its role as the professional regulator.

Assessment Organisation(s) must:

- ✓ Develop assessment processes and guidance for use by apprentices, employers, training providers, assessors and quality assurance personnel,
- ✓ Develop and keep current a bank of questions and assessments for both the professional discussion and the practical assessments respectively to cover the learning outcomes described in Annex A.
- ✓ Develop and implement a sampling plan/blueprint to ensure full coverage of the standards over a period of time i.e. three years.
- ✓ Ensure that assessors make consistent and reliable decisions.
- ✓ Develop alternative assessment techniques for apprentices requesting reasonable adjustment. Ensure that any adjustments are designed to ensure that health and safety, legal requirements and patient care is not compromised.
- ✓ Appoint End Point assessors to conduct the practical assessment and professional discussion,

- ✓ Undertake moderation exercises.
- ✓ Provide training and annual standardisation to the assessors.
- ✓ Appoint, train and standardise internal quality assurers.
- ✓ Ensure minimisation of bias in assessment in accordance with the RCVS Standards Framework for veterinary nurse education and training
- ✓ Provide feedback to the employer/training provider on any issues that arise in relation to the apprenticeship assessment process.

12 Quality Assurance

Quality assurance and quality control shall be delivered by End Point assessors responsible for assessing and grading of the final summative assessments and award successful apprentices with a pass or distinction.

The End point assessment processes set out to cover the range of technical knowledge, skills and behaviours required of an apprentice as set out in the Apprenticeship Standard and further detailed in the Training Specification. The following End-Point summative assessments shall cover the full range of assessments undertaken.

- ✓ Practical assessment
- ✓ Professional discussion

13 Internal Quality Assurance

The End-Point Assessment Organisation(s) shall carry out annual standardisation between assessors, the appointment of a lead assessor to overview assessor reports, sample assessors' work on an annual basis and carry out observed visits on a regular basis. The End-Point Assessment Organisation(s) should monitor appropriate Continuous Professional Development (CPD) to determine the technical competence of the lead assessor and any internal verifiers. Employers should be involved in the setting of CPD standards and offering opportunities to support development of lead / internal verifiers.

The End-Point Assessment Organisation(s) shall also provide standardisation update days related to assessment matters and procedures and carry out reviews of assessor's continued professional development to ensure they have relevant technical and assessor qualifications and experience.

14 External Quality Assurance

External Quality Assurance of the End-Point Assessment for this standard will be the responsibility of the Institute for Apprenticeships (IFA).

Reliability, Validity and Consistency

The assessment methods and quality assurance procedures described above are designed to produce assessment outcomes that are educationally valid, reliable and consistent across different End-Point Assessment Organisation(s). The processes described are also designed to ensure the consistent application of the assessment processes and standards by all parties allowing the apprentice fair access to assessment and fair comparison between apprentices and End-Point Assessment Organisation(s).

Delivering reliability in judgement stems from the carefully laid out Apprenticeship Standard defining what is required of the knowledge, skills and behaviours. The Standard forms the pivotal point of the assessment process around which the other processes function.

The use of End-Point Assessment Organisation(s) provides confidence in those undertaking assessment and verification that they can make reliable judgements. Their use also provides confidence that results obtained across different organisations and employers can be relied upon as they are required to have robust internal quality assurance and verification processes to ensure that reliability of assessment is maintained within their organisations. Staff operating under these conditions shall meet the requirements set out in section 10 of this document.

The End-Point Assessment Organisation(s) will hold standardisation events to ensure consistency between its assessors and verifiers as this is paramount to the process.

Validity in the assessment process depends upon the accuracy with which the assessment measures the skill or attainment that it is designed to measure. Therefore, each assessment shall be carefully designed allowing measures of internal consistency between assessors and End-Point Assessment Organisation(s).

Reliability in the marking process shall be achieved in the following ways:

- ✓ Clearly written assessment methodologies
- ✓ Use of standardisation events between assessors
- ✓ Statistical analysis of results

The combination of several assessment methods in the final summative assessment ensures that the assessment of each apprentice is based on their performance and reflects accurately the quality of their work and the application of knowledge, skills and behaviours specified in the Standards. Taken together, the components of the End-Point Assessment plus the qualifications stated in the standard build a cumulative picture of performance against the Apprenticeship Standards.

Within the processes there are opportunities to integrate the testing of the application of knowledge, skills and behaviours. This not only allows the assessor to make a holistic judgement about how well the apprentice meets or exceeds the Standards but also to test the reliability of the processes.

