

## Programme Specification

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A programme specification is maintained for all undergraduate and postgraduate taught programmes of the University Centre Askham Bryan

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1	<b>KEY INFORMATION</b>	
2	Awarding Body	Askham Bryan College
3	Programme Title	Foundation Degree Veterinary Nursing
4	Programme code/s	DFVNXF
5	Award Level	Foundation Degree in Science
6	HECoS code	100532
7	Mode(s) of study	Full Time
8	Credits Studied each Year	Full-time students will normally study at least 120 credits (equivalent to 1200 study hours) per year from a combination of core (compulsory) and elective modules.
9	Length of programme	3 years (full time only)
10	Maximum Duration of Study	The maximum duration of study for full-time students (including up to one-year postponement of studies) will be four years.
11	Where will the teaching take place?	York and Gateshead Sites
12	Professional, Statutory and Regulatory Bodies (PSRB) Accredited	Royal College of Veterinary Surgeons (RCVS).
13	USP & Programme Context	The programme will provide tuition and practical training to develop the skills, knowledge and professional behaviours required to be eligible to apply to join the RCVS register of Veterinary Nurses. In addition, the programme includes opportunity for diversity, with students able to select option modules at each level. Upon successful completion of all associated assessment components and accreditation requirements which include mandatory placement hours, Nursing Progress Log, OSCE examinations students will be eligible to apply to join the RCVS professional register of veterinary nurses.
14	Aims of the programme	The programme aims to enable students to demonstrate competence against the RCVS Day One Skills, Competences and Professional Behaviours. Furthermore, the signposting of the completion of the accredited aspects aligned to the RCVS Registration Rules (2017) are also embedded.
<b>REFERENCE POINTS AND HOW THESE HAVE INFORMED THE PROGRAMME</b>		
15.1	QAA subject benchmark statements	Foundation Degree (2020) Veterinary Nursing (2024) See Appendix 5.

15.2	QAA Frameworks for Higher Education Qualifications	The most up-to-date version is the October 2014 <a href="https://www.qaa.ac.uk/quality-code">The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (qaa.ac.uk) https://www.qaa.ac.uk/quality-code</a>
15.3	Requirements of any Professional, Statutory and Regulatory Bodies (PSRB)	The programme will be mapped to signpost the inclusion of the RCVS Day One Skills, Competences and Professional Behaviours (2022). In addition, the inclusion and completion of the accreditable aspects as featured in the RCVS Registration Rules (2017) are also embedded.
16	Inclusivity, access and student support	<p>We are committed to ensuring that our programmes and modules are inclusive of all students including: international, part-time, mature, those from different socio-economic backgrounds (class) and those with protected characteristics according to the Equality Act 2010 (age, disability, gender reassignment, marriage/civil partnership, race, religion or belief, sex, sexual orientation).</p> <p>All programmes therefore seek to promote equality of opportunity through ensuring they pose no barriers to applications, access or progression for any student who meets the admissions criteria.</p> <p>An alternative assessment, where appropriate, will be available for all students with a DSA, in line with recommendations in their individual needs assessment and Fitness to Practise requirements.</p>
17	Link to The Digital Vision	The programme will encompass aspects of digital and innovation in teaching and learning, supported and enabled by the staff within the UCAB Digital Skills Academy.
18	Regulatory exemptions	All students must complete the accredited parts of the programme to be eligible to apply to join the RCVS professional register of Veterinary Nurses. These include the completion of the RCVS Day One Skills and Competences, Professional Behaviours and 1,800 hours (correct at time of writing) extended work placement in a Training Practice and the Nursing Progress Log (NPL).
19	Are students subject to Fitness to Practise Regulations?	To ensure suitability and integrity, this programme is subject to Fitness to Practise process and procedure. This fitness to practise will be reviewed on a regular basis, with opportunities for students to disclose at pertinent points.

