

Staying in touch



The Royal College of Veterinary Surgeons (RCVS) Standards Framework for Veterinary Nurse Education and Training

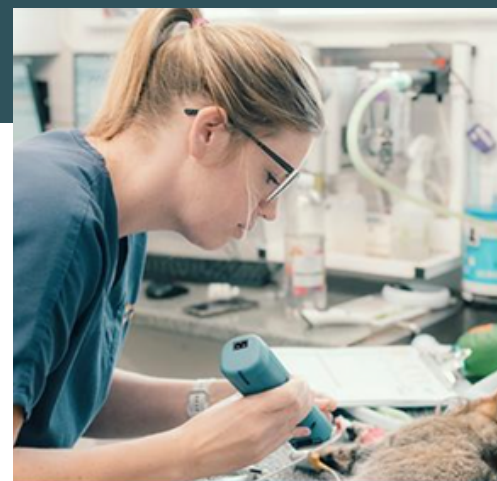
The RCVS updated its standards framework for veterinary nurse education and training on September 1, 2024, as part of the five-year review.

The framework outlines the professional values, skills, and behaviours expected of CQ, Abbeydale, and Training practices responsible for training and supporting veterinary nurses.

The 2024 update to the RCVS Veterinary Nurse (VN) standards includes several fundamental changes:

- **Environmental Sustainability:** Emphasising the importance of considering the environmental impact of veterinary nurse training. This includes promoting sustainable practices here at Abbeydale and in our training practices.
- **Academic Integrity:** The updated standards include new guidelines on academic integrity, mainly focusing on assessment and moderation processes to ensure fairness and transparency.
- **Support for Neurodivergent Students:** Guidelines for supporting neurodivergent students have been introduced, recognising the need for inclusive education.

Abbeydale has made fundamental changes to ensure we comply with these critical changes and manage our robust training program. Use the QR code to download your copy of these updated standards



**RCVS Standards Framework
for Veterinary Nurse Education
and Training**

September 2024

RCVS SETTING
VETERINARY
STANDARDS



Resilience Series Overview

Abbeydale's newsletter theme for 2024 has been around resilience and behaviours. The previous editions of 'Staying in Touch' have covered the following subjects:

- Issue 10: Getting your students to take control of their training and bouncing back strong!
- Issue 11: Bouncing back: the not-so-simple art of resilience
- Issue 12: Resilience: The Model of Pushing Through

This edition will focus on the impact on learning and what activities and actions Abbeydale will be taking to support students in evolving and developing key strategies and skills to become independent and self-regulating learners in 2025. At Abbeydale, we are keen to develop learners to have independence, whereby they have the skills, knowledge, and confidence to study and learn effectively and apply this to the workplace and be the employees and nurses that the profession so dearly needs.

The term resilience is often used, but it means different things to different people, at different times, and in different situations. A person can be resilient in sporting activities or high-pressure situations, yet they may not be able to demonstrate this when learning. Environmental, social, and economic factors also affect an individual's ability to be resilient.

We should have explained why we chose the topic during the previous editions. Kirsty and Sam (Abbeydale directors) have a combined 30 + years working in education.



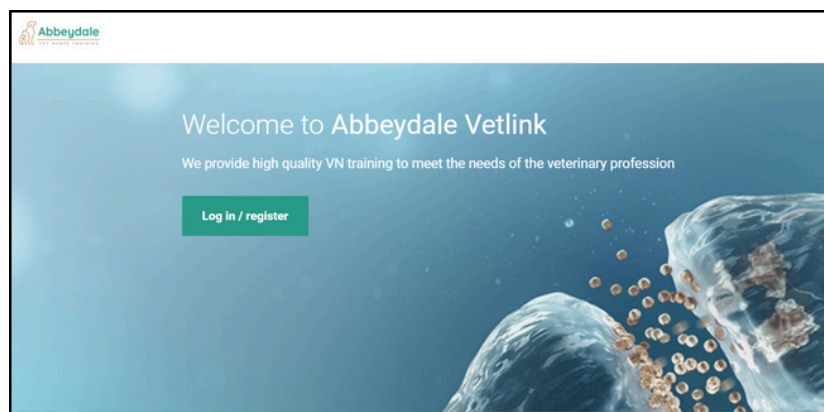
During this time, we have witnessed challenges and changes, not only in education and the veterinary sector but also in students, whereby there are different priorities and ever-evolving challenges. One of the most positive changes was when the veterinary nursing qualification became eligible for funding support. Before this time, learners had to pay their course fees, or their generous employers did. While exceptionally challenging financially, it promoted an attitude of 'I will not fail,'.

The educational landscape has changed significantly. Today, learners have full access to many free and readily available resources. Sometimes, these resources are helpful; other times, they can be a distraction, impacting the learners' progress, knowledge, and development. Learners who lack educational resilience may not be able to navigate this challenge and may start to struggle.



At Abbeydale, we have a library with many different text resources and our e-learning platform. All tutors at Abbeydale encourage learners to use textbooks and journal articles as prime information sources. Yet, unless the tutor takes textbooks off the shelf and gives them to the group, they often are not used. We also observe learners needing help finding textbook information due to needing to familiarise themselves with using an index, which we used to think of this as a basic skill.

This approach of rapidly sourced information only sometimes lends itself to developing independence and resilience in learning, especially when it gets tricky. While technology may be an excellent assistance provider, it can also hinder and slow progression down. It then becomes a challenge for the learner to identify where they need to change their approach and utilise other information modalities.



Continued on the following page.

Resilience Series Overview



As tutors, we often set small group tasks to research/explore. Small group learning aims for students to study together, share their findings, and explore new concepts in a safe and non-judgmental environment while learning from each other. We are now finding that learners do not like to be in small groups, preferring the solitude of their phones; this is a concern because learners need to catch up on active discussions and group participation, reducing their learning opportunities, thereby potentially reducing their resilience in learning.