15 Implementation

a) Delivering Accurate (Valid) Judgements

The End-Point Assessment is focused on the competence of the apprentice in the role, as evidenced by their ability to demonstrate the knowledge, skills and behaviours as set out in the Standard. Each of the components of the End-Point Assessment builds a cumulative picture of competence against the detailed Standard.

b) Delivering Consistent (Reliable) Judgements

The internal and external quality assurance measures have been designed to ensure consistent and reliable judgements.

Detail has been included within the plan in areas such as grading, conditions under which the assessments are held and what details End-Point Assessment Organisation(s) should outline about sites for practical assessments.

c) Alignment to RCVS requirements

The assessment will be accepted by the RCVS the professional regulatory body. Apprentices will achieve the accredited Licence to Practise Veterinary Nursing qualification Level 3 at the same point as they achieve the apprenticeship certificate. This will ensure that holders of the apprenticeship certificate can apply to enter the RCVS register of Veterinary Nurses.

d) Synoptic Assessment

The components of the End-Point Assessment and the assessment tools being used in this apprenticeship all require the apprentice to demonstrate their knowledge, skills and behaviours in an integrated manner to deliver the learning outcomes required to meet the Standard. The End-Point Assessments will be synoptic in their design, sampling a sufficiency of knowledge and skills across the training programme, and Apprenticeship Standard.

This will build a cumulative and holistic picture, from all the components of the Final End point Assessment, of how well the apprentice meets or exceeds the standard.

e) Affordability & Flexibility

In developing this assessment approach with employers we have consistently sought to keep the approach simple but effective, to use existing workplace training methods wherever possible and to avoid duplication or the need for adding additional burden into the assessment process.

This has led to a well-defined, cost-effective and deliverable process that employers will find easy to understand and apply to their own environment. Where additional support is required, the training provider can step in to offer their expertise.

The flexibility and affordability built into this assessment model is critical to its ability to cater for all types and sizes of employers. The following key points deliver this:

Use of evidence generated by the apprentice gathered during the training programme to inform the timing of the final assessment

Option to flex the amount of support required from the training provider. This can be discussed and tailored (utilising the training provider's expertise) during contract discussions

An indicative proportion of 20% of funds should be invested in assessment, the remainder on training.

f) Manageability / Feasibility

This apprenticeship has been designed to be viable for both large and small employers.

Assessors will attend a standardisation event before they commence any engagement with the End-Point Assessment process. This will be face-to-face or virtual, depending on the location of individuals.

Assessors will travel to the location of the practical assessment and professional discussion (if face-to-face).

The End-Point Assessment Organisation(s) will need to ensure that sufficient assessors are employed.

g) Volumes

It is expected that there would be in the region of 700 new starts per year.

Annex A

Assessment Method by Element of the Standard – Veterinary Nursing

Key	Assessment Method
PD	Professional Discussion
OSCE	Objective Structured Clinical Examinations (Practical assessment)

Where elements have both assessment methods identified, it means that both assessment methods will be used to ensure a synoptic approach is achieved

Knowledge	End-Point Assessment Method and Themes				
	PD	Theme	OSCE	Theme	
On completion of this apprenticeship, veterinary nurse will have comprehensive understanding of					
Legislative compliance and regulatory requirements	The RCVS Day One Competences for Veterinary Nurses	PD	1	OSCE	1
	The RCVS Code of Professional Conduct and its associated guidance	PD	1		
	Organisational requirements and legislation related to a veterinary business and animal welfare	PD	1		

	The aims of effective health and safety within a veterinary practice	PD	1		
Comparative functional anatomy for veterinary nursing practice	Anatomy and physiology in relation to veterinary nursing practice			OSCE	4, 5, 6, 10
	Normal form and function of body systems in a range of species			OSCE	4
	The relationship between normal form and function and the effects of disorder in disease processes and the consequent nursing requirements of sick animals	PD	3		
Infection control in veterinary practice	The role of infection in animal and human health	PD	2		
	The principles of disease transmission in veterinary practice			OSCE	8
	The principles of disinfection and sterilisation			OSCE	8
	How to maintain personal hygiene especially in relation to cross-infection			OSCE	8
	The principles of infection monitoring and control	PD	2		
Materials, equipment and resources	Correct usage, handling, storage, maintenance and disposal materials, equipment, instruments and veterinary pharmaceuticals			OSCE	4-10
	The principles of record keeping			OSCE	2
Veterinary Nursing Care	The principles of medical veterinary nursing and support			OSCE	4

