

Staying in touch



The Importance of Prioritising Funding Visits

Learner reviews are a vital and mandatory aspect of any apprenticeship program. These reviews help learners meet academic requirements and deadlines for assignments and CSL. During these sessions, reviewers assist learners in both clinical and academic progression, offering a confidential space to address any personal issues.

All learners are assessed and categorized by Abbeydale tutors based on risk level. Low-risk students are contacted every 6 or 12 weeks, while high-risk students may receive monthly visits or contact. Factors like falling behind in studies, personal welfare concerns, or inadequate clinical coach support can classify a learner as high risk.

Learner reviews are mandatory for both Welsh and English apprenticeship funding regulations.

The Welsh Government stipulates a review every 6 weeks for learners, while the Education Skills Funding Agency (ESFA) requires English learners to undergo reviews every 12 weeks. Both the Welsh Assembly and the ESFA conduct regular audits of these reviews. Non-participation from the learner or employer could lead to Abbeydale facing penalties for non-compliance, including potential contract terminations for the learner and/or Abbeydale.

Recently, Abbeydale's learner review officers and tutors have faced challenges in scheduling these reviews with learners and employers

Consequently, Abbeydale has a more structured system starting to address these difficulties.

First review/appointment missed or cancelled. The tutor/student is to rearrange the appointment time within 5 working days.

Second appointment missed or cancelled. Learner and employer are to be issued with a written warning, within 5 working days.

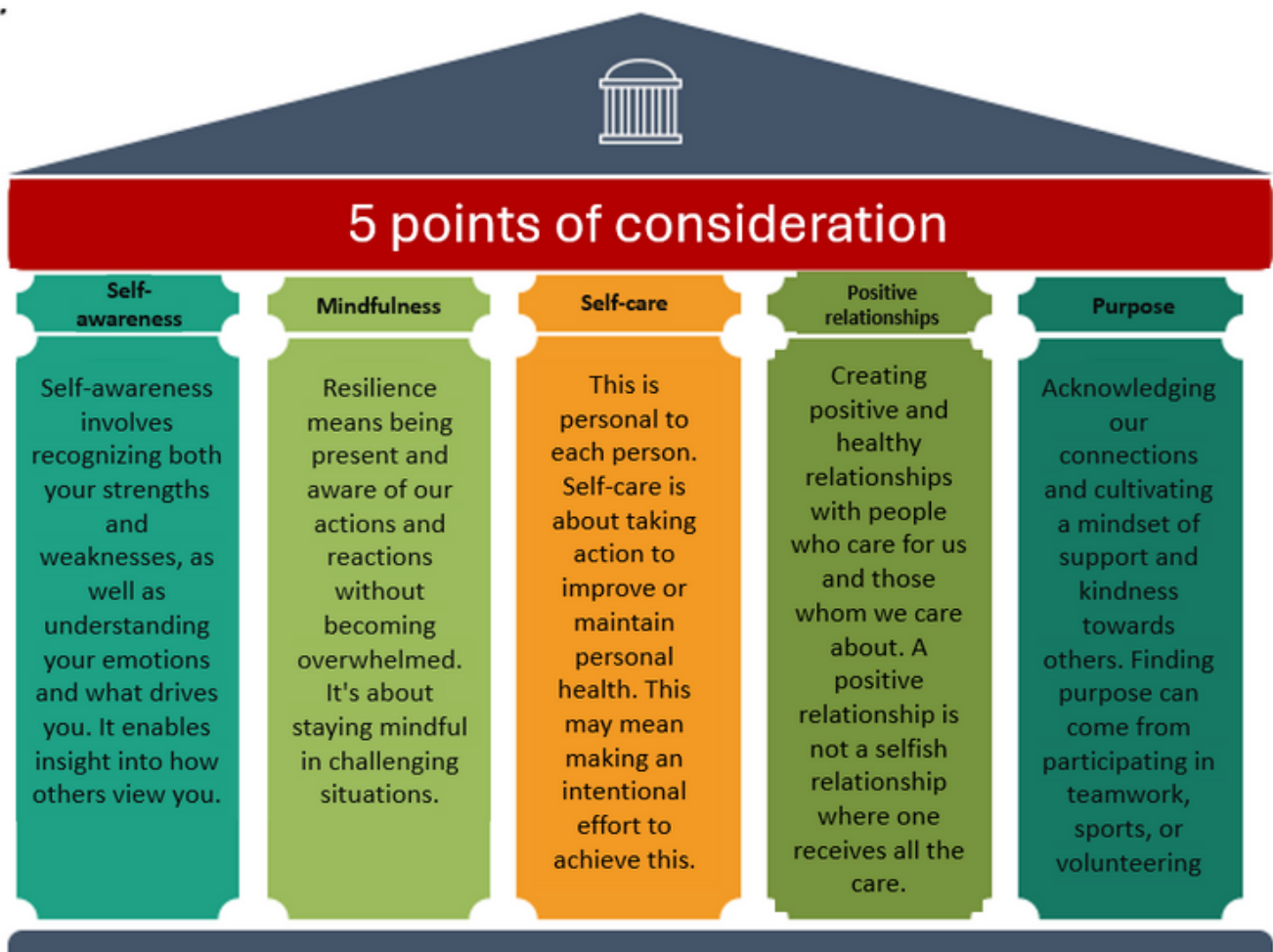
Third review/appointment missed or cancelled. The learner is to be issued an administration/missed tutorial invoice (£25). An appointment will be made immediately, and attendance will be mandatory.