20	<b>PROGRAMME OUTCOMES (Specific)</b>		
	Knowledge and Understanding		
	Students are expected to	Which will be gained through the following teaching and learning methods,	and assessed using the following methods,
	<b>Knowledge and understanding</b>		
1	Demonstrate an understanding of the anatomical and physiological characteristics of a range of animals;	Lectures, blended learning, practical tuition, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and work placement.</i>
2	Identify the impact of clinical conditions, veterinary diagnosis and treatment on the health of animals, and their consequent need for supportive nursing care;	Lectures (incl. guest), visits, blended learning, practical tuition, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and work placement.</i>
3	Devise appropriate animal nursing strategies for sick and injured animals, incorporating consideration of environmental, nutritional and behavioural needs;	Lectures (incl. guest), visits, blended learning, practical tuition, assessment and extended work placement	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and work placement.</i>
4	Appropriately educate and support clients in the care of their animals in a safely operating clinical environment;	Lecture (incl. guest), Nursing Progress Log and work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and work placement.</i>
5	Discuss the legal, professional and ethical considerations for veterinary professionals and paraprofessionals.	Lectures (incl. guest), blended learning, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and work placement.</i>

	<b>Cognitive, Intellectual and Thinking</b>		
6	Collect, select and critically assemble and evaluate information from a wide variety of information types and evidence;	Lectures, blended learning, practical tuition, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, statistical analysis, interview techniques and data collection, guest speakers, presentations, professional discussions and work placement.</i>
7	Marshall evidence, by reference where appropriate to primary sources and knowledge at the forefront of the discipline, and apply it in a balanced way into an argument;	Lectures, blended learning, practical tuition, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, statistical analysis, interview techniques and data collection, guest speakers, presentations, professional discussions and work placement.</i>
8	Select and apply appropriate scientific or technical principles, transfer knowledge in a variety of clinical settings, to the diagnosis, analysis and solution of complex and unpredictable problems;	Lectures, blended learning, practical tuition, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, statistical analysis, interview techniques and data collection, guest speakers, presentations, professional discussions and work placement.</i>
9	Demonstrate familiarity with, and an understanding of, the important facts and principles in a broad field of study and an awareness of the provisional nature of knowledge and theory;	Lectures, presentations, conferences and assessment.	<i>Assignments, role play, exams, review of literature, statistical analysis, interview techniques and data collection, guest speakers, presentations, professional discussions and work placement.</i>
10	Assess the ethical dimensions and wider consequences of human activities, to optimise economic, community and environmental sustainability;	Lectures (incl. guest), tutorials, blended learning and work placement.	<i>Assignments, role play, exams, review of literature, statistical analysis, interview techniques and data collection, guest speakers, presentations, professional discussions and work placement.</i>
11	Exercise personal responsibility and demonstrate accountability considerate of holistic care needs, respectful of views, competing perspectives, and anti-discriminatory practice in mind.	Lectures (incl. guest), tutorials, blended learning and work placement.	<i>Assignments, role play, exams, review of literature, statistical analysis, interview techniques and data collection, guest speakers, presentations, professional discussions and work placement.</i>

	<b>Practical and Professional</b>		
12	Select and apply clinical skills appropriate to the role;	Lectures, blended learning, practical tuition, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and work placement.</i>
13	Apply knowledge and understanding of the veterinary field to make competent and informed contribution to the work environment;	Lectures, blended learning, practical tuition, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and work placement.</i>
14	Identify the roles and responsibilities of each member of the veterinary team to ensure the health and welfare of the animal, minimise conflict by understanding the limitations of roles, intervene where necessary and refer responsibly;	Lectures (incl. guest), blended learning, conferences, practical tuition, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and work placement.</i>
15	Demonstrate safe working practices and advise others accordingly	Lectures, blended learning, practical tuition, NPL, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and work placement.</i>
16	<i>Demonstrate the ability to be an accountable and autonomous practitioner.</i>	Lectures, practical tuition, assessment, NPL and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and development, Nursing Progress Log, OSCE examinations and work placement</i>
17	<i>Demonstrate compliance with the Code of Conduct for the RCVS Registered Veterinary Nurse;</i>	Lectures, practical tuition, assessment, NPL and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and development, Nursing Progress Log, OSCE examinations and work placement</i>
18	<i>Be eligible to apply to join the Register of Veterinary Nurses as held by the Royal College of Veterinary Surgeons</i>	Lectures, blended learning, practical tuition, NPL, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and development, Nursing Progress Log, OSCE examinations and work placement</i>