	The principles of surgical veterinary nursing and support including anaesthesia			OSCE	4 and 10
	The principles of pharmacology and administration of medication			OSCE	4 and 10
Emergency and critical care	The principles of first aid			OSCE	4
	The principles of nursing support and the triage, stabilisation and treatment of emergency			OSCE	4
	Nursing requirements of critically ill or injured animals			OSCE	4
	Intensive nursing care techniques and requirements for a range of species			OSCE	4
Diagnostic techniques for veterinary nurses	The principles of radiography and imaging techniques	PD	4	OSCE	6
	How to take and process radiographs	PD	4	OSCE	6
		Process radiograph		Position for radiograph	
	How to prepare specimens for transportation			OSCE	5
	How to handle and store diagnostic images	PD	4		
	The function and use of laboratory equipment			OSCE	5

	How to collect, prepare and test pathological samples			OSCE	5
Communication	The principles and methods of effective communication and their effect on client care	PD	3		
	Factors affecting working relationships with clients and within the veterinary team	PD	3		
Self-Management	The principles relating to evidence based approaches to learning	PD	5		
	Personal and professional limitations	PD	5		
	How to seek and use feedback and advice	PD	5		

Skill		End-Point Assessment Method and Themes			
		PD	Theme	OSCE	Theme
On completion of this apprenticeship, the Veterinary Nurse will be able to demonstrate competence in the RCVS Day One Skills for veterinary nurses and be able to					
Legislation affecting practice	Work within the requirements of the health and safety legislation			OSCE	1
	Work within the requirements of the data protection legislation	PD	1		
	Follow relevant operating procedures and manufacturers guidelines when using equipment, materials and pharmaceutical products			OSCE	1
Communication	Communicate effectively, appropriately and accurately using a variety of methods	PD	3	OSCE	2
	Conduct nursing clinics	PD	3		

Clinical skills	Prepare and maintain all areas of the veterinary practice at all times	PD	2		
	Prepare records, equipment and resources			OSCE	4
	Work in a safe and effective manner			OSCE	4
	Manage and perform effective infection control procedures			OSCE	8
	Provide nursing support as required			OSCE	4
	Prepare, use, maintain, store and dispose equipment, pharmaceuticals and materials appropriately	PD	2	OSCE	4-10
Self-Management	Manage own performance and development	PD	5		
	Take measures to improve performance and competence	PD	5		
	Engage in continued professional and personal development	PD	5		
	Use professional standards of practice to self-assess performance	PD	5		
Professionalism	Practise in accordance with the RCVS Code of Professional Conduct	PD	5		

Behaviors		End-Point Assessment Method and Themes			
		PD	Theme	OSCE	Theme
On completion of this apprenticeship, The veterinary nurse will abide by the RCVS Code of Professional Conduct for veterinary nurses and:					
Work within legal and ethical limits	Conform to approved procedures	PD	1	OSCE	1
	Work ethically in veterinary practice	PD	1	OSCE	1
Accountability	Work reliably to high standards	PD	5	OSCE	1-10
	Adjust to change	PD	5	OSCE	1-10
	Take responsibility for personal and professional behaviours and decisions	PD	5	OSCE	1-10
	Develop and maintain effective working relationships	PD	5		
	Communicate effectively including the use of empathy and sympathy where appropriate	PD	3	OSCE	2
Responsibility	Maintain a professional appearance and follow Personal Protective Equipment (PPE) protocols	PD	5	OSCE	1, 8
	Take responsibility for own development	PD	5		
	Apply knowledge and skills effectively	PD	5	OSCE	1-10
	Prioritise and plan work	PD	5	OSCE	1-10

Self-improvement	Commit to learning and professional development	PD	5		
	Identify and implement measures to improve performance and competence	PD	5		
	Accept and act on constructive advice and guidance, seeking clarification to recognise own limitations	PD	5		