Bouncing back: the not-so-simple art of resilience

There are several different published models of resilience. Each model is slightly different. This is due to the author's beliefs. The various models will often have some ambiguities and limitations to their use and application. However, there are many positives to using a model because it can provide a starting platform to reflect and learn.

Resilience is multidimensional. It is required in many different situations such as individuals experiencing chronic pain and PTSD, and in everyday life undertaking working and family activities. There has been a significant increase in the research taking place about resilience in adults since 9/11, the Afghanistan and Iraq conflicts the trauma experienced by individuals, groups, and societies, and the resilience associated. However, the research is not only focussed on this area but also a lot of research into resilience in business. Perry (2002) cited by Ledesma (2014) defines resilience as the individual's capacity to face stressors without significant negative disruption in their functioning. Researchers of resilience agree that an individual's resilience is linked to their variations in response to risk. Some individuals may respond well to life's challenges, while others may yield to stress and adversity (Crane et al, 2019). Resilience is currently treated as a trait, a process, or an emerging intervention, but it is essential to note that it is not stable, it is a dynamic process.

One model that will be introduced is the 5 Pillars of Resilience. Please be aware that there is numerous 'Pillars models' with between 3-10 different focus points.



Strengthening each of these 5 pillars can support the development of resilience to be able to manage life stressors. However, maintaining these skills does not happen easily, it takes practice. If we can achieve development and strength in these areas, this can help us to holistically reframe our view of ourselves and others and the wider world around us.

But to achieve this we need to undertake some self-reflection on the initial stressor response i.e., what the issue was and how we responded. Once we can identify these and start to undertake critical reflective practices, we not only gain knowledge of already present capabilities but also resilient beliefs can start to form, such as coping resources and emotional regulation. This is when an individual will start to search for person-driven alternative approaches.

Crane, M. F., Searle, B. J., Kangas, M., & Nwiran, Y. (2019). How resilience is strengthened by exposure to stressors: the systematic self-reflection model of resilience strengthening. *Anxiety, Stress, & Coping*, 32(1): 1-17

Fleming J, Ledogar RJ. (2008) Resilience, an Evolving Concept: A Review of Literature Relevant to Aboriginal Research. *Journal of Indigenous Wellbeing*. 6(2): 7-23

Ledesma, J. (2014). *Conceptual Frameworks and Research Models on Resilience in Leadership*. Sage Open, 4 (3).

Liu, J.W, Reed, M., & Girard, T. (2017) Advancing resilience: An integrative, multi-system model of resilience. *Personality and Individual Differences*. Vol 111, 111-118,

IMPORTANT DATES

Exam week
23-26 April
(results 5th June)

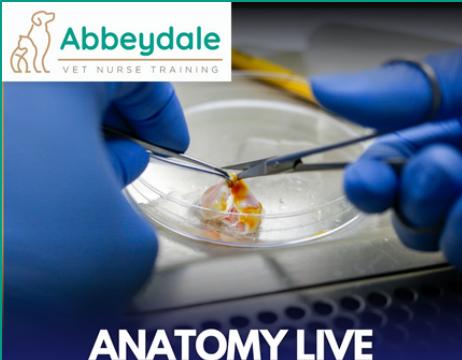
Abbeydale
OSCEs 18-19
May

Guided study
week 26-31 May

CQ OSCEs
22-23 June

Exam week 9-12
July
(results 21st Aug)

Summer break
5-30 Aug



ANATOMY LIVE

Join us for a hands-on adventure delving into the world of anatomy! Dive into the mysteries of the heart, lungs, kidney, and eye in intimate group settings. Our Abbeydale tutors will be your guides, shedding light on these structures and satisfying your curious minds with answers.

Warning: This event will be using live specimens

Saturday 15 June 2024 9:30 am- 1pm	Friday 21 June 2024 9:30 am- 1pm
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£40 PER PERSON

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DATES FOR 2024

Monday 20th May 10 am-12 pm, in-person event
Wednesday 10th July 12-2 pm, online
Tuesday 17th September 6-8 pm, in-person event
Wednesday 13th November 6-8 pm, online

2024 CLINICAL COACH STANDARDISATION EVENTS

Topic 's include

- Coaching students to be independent learners and Abbeydale updates

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Dealing with Students' Bad Attitudes in College: A Call for Understanding and Solutions

Within our groups at Abbeydale, a diverse array of personalities converges, each bringing their unique backgrounds, perspectives, and, inevitably, attitudes. **While the majority of our students exhibit positive attitudes towards learning and personal growth, there exists a subset whose demeanour can pose challenges to the learning environment.** Dealing with students with bad attitudes at Abbeydale is a multifaceted issue that requires understanding, empathy, and proactive solutions. One of the primary challenges of addressing negative attitudes among students is identifying the underlying causes. These attitudes can manifest in various forms, including apathy, disrespect towards peers or tutors, defiance of rules, and disruptive behaviour in class. While it's easy to dismiss such behaviour as mere defiance or rebellion, a deeper examination often reveals complex factors at play.



One common root of negative attitudes among Vet Nursing students is personal struggles and challenges outside of Abbeydale. These may include financial difficulties, family issues, mental health concerns, or now struggling to balance working and social life. **When students face such burdens, their ability to engage positively with their learning responsibilities may be compromised.**

Moreover, societal influences, such as peer pressure and cultural norms, can shape students' attitudes and behaviours. In an age of social media and instant gratification, some students may prioritise instant gratification over long-term goals, leading to a lack of motivation and commitment to their studies. In some cases, negative attitudes may stem from dissatisfaction with the educational experience itself. Students may feel disengaged due to uninspiring teaching methods, irrelevant coursework, or a lack of opportunities for the practical application of their learning. When students perceive their education as disconnected from their aspirations and realities, they may adopt a cynical or dismissive attitude towards studying.

Addressing the issue of students with bad attitudes requires a multifaceted approach that combines understanding, intervention, and support. **The Abbeydale team alongside the training practice team play a crucial role in creating a positive learning environment by fostering open communication, establishing clear expectations, and providing support services to address students' individual needs.**

One effective strategy is to identify students who exhibit signs of negative attitudes. **By identifying at-risk students early on and offering guidance and resources, we can help mitigate the underlying issues contributing to their behaviour.** This may involve academic advising, counselling services, financial aid assistance, or referrals to external support networks.

At the same time, **it's essential to address instances of disruptive behaviour firmly and fairly.** Discipline should be accompanied by opportunities for reflection and accountability, guiding students towards positive behavioural changes.

Ultimately, addressing negative attitudes among students requires a collective effort from Abbeydale tutors, clinical coaches/supervisors, veterinary surgeons, other RVNs, the client care team and the students themselves. By fostering a culture of empathy, support, and accountability, Abbeydale can create an environment where all students can thrive academically and personally, regardless of their initial attitudes or challenges they may face. Through understanding and proactive intervention, we can unlock the potential within every student and empower them to become lifelong learners and contributors to the veterinary nursing profession.

Please reach out to any Abbeydale team member if you encounter the problems mentioned in this article.