	<b>Employability</b>		
19	Provide empathetic support and communicate clearly and effectively using written, verbal, visual and digital media.	Lectures, blended learning, conferences, presentations, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and development, Nursing Progress Log and work placement</i>
20	Manipulate and interpret complex sets of data, assess their reliability and present them in an appropriate format;	Lectures, blended learning, practical tuition, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and development, Nursing Progress Log and work placement</i>
21	Display the transferable skills of self-reflection and the ability to acquire new competences required for career progression, including the acquisition of applied workplace skills and engagement in evidence-based practice	Lectures, blended learning, tutorials, practical tuition, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and development, Nursing Progress Log and work placement</i> <i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and development, Nursing Progress Log and work placement</i>
22	Demonstrate the ability to establish effective working relationships with others, defining, sharing and delegating responsibility within a group and understanding how to support personal and the wellbeing of others;	Lectures, blended learning, tutorials, practical tuition, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and development, Nursing Progress Log and work placement</i>
23	Demonstrate an ethos and approach of community of inclusivity and diversity;	Lectures, blended learning, tutorials, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and development, Nursing Progress Log and work placement</i>
24	Use a range of technological equipment and systems to ensure compliance with record keeping;	Lectures, blended learning, practical tuition, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and development, Nursing Progress Log and work placement</i>

25	Demonstrate innovation and creativity in any approach to enhance excellence;	Lectures, blended learning, practical tuition, presentations, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and development, Nursing Progress Log and work placement</i>
26	Understand what makes a business successful, reflect on external and internal pressures for an organisation.	Lectures, blended learning, presentations, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and development, Nursing Progress Log and work placement</i>
27	Engage in career and personal development to deepen their knowledge and develop further skills by using opportunities for lifelong learning	Lectures, blended learning, tutorials, assessment and extended work placement.	<i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and development, Nursing Progress Log and work placement</i> <i>Assignments, role play, exams, review of literature, guest speakers, presentations, professional discussions and development, Nursing Progress Log and work placement.</i>

*Graduates that fulfil the criteria will be eligible to apply to the RCVS for their Licence to Practise through Registration. Evidence of full completion of a student's study may be used in the application process but normally full approval relies on the convocation of the award.*



21	PROGRAMME REQUIREMENTS				
	Module Title	Credits	Level	Module Code	Effective from
	Level 4 COMPULSORY MODULES:				
	Applied Anatomy and Physiology	20	4	VN4001	September 2023
	Clinical Care and Nursing Support	20	4	VN4002	September 2023
	Veterinary Nursing Professionalism and Research	20	4	VN4003	September 2023
	Surgical Nursing and Introduction to Anaesthesia	20	4	VN4004	September 2023
	Radiography and Laboratory Diagnostics	20	4	VN4005	September 2023
	Level 4 OPTIONAL MODULES (Select One):				
	Introduction to Exotic Animal Nursing	20	4	VN4006	September 2023
	Introduction to Animal Behaviour	20	4	VN4007	September 2023
	Sum of credits available at this level	120			
	Qualification/s available upon completion of the modules above	Certificate in Higher Education in Health and Animal Care			
	Module Title	Credits	Level	Module Code	Effective from
	Level 5 COMPULSORY MODULES				
	Anaesthesia and Pharmacy for Veterinary Nurses	20	5	VN5001	September 2025
	Independent Research Project	20	5	XC5201	September 2025
	Preparing for Professional Registration	20	5	VN5002	September 2025
	Practice Management and Team Leadership	20	5	VN5003	September 2025
	Nursing the Medical Patient	20	5	VN5004	September 2025
	Level 5 OPTIONAL MODULES (Select One):				
	Emergency and Critical Care	20	5	VN5005	September 2025
	Introduction to Consulting and Nursing Clinics	20	5	VN5006	September 2025