Annex B

End-Point Assessment Element: Professional Discussion Grading Criteria

Theme (number of questions)	Distinction Criteria	Pass Criteria	Fail
1. Legal (2)	<p>Accurately able to identify the correct legal and regulatory requirements and shows an ability to analyse and apply critical reflection to situations they have been involved in.</p> <p>Critically analyses patient care issues using ethical principles.</p>	<p>Is able to describe in detail the legislation and regulatory requirements they must comply with in their role as a veterinary nurse.</p> <p>Is able to provide examples of where they have complied with legislative and regulatory requirements.</p> <p>Identifies ethical problems arising in veterinary practice</p>	<p>Shows insufficient knowledge and understanding of legislation and regulation affecting veterinary practice. Such as the Veterinary Surgeons Act, the RCVS Code of Professional Conduct for Veterinary Nurses, Health and safety legislation and other EU and UK animal or work place related legislation</p> <p>Does not comply with legislative and/or regulatory requirements</p> <p>Little consideration of ethical principles.</p> <p>Has little or no understanding of the impact of their actions on animal health and welfare.</p>
2. Veterinary environment (1)	<p>Draws on examples of the activities they are involved with to support the maintenance of the veterinary environment including good infection</p>	<p>Is able to describe the processes needed to maintain the veterinary environment to ensure good infection control and the correct protocol for</p>	<p>Shows insufficient knowledge and understanding of factors affecting the veterinary environment (infection control and maintenance storing, maintaining</p>

	<p>control and other activities they undertake to maintain the veterinary environment.</p> <p>identifies the sources of information available to ensure that the veterinary environment is maintained and how they would evaluate and apply the literature to support their veterinary nursing practice.</p>	<p>storing, maintaining and disposing of equipment consumables and pharmaceuticals.</p> <p>Is able to describe the impact of poorly maintained environments on animals and human health.</p>	<p>and disposing of equipment consumables and pharmaceuticals).</p> <p>Does not maintain the veterinary environment in a safe or effective manner</p>
3. Communication (1)	<p>Differentiates between different communication styles including examples of how they have adapted their style to take into account the person they are communicating with.</p> <p>Is able to articulate in detail, the principles and methods of effective communication and their effects on client care. For example how will communication methods be adapted when communicating bad news, clearly explaining options and enabling clients to make informed decisions with regards to the welfare of their animal, always ensuring the welfare of the animal is given priority.</p>	<p>Is able to describe the importance of effective communication with clients and colleagues as part of a multidisciplinary team.</p> <p>Has sufficient knowledge to support and advise clients and colleagues on the normal form and function of body systems in a range of species, the effects of disorders in disease processes and the consequent patient care requirements.</p> <p>Explain the role and scope of the veterinary nurse during in nurse clinics.</p> <p>Explain, with supporting evidence factors which affect working</p>	<p>Shows insufficient knowledge to be able to communicate effectively with clients and colleagues about patient care</p> <p>Does not use effective communication methods with colleagues or clients</p>

	<p>Provides examples of where they have communicated effectively with clients and colleagues about patient care</p> <p>Is able to analyse the effects of poor communication and reflects on lessons learnt and feedback received, including things they would do differently next time of insufficient communication</p>	relationships with clients and within the veterinary team.	
4. Diagnostics (1)	<p>Compares and contrasts the different types of imaging techniques that can be produced using radiation (X-rays, scintigraphy, coaxial tomography and MRI) giving advantages and disadvantages of each</p> <p>Provides examples of instances where issues have arisen during the processing of radiographs that could have a negative effect on the image and detail the actions that were taken to reduce the effect.</p> <p>Describes the effects of poor storage of diagnostic images on the patient and personnel involved with the radiographic procedure.</p>	<p>Demonstrates a knowledge of the principles of how radiographic images are produced to include function of equipment (tube head and light beam diaphragm), primary beam, scatter, absorption by different materials/tissues and the effects of kV and mA.</p> <p>Summarises how images are produced in ultrasound, MRI, and endoscopy</p> <p>Correctly describes the method they use to process radiographs (manual or digital) and outlines the precautions that need to be taken while processing the radiograph</p> <p>Correctly describe the methods used to handle and store diagnostic images</p>	Shows little understanding of the principles of radiographic and imaging techniques used in veterinary practice

<p>5. Self-Management (5)</p>	<p>Demonstrates that they have a plan to develop their nursing skills further beyond the apprenticeship. This could include examples of their future development including future roles in veterinary practice and/or further qualifications they are considering.</p> <p>Uses examples of where evidence-based medicine has influenced a decision they have made outlining how they ensured that the basis of the evidence was sound.</p> <p>Reflects on their own professional limitations and outline the measure they will take to improve their performance and competence.</p> <p>Describes how professional relationships with colleagues may be influenced. For example, does the professional relationship differ between people who hold different roles, expertise and responsibilities in the veterinary practice.</p>	<p>Demonstrates an understanding of the need to continue to build on the knowledge and skills developed during their initial training.</p> <p>Demonstrates a working knowledge of the Code of Professional Conduct for Veterinary Nurses and the personal and professional behaviours that they must adhere to.</p> <p>Explains the importance of evidence based veterinary medicine and how this can be achieved evidence-based approaches to learning, and to the importance of developing own areas of knowledge and competence</p> <p>Provides evidence of where they have taken measures to manage their own development following self-reflection or feedback from others.</p> <p>Describes the acceptable appearance expected of the nursing team including the use of personal; protective equipment.</p>	<p>Does not show understanding of evidence-based approaches to learning, and the importance of developing own areas of knowledge and competence</p> <p>Cannot provide evidence of where they have taken measures to manage their own development, or taken responsibility for their actions</p> <p>Provides little evidence to demonstrate that they understand the level of accountability, self-management, responsibility and self-improvement required by a veterinary nurse</p>

	Describe influences on relationships between members of the veterinary practice team, to include perceptions , roles, expertise and responsibilities.	Shows an ability to priorities and plan work within veterinary practice	
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Annex C

End-Point Assessment Element: Practical assessment Pass/Fail descriptors

Theme	Pass (Minimum Competence description to be considered during the Angoff standard setting process). Apprentices will be sampled across the range of skills identified below.	Fail
1. Legislation affecting practice	<p>Complies with Health and Safety requirements and local risk factors while undertaking the clinical skills assessed within the practical examination.</p> <p>Follows Standard Operating Procedures and manufacturer guidelines when using equipment and materials and pharmaceutical materials during the practical examination.</p> <p>Applies ethical principles to patient care throughout the practical examination.</p>	<p>Places patients, colleagues, animal owners and others at risk of harm directly resulting from their actions.</p> <p>Unaware of/does not demonstrate safe processes when using equipment and materials that is likely to damage the equipment and materials rendering them unsafe to use.</p> <p>Does not applies ethical principles.</p>

<p>2. Communication</p>	<p>Communicates effectively with clients and colleagues using a variety of different methods (verbal and non-verbal), modifying their style to suit the situation.</p> <p>Communicates effectively expressing appropriate empathy and sympathy while supporting an owner through the euthanasia process.</p> <p>Produces accurate and legible written communications including;</p> <ul style="list-style-type: none"> .patient records; .laboratory reports; .admission records; .consent forms; .care plans. <p>Admits patients for surgical procedures, investigations and medical treatments with minimal intervention from others, including;</p> <ul style="list-style-type: none"> . handover from owner; . gaining consent; . recording patient information accurately; . obtaining written and verbal informed consent. <p>Discharge patients into the care of their owner with minimal intervention from others, to include (as appropriate) providing information on;</p> <ul style="list-style-type: none"> . home care plans; . administration of medications; . storage of medications; 	<p>Unable to communicate with clients and colleagues to a level required to work in veterinary practice.</p> <p>Compromises patient care by not completing patient records, laboratory reports, admission records, consent forms and care plans with the important information.</p> <p>When admitting patients fails to obtain/provide key information which could compromise the care of the patient (delays treatment while information is obtained or compromises patient health and welfare due to inaccurate recording of information).</p> <p>When discharging patients fails to provide key information which could compromise the care of the patient (owner unlikely or unable to carry out post discharge care, which is likely to result in patient health and welfare being compromised).</p>
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	<ul style="list-style-type: none"> ✓ disposal of medication; ✓ wound and bandage care advise. <p>Conducts safe and effective nursing consultations with minimum intervention from others to include as appropriate;</p> <ul style="list-style-type: none"> ✓ history taking; ✓ application of treatment(s); ✓ preventative medicines; ✓ implantation of microchips. 	<p>Unable to carry out nurse consultations. History taking is ineffective. Lack of knowledge of preventative medicines or treatments regimes leading to patient and public health and welfare potentially being compromised.</p> <p>Implantation of microchips carried out in such a way that patient, colleague and owner safety is likely to be compromised and the microchip is unlikely to assist in the animal being reunited with its owner (for example, recording information incorrectly, failure to implant the microchip).</p>
<p>3. Handling and restraining</p>	<p>Demonstrates safe techniques, suitable for manual handling (lifting) and restraining patients with due consideration for patient welfare and safety self, the owner and colleagues. This could include the apprentice undertaking the manual handling and restraint or showing others how to do it.</p> <p>Safe technique used to include the selection and wearing personal protective equipment required for handing and restraint patients.</p> <p>Patient restraint could be undertaken for;</p> <ul style="list-style-type: none"> ✓ clinical examination; ✓ sample collection; 	<p>Fails to adequately restrain patients to the extent that patient and public health and welfare is highly likely to be compromised i.e. no restraint where patient temperament is unknown or known to be poor. Unable to demonstrate adequate patient restraint to others.</p> <p>No apparent consideration of the risks involved with manual handling and restraint.</p>

	<ul style="list-style-type: none"> ✓ administration of medicines; ✓ introduction of an appropriate airway management device. 	
4. Nursing care	<p>Demonstrates knowledge of Anatomy and physiology required to carry out nursing care.</p> <p>Takes a patient history/carries out a nursing assessment to include ascertaining information about the patient's normal routine (food and fluid intake, urination, defecation, behaviour mobility, sleep and rest).</p> <p>Prepares and maintains a suitable and safe environment for nursing patients within a veterinary setting considering the patients</p> <ul style="list-style-type: none"> ✓ age; ✓ species; ✓ condition. <p>Performs a clinical examination and accurately records their findings to include determining and recording the patient;</p> <ul style="list-style-type: none"> ✓ temperature, ✓ pulse, ✓ respiration, ✓ weight. 	<p>Lack of knowledge and application of anatomy and physiology to enable safe effective nursing care to be undertaken. For example, applies bandage to the wrong area, administers medication into the wrong muscle.</p> <p>Unable to take a patient history. Does not obtain essential information. Likely to result in compromising patient health and welfare. Obtains the information but does not record it in a format that can be easily accessed by colleagues (not written down or illegible writing).</p> <p>Patients accommodation unsuitable and/or is left unclean and unsafe.</p> <p>Does not use standard recognised processes while performing clinical examinations. Inaccurately records their findings to such an extent that patient health and welfare will be compromised.</p>

	<p>Demonstrates effective wound management techniques to include;</p> <ul style="list-style-type: none"> · assessing and monitoring wounds; · reporting on the status of wounds; · applying dressings and bandages. <p>Calculates and demonstrates the accurate administration of medicines prescribed by the veterinary surgeon to include the following routes;</p> <ul style="list-style-type: none"> · oral; · topical; · subcutaneous; · intramuscular; · intravenous. <p>Provides adequate nutrition to include;</p> <ul style="list-style-type: none"> · calculating correct food requirements for a range of species and conditions · successful management of assisted feeding <p>Demonstrates how to provides fluid therapy to patients to include;</p>	<p>Poor wound management and bandage application technique, which would results in patient health and welfare being compromised i.e. breaking asepsis, bandage too tight, bandage applied to incorrect area.</p> <p>Calculation methodology results in patient being given incorrect dose of medication.</p> <p>Patient health and welfare compromised due to selecting the incorrect medication, administering by the incorrect route or failure to use an aseptic technique.</p> <p>Poor consideration of own safety i.e. failure to wear Personal Protective Equipment where the medication is likely to compromise the safety of the administrator or animal handler and/or potential for needlestick injury.</p> <p>Disposes or hazardous waste (sharps and contaminated materials) incorrectly.</p> <p>Unable to calculate nutritional requirements or ensure patient health and welfare is not compromised.</p> <p>Unable to administer adequate nutrition via feeding tubes using a safe effective and aseptic technique.</p>
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	<ul style="list-style-type: none"> ✓ Selecting appropriate fluids, for the condition of the patient ✓ Selecting and prepare administration equipment suitable for the patient and the fluids being used. ✓ Placing IV catheters ✓ Correct management of an IV catheter (checking that it is in position and patent) ✓ Connecting the patient to the fluid and setting the administration rate using either fluid pumps or manual methods ✓ Calculating the appropriate quantity and rate of fluid to be administered. <p>Is able to perform basic physical therapy techniques to include active and passive movement.</p> <p>Is able to accurately administer and assist with first aid/emergency care for a range of situations.</p>	<p>Failure to select the appropriate fluids and/or equipment. Preparation of administration set, and fluids is likely to compromise patient safety i.e. breaking of asepsis, fluid contaminated or out of date.</p> <p>Unable to use a recognised and aseptic technique to place IV catheters (within the constraints of the model).</p> <p>Poor catheter management (within the constraints of the model)</p> <p>Calculation methodology results in patient being given incorrect quantity of fluid. Unable to set the fluid rate by the required method i.e. manual or fluid pumps.</p> <p>Poor physical therapy techniques performed which is likely to compromise patient safety.</p> <p>Techniques used to administer first aid or emergency care is likely to compromise patient condition further.</p>
5. Laboratory Techniques	<p>Demonstrates an ability to plan and carry out appropriate sampling strategies to include:</p> <ul style="list-style-type: none"> ✓ wearing personal protective equipment (PPE), ✓ clipping and preparing sample site, ✓ preparing the patient and equipment; ✓ calibrating equipment. 	<p>Poor consideration of own safety i.e. failure to wear Personal Protective Equipment where the sampling technique or analysis process is likely to compromise the safety of personnel involved with the procedure.</p>

	<p>Demonstrates an ability to prepare equipment and materials to enable the collection of the following samples;:</p> <ul style="list-style-type: none"> · blood, · urine, · faeces, · skin/hair, · tissue biopsies. <p>Accurately selects and uses suitable equipment to collect samples, prepare for analysis, analyze samples and record the results for the following;</p> <ul style="list-style-type: none"> · blood <ul style="list-style-type: none"> ○ biochemistry, ○ haematology, ○ packed cell volume, ○ total solids, ○ smear, · urine <ul style="list-style-type: none"> ○ Specific gravity, ○ Sediment analysis, · faeces <ul style="list-style-type: none"> ○ gross visual analysis, ○ microscopic analysis, ○ quantitative examination, ○ Baermann technique or commercial test kits, · skin/hair <ul style="list-style-type: none"> ○ hair pluck, ○ tape strips, 	<p>Sampling technique is poor and is likely to result in the collection of a sample which will not be appropriate to use for the tests required.</p> <p>Aseptic technique not used where necessary. Potential for needlestick injury.</p>
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	<ul style="list-style-type: none"> ○ coat brushings, ✓ bacterial swabs. <p>Demonstrates how to prepare samples for external analysis i.e. a commercial laboratory, to include</p> <ul style="list-style-type: none"> ✓ accurate completion of documentation ✓ packaging and labelling correctly, ✓ using the correct preserving and storage methods. <p>Demonstrates an ability to use a microscope correctly including;</p> <ul style="list-style-type: none"> ✓ adjusting the magnification appropriately, i.e. using low and high magnification. ✓ how and when to use oil immersion ✓ accurately recording Vernier Scale readings to enable relocation of area(s) of interest on the microscope slide. <p>Demonstrates how and where samples and contaminated equipment should be disposed or decontaminated.</p> <p>Knowledge of anatomy and physiology required for laboratory techniques i.e. location of veins for sampling and normal/abnormal findings with results</p>	<p>Packing of samples likely to result in the sample not being suitable for analysis i.e. failure to arrive at the laboratory in a suitable state to enable analysis to be undertaken and/or inaccurate information provided to the Laboratory.</p> <p>Packaging of sample does not comply with legislation.</p> <p>Poor use of microscope which is likely to lead to damage.</p> <p>Fails to dispose of equipment appropriately.</p> <p>Poor knowledge of Antimony and physiology i.e. selecting incorrect veins for sampling.</p>
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6. Diagnostic imaging	<p>Demonstrates an ability to take a range of standard radiographic positions (limbs, head, spine, abdomen, thorax and pelvis) using appropriate equipment and positioning aids. The methodology used should theoretically result in an image of diagnostic quality.</p> <p>Demonstrate a knowledge of Anatomy by identifying the area(s) to be radiographed and correctly identifying the borders and centring points.</p>	<p>The radiographic process used is likely to compromise the safety of patients or personnel involved with the procedure.</p> <p>The resulting radiograph is highly unlikely to be diagnostic.</p> <p>Poor knowledge of anatomy resulting in the incorrect area being radiographed.</p>
7. Dispensing medication	<p>Safely and correctly handle and dispose of a range of medicines in line with legislative guidelines.</p> <p>Interpret prescriptions and prepare medicines for dispensing to include;</p> <ul style="list-style-type: none"> ✓ calculating drug dosages, ✓ packaging and labelling in accordance with legal requirements. <p>Keep accurate records in relation to items dispensed.</p>	<p>Dispensing medication is out with the legislative requirements and guidance.</p> <p>Calculation methodology results in patient being given incorrect does of medication.</p> <p>Patient health and welfare likely to be compromised due to selecting the incorrect medication and/or administering by the incorrect route.</p> <p>Poor consideration of own safety i.e. failure to wear Personal Protective Equipment where the medication is likely to compromise the safety of the administrator or owner.</p>
8. Infection control	<p>Carries out effective infection control procedures to maximize the welfare of patients and personnel to include;</p>	<p>Patient and veterinary personal health and welfare likely to be compromised due to poor infection control technique.</p>

	<ul style="list-style-type: none"> ✓ using an appropriate cleaning protocol ✓ preparation of disinfectant solutions ✓ cleaning and maintaining patient accommodation ✓ barrier nursing <p>Ensures that appropriate hygiene skills are followed before and after handling animals and equipment.</p> <p>Complies with the World Health Organisation hand washing/hygiene method</p> <p>Accurately uses and disposes of PPE</p> <p>Disposes of hazardous and non-hazardous waste safely and correctly according to current legislation - taking into account accommodation, PPE, equipment and patient condition</p>	<p>Hand hygiene technique is unlikely to be provide adequate infection control.</p> <p>Poor consideration of own safety i.e. failure to wear Personal Protective Equipment.</p> <p>Fails to dispose of hazardous and no-hazardous waste following the current regulations.</p>
9. Theatre practice	<p>Demonstrates how to check, clean, package and monitor the sterilization of instruments and materials.</p> <p>Identifies a range of surgical instruments.</p> <p>Prepares patients for routine surgical procedures, to include:</p> <ul style="list-style-type: none"> ✓ positioning on the operating table ✓ preparation of the surgical site ✓ assisting with draping. 	<p>Instruments cleaning and/or packaging method likely to result in them not being sterilized appropriately for use.</p> <p>Instrument identification so poor that it is likely to delay surgery.</p> <p>Preparing of patients for surgical procedures would lead to compromising patient health and welfare i.e. the patient is not positioned correctly, and/or the surgical site is not prepared adequately.</p>

	<p>Demonstrates how to prepare self for assisting the veterinary surgeon in the theatre. To include:</p> <ul style="list-style-type: none"> ✓ Preparing hands and arms ✓ Putting on surgical attire (sterile gloves, gowns, caps and masks) <p>Demonstrate how to handle and pass instruments and equipment aseptically.</p>	<p>Technique used to prepare self for theatre is likely to compromise patient safety i.e. aseptic technique not used.</p> <p>Technique used to handle, and pass instruments and equipment is likely to result in patient or theatre personnel's health and welfare being compromised i.e. aseptic technique not used or likelihood of injury from sharp instruments.</p>
10. Anaesthesia	<p>Applies knowledge of anatomy and physiology required for Anaesthetic techniques</p> <p>For a range of routine procedures, demonstrate how to select, prepare and check equipment and materials used for the induction and maintenance of anesthesia to include:</p> <ul style="list-style-type: none"> ✓ preparing the anesthetic machine ✓ selecting and preparing the anesthetic breathing system ✓ pollution control ✓ monitoring equipment ✓ Preparing and administering pre-medication, induction and maintenance agents ✓ Selecting, preparing and placement airway management devices 	<p>Little or no applied knowledge of anatomy and physiology.</p> <p>Calculation methodology results in patient being given incorrect doses of anaesthetic.</p> <p>Use of the anesthetic machine and anesthetic breathing system likely to compromise patient and theatre personnel's health and welfare.</p> <p>Failure to select and prepare and administer appropriate pre-medication, induction and maintenance agents, to such an extent that patient health and welfare is likely to be compromised.</p>

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| | <ul style="list-style-type: none">• Restraining and positioning patients during anesthetic induction |
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Annex D

Example of an OSCE station

This patient has just undergone surgery to repair a left ear tip injury following a dog fight.

The veterinary surgeon has asked you to apply a suitable dressing to the surgical repair and bandage the ear following this surgery.

The patient is anaesthetised and is being monitored.

You have 8 minutes (including two minutes reading time) to complete this station

	You will be marked against the following criteria
1	Bandaging materials and equipment necessary to apply the bandage selected prior to application
2	Instructed assistant on the correct way to restrain the patient
3	Personal protective equipment worn
4	Aseptically applied wound dressing with correct side facing wound
5	Applied padding to top of the head and ear
6	Applied a layer of synthetic padding in a figure of eight pattern around the head with the unaffected ear exposed
7	Applied conforming bandage in figure of eight fashion around the head with the unaffected ear exposed
8	Applied outer protective layer in a figure of eight fashion around the head with the unaffected ear exposed
9	Bandage material applied in correct order
10	Bandage checked to ensure that it is neat, not too tight or too loose, the eyes are not covered and airway is not restricted
11	Position of the ear marked using a marker pen
12	Bandage applied to correct ear

13	Finished bandage is fit for purpose including appropriate tension throughout
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