We are seeing more learners struggling with the challenges of the course. Yet, the curriculum content and assessment have remained relatively the same in the last 13 years. Learners struggle with competing priorities such as work, study, and pleasure, which is not new because we can all say that we have experienced this during our study periods. We often find students asking a tutor, 'How else can I learn this?' or 'What other revision ideas do you have?'. As much as we would love to help more, revision and learning is a personal journey of discovery. What has worked for one subject may not work for another, requiring resilience and application of effort to change the learning activity so that another learning opportunity may take place.

So, what are Abbeydale's plans for trying to continue to develop resilience in learning?

We are changing our induction day activities and we will monitor the learner's progress to measure the impact and outcomes. Learners must undertake key set activities following the interview and before attending induction day via our Moodle platform. The induction day will now also include activities to develop independent learning, resilience, and study skills while setting the stage for small group learning and communication during the course.

Learner reviews will also strongly emphasise independence, resilience, and self-directed learning. Learners will be assessed, monitored, and supported to prepare for entry into the profession.

Developing independence requires input from many different sources, such as the college/training provider, the clinical coach, the employer, and most importantly, the learner.

The learner is critical to driving their achievement, which requires motivation and commitment—both form part of resilience. All of the other parties involved are facilitators of the learner's achievement and should not be the 'drivers'.



Students- Unable to attend college?



At Abbeydale, we require full attendance during term times. However, we recognise that there are occasions when attendance is not possible. Please inform Kirsty, Emma, or Sam as soon as you know you won't be able to attend. Students are also responsible for notifying their employers about their absence from college.

Attendance records will be included in the end-of-term reports, and if a student misses three or more days in a term, the employer will be contacted right away.

IMPORTANT DATES

9th/10th November

OSCEs @Abbeydale

18th November

Induction day for our January 2025 cohort

23rd Dec to 3rd Jan

Christmas break, one holiday week and one guided study week

14th-17 January 2025

Written exam week

The banner features the Abbeydale Vet Nurse Training logo (a dog silhouette) and the Momentwm Consulting logo (a circular icon). The main text reads '2024 CLINICAL COACH STANDARDISATION EVENTS'. Below this, it says 'OUR AWESOME SPEAKER RUTH WOOTTON MOMENTWM CONSULTING'. A central orange box contains the text 'DATES FOR 2024 Just one remaining event for 2024' and 'Wednesday 13th November 6-8 pm, online'. To the right, a photo shows a woman in a blue uniform examining a dog. A teal box next to the photo lists 'Topic's include Coaching students to be independent learners and Abbeydale updates'. At the bottom right, it says 'RESERVE YOUR SPOT TODAY BY VISITING OUR WEBSITE: VETNURSETRAINING.CO.UK.'.

Turning Setbacks into Stepping Stones: Embracing Self-Reflection After Poor Test Results

We know that poor test results can be frustrating and discouraging. However, it's important to remember that these moments are opportunities for growth and self-improvement. Self-reflection is a powerful tool that can help you turn setbacks into stepping stones toward success.

First and foremost, acknowledge your feelings. It's okay to be disappointed or upset. Allow yourself to process these emotions, but don't dwell on them. Instead, shift your focus to understanding what went wrong. Was it a lack of preparation, a misunderstanding of the material, or perhaps test anxiety? Identifying the root cause is the first step toward improvement.

Next, review your test results thoroughly. Look at the questions you got wrong and try to understand why. Was it a simple mistake, or do you need to revisit certain topics?



Take note of recurring issues and prioritise them in your study plan. Create a realistic and structured study schedule.

Break down your study sessions into manageable chunks, and make sure to include regular breaks to avoid burnout. Utilise various study resources such as textbooks, online tutorials, and study groups. Don't hesitate to reach out to any of the Abbeydale team or peers for help and guidance.

Practice self-compassion. Remember that everyone experiences setbacks, and it doesn't define your abilities or potential. Reflect on your past achievements and remind yourself of your strengths. Use this as motivation to keep pushing forward.

Stay determined and keep striving for excellence!

MASTER THE ART OF WASTE SEGREGATION!

Reducing our environmental impact is more crucial than ever, and it all starts with proper waste segregation. Here's a simple guide to ensure you recycle right when in college.

Why Waste Segregation Matters

Recycling isn't just about tossing items into a bin and hoping for the best. Proper waste segregation ensures that materials can be efficiently processed and reused. It prevents contamination of recyclables, reduces landfill waste, and conserves natural resources. Plus, it aligns with our commitment to sustainability and responsibility as a community and the RCVS standards.

DIRTY CONTAINERS CAN CONTAMINATE AN ENTIRE BATCH OF RECYCLABLES.

The Basics: Know Your Bins

At Abbeydale, we use a colour-coded bin system to make waste segregation straightforward:

- Blue Bin: Recyclables (paper, cardboard).
- Green Bin: Organic Waste (food scraps, tea bags, coffee grounds, plant material).
- Red Bin: Plastics and Soft plastics (bottles, food containers, plastic bags, sweet and chocolate wrappers).
- Yellow bin: Cans and foil (drinks cans and aluminium foil)
- Glass Bottles and Jars: Rinse thoroughly and leave on the side of the kitchen.

Let's keep our landfills from overflowing by skipping the general waste bins unless it's an absolute must. Don't be a couch potato—put on your thinking cap and choose the right bin!

Tips for Effective Recycling

- **Empty and Rinse Containers:** Clean recyclables to prevent contamination.
- **Flatten Boxes:** Save space by breaking down cardboard boxes.

If you are not sure what bin to use, please ask or take your rubbish home with you