	Sum of credits available at this level	120
	<b>Qualification/s available upon completion of the modules above</b>	Foundation Degree Veterinary Nursing ***
	<b>Module Compensation Exclusions</b> The following modules are mapped to the RCVS Day One Skills and Competences and Professional Behaviours and <b>thus are not eligible</b> for compensation within the Foundation Degree Veterinary Nursing programme:	<b>Level 4</b>
	Applied Anatomy and Physiology	
	Clinical Care and Nursing Support	
	Veterinary Nursing Professionalism and Research	
	Surgical Nursing and Introduction to Anaesthesia	
	Radiography and Laboratory Diagnostics	
		<b>Level 5</b>
	Anaesthesia and Pharmacy for Veterinary Nurses	
	Nursing the Medical Patient	
	Preparing for Professional Registration	

\*\*\*The Foundation Degree in Veterinary Nursing will only be awarded to students who have achieved the required total credit framework, and in addition, have achieved the accredited parts of the programme.

The Professional Statutory Regulatory Body (RCVS) requirements indicate that the Licence to Practice Regulatory Framework requires individual students to complete the following:

- Work based placement learning: Students to complete their professional regulatory hours (1,800) during their extended work placement period which straddles Year 1 and Year 2 of the programme. This is completed within an approved training practice as secured by the college. With a total training time of 2,990hrs as stipulated in the RCVS Registration Rules (2022).
- Demonstration of Occupational Competence: completion of the RCVS Nursing Progress Log, against agreed milestones throughout the programme of study to ensure incremental development and demonstration of the necessary RCVS Day One skills.
- Final Summative Clinical Examinations of RCVS day-one practical competences will be completed during year 3 and is embedded within the Preparing for Professional Regulation module.

22	<b>LEARNING, TEACHING AND ASSESSMENT DATA</b> for programme factsheet <b>(N.B Undergraduate programmes only)</b>										
	Assessment Method (% split)						Learning and Teaching (% split)			Delivery Method (% split)	
	Programme year	Course work	Practical	Role Play	Oral	Other	Scheduled	Independent	Placement (3 terms)	Face to Face	Online
16 pieces of assessment	1 <sup>st</sup> year (L4)	19% (3)	6% (1)	6% (1)	6% (1)	39% (6)	40%	60%	30%	100%	0%
	2 <sup>nd</sup> year (L4)	-	*	12% (2)	6% (1)	6% (1)	-	-	70%	100%	0%
17 pieces of assessment	3 <sup>rd</sup> year (L5)	52% (9)	6% (1)	6% (1)	18% (3)	18% (3)	30%	70%	0%	100%	0%
	3 <sup>rd</sup> Year (L5)		OSCE								

\*Students are undertaking their period of extended practical training and are being assessed on their performance against the RCVS Day One Skills via the Nursing Progress Log.

## PROGRAMME STRUCTURE

## 2025-26 Entry Cohort

YEAR 1		YEAR 2	YEAR 3	
APPLIED ANIMAL ANATOMY AND PHYSIOLOGY		PREPARING FOR PROFESSIONAL REGULATION (EXTENDED WORK PLACEMENT PERIOD – TERM1 AND 2)	PREPARING FOR PROFESSIONAL REGISTRATION	
VN4001			VN5002	
20 CREDITS			20 CREDITS	
CLINICAL CARE AND NURSING SUPPORT			PRACTICE MANAGEMENT AND TEAM LEADERSHIP	
VN4002			VN5003	
20 CREDITS			20 CREDITS	
RADIOGRAPHY AND LABORATORY DIAGNOSTICS			ANAESTHESIA AND PHARMACY FOR VETERINARY NURSES	
VN4005			VN5001	
20 CREDITS			20 CREDITS	
VETERINARY NURSING PROFESSIONALISM AND RESEARCH			NURSING THE MEDICAL PATIENT	
VN4003			VN5004	
20 CREDITS			20 CREDITS	
SURGICAL NURSING AND INTRODUCTION TO ANAESTHESIA			INDEPENDENT RESEARCH PROJECT	
VN4004			XC5201	
20 CREDITS			20 CREDITS	
*OPTIONAL (Select One)	*OPTIONAL (Select One)		*OPTIONAL (Select One)	*OPTIONAL (Select One)
INTRODUCTION TO EXOTIC ANIMAL NURSING	INTRODUