

Qualification Title: New Zealand Diploma in Veterinary Nursing (Level 6)

Qualification number: 2491

Date of review: 30 May 2023

This report refers to graduates awarded this qualification between **1 January 2019 and 31 December 2022**

Final decision on consistency of the qualification: National consistency is confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence of graduates being able to:

- provide surgical veterinary nursing
- provide medical veterinary nursing
- manage veterinary nursing services
- perform diagnostic sampling and medical imaging.

Education Organisations with sufficient evidence

The following education organisations have been found to have sufficient evidence.

MOE Number	Education Organisation	Final rating
6006	Te Pūkenga - New Zealand Institute of Skills and Technology Trading as: Ara Institute of Canterbury	Sufficient
6009	Te Pūkenga - New Zealand Institute of Skills and Technology Trading as: UCOL	Sufficient
7841	Vet Nurse Plus Limited	Sufficient
6019	Te Pūkenga - New Zealand Institute of Skills and Technology Trading as: Wintec	Sufficient
6013	Te Pūkenga - New Zealand Institute of Skills and Technology Trading as: Otago Polytechnic	Sufficient
6015	Te Pūkenga - New Zealand Institute of Skills and Technology Trading as: SIT	Sufficient
6008	Te Pūkenga - New Zealand Institute of Skills and Technology Trading as: WelTec	Sufficient
6004	Te Pūkenga - New Zealand Institute of Skills and Technology Trading as: Unitec	Sufficient

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Introduction

The purpose of this Level 6,120-credit diploma is to prepare individuals as veterinary nursing care professionals with the skills, knowledge and attributes needed to help animals attain, maintain, or recover optimal health and quality of life. The qualification provides individuals with technical veterinary nursing skills in a clinical environment as well as the ability to manage patients and clients and follow protocols in all aspects of clinical veterinary practice.

Graduates may be employed in veterinary clinics as a veterinary nurse and will be able to practice sustainably and engage in on-going learning in the field.

During the graduate reporting period (1 January 2019 to 31 December 2020) the eight organisations had a total of 947 graduates of the New Zealand Diploma in Veterinary Nursing.

The training to produce graduates and the specific workplace component of learning was heavily impacted by COVID-19. All Tertiary Education Organisations (TEOs) shared the challenge of disruption during Covid and adjusted, adapted, and collaborated to ensure their learners completed. In addition to the population-wide effects on mental wellbeing over this period, the veterinary industry was severely affected through staffing shortages (one factor being the lack of overseas trained professionals entering New Zealand) as well as an, anecdotally acknowledged, increase in abuse of veterinary staff by clients. Effects have included clinics closing, employees losing jobs, poor physical and mental health and poor work-life balance through increased work demands.

Evidence

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were:

- the nature, quality and integrity of the evidence presented by the education organisation
- how well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- the extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification.

Evidence provided by all eight TEOs before and after the review includes:

- mapping of their programmes to the graduate outcomes
- their own internal reviews
- internal and external moderation outcomes from graduate-skills-test assessments and portfolios
- moderation from the collaboration group
- graduate destinations (most being employed or in further study)
- graduate and employer feedback information with analysis – qualitative and quantitative

Collaboration in the form of a Providers Group working with moderation and benchmarking across the veterinary nursing diploma at level 5 was also provided as evidence.

How well does the self-assessment and supporting evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

The educational organisations presented a good range of evidence. Whilst there was some variability in the presentation and amounts of data collected, all were able to make convincing cases that their evidence demonstrated their graduates had met the graduate outcomes at the appropriate threshold.

All organisations provided good evidence to demonstrate that the programmes had been well designed, with matrices indicating how the graduate outcomes were aligned with the learning outcomes and assessment activities and assuring good coverage of these outcomes in their programmes of study. All eight provided good evidence of their effective internal quality improvement processes which included ongoing annual reviews of the programme of study where changes or updates were made.

Pre- and post-moderation was evident with each TEO, verifying the assessments as being fair and valid. External moderation is conducted at the annual Cluster Group meetings. There was clear evidence that this moderation event is taken seriously and valued by the organisations, as well as providing an opportunity to share practice and resources and to note benchmarking. This national moderation is conducted annually at the Veterinary Nursing Cluster Group meeting, in which all organisations participate. It is a well-organised and robust approach to assessment and the evidence from these moderation activities, results and action plans provide a sound basis for having confidence in the consistency and quality of the organisations' assessment of the four graduate profile outcomes.

Well-designed surveys with questions related to the graduate outcomes, and their results, were presented by many of the TEOs. Others found gathering graduate and employer feedback difficult and therefore were not able to utilise extensive data sets to provide substantial evidence of destination data or employer feedback on the graduates, but all were able to provide some evidence, albeit not a large percentage. In future consistency reviews more destination and graduate feedback will be important.

Graduate and employer feedback evidence was well analysed and presented. It supported, to varying extents, claims that the graduates meet the graduate outcomes at the appropriate threshold with most being representative of the graduate cohorts.

Overall, graduates and employers expressed confidence that graduates met all the graduate outcomes and had gained confidence and professionalism in their knowledge. Graduate destination data indicated graduates were gaining employment in veterinary clinics or related industry roles or completing further study in the field.

All organisations presented plans in their submissions and post-meeting reflections to further enhance or redesign their evidence collection processes from both graduates and employers. Some were going to improve their approaches for keeping track of graduates and were working on systems to do this. Several were interested in increasing the responses of graduates and employers in relation to confidence in radiographic imaging as this was an area where graduates and employers gave a lower confidence rating due to clarity around what key areas to focus on.

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Overall, the self-assessment and supporting evidence supplied, by those organisations found sufficient, demonstrates that their graduates meet the graduate outcomes at the determined threshold.

Special Focus

No special focus

Examples of good practice

The Veterinary Nursing Cluster group is operating effectively as a professional support group for all those offering this qualification. Working as a cluster group has been hugely beneficial, as it allows time for assessment discussion on a national level across levels 5 and 6, sharing of resources and curriculum development across different tertiary institutions. This group is specific in its aim for consistency with regards to moderation outcomes and benchmarking.

Comments from and feedback to Qualification Developer

There was some discussion and concern noted around the 240 hours of clinical placement and how difficult this was becoming to organise, with many clinics not having the capacity to have students. One TEO had completed a capacity survey and, where once they could place 50 students, they can now place only 12. While the academic content was covered well by all TEOs, placement was an issue and alternative placement activities had to be agreed upon by all Vet Nursing providers. End dates to courses and programmes were also extended to allow for placement hours to be completed.

This qualification will be replaced and is currently under review with the WDC. A draft is out for feedback.

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Education Organisation sufficiency rating

Education Organisation	Rating	What evidence is good and what gaps are there in the evidence? (feedback for the education organisation)	What is needed for evidence to become sufficient?
Vet Nurse Plus Limited (MoE#7841)	Sufficient	<p>132 graduates 2019-2022</p> <p>A strong submission was provided, with the self-assessment report providing a comprehensive summary of how their evidence demonstrates good alignment with the graduate profile. The presentation gave a range of graphic and written raw evidence from the programme, end-user and graduates. It would have been good to see some written conclusions on a slide from the data shown in the presentation.</p> <p>Programme evidence:</p> <p>There was good evidence of the use of triangulation to support claims that graduates met individual GPOs and the qualification profile overall. The relationship between the Graduate Profile Outcomes (GPOs) and the learning outcomes and the varied, related achievement-based assessments was outlined well, showing multiple opportunities for learners to demonstrate that they have met the learning outcomes and GPOs.</p> <p>Evidence of robust internal moderation processes, where all assessments undergo pre- and post-moderation to ensure consistency in marking and that all assessments are at the right level, and marking schedules/rubrics are reviewed and updated, was shown. External moderation is being completed (along with benchmarking) at the cluster moderation with other TEOs offering this programme and</p>	No further evidence required.

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Education Organisation	Rating	What evidence is good and what gaps are there in the evidence? (feedback for the education organisation)	What is needed for evidence to become sufficient?
		<p>provided evidence of valid consistency assessment relative to the GPOs.</p> <p>Strong self-assessment was evident throughout, especially the noting of the increase in Māori, Pasifika and learners with disabilities in 2021.</p> <p>Graduate evidence:</p> <p>Feedback from 54 per cent of graduates over the 2019, 2021 and 2022 years, evidence noting their ability to perform the tasks required with the skills, knowledge and attributes gained, is good evidence of the graduates' confidence in their ability and that they have met the GPOs. (2019 29/45; 2021 7/45; 2022 9/45)</p> <p>Destination evidence:</p> <p>Employers feel graduates can meet the GPOs once employed and good evidence of this was provided with an overall employment rate, in the related field, of 93 per cent. (Forty-five partner clinics were contacted with 29 responses)</p> <p>The graduate evidence and destination data provides strong evidence that the graduates met the GPOs.</p> <p>General comments:</p> <p>Evidence was provided within the self-assessment of a thorough response to areas where actions are required</p>	

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		following review. VNP gave thoughtful reflections, indicating planned improvements and these, along with clearer conclusions from analysis of data, will contribute to better reporting on consistency of graduate outcomes in the future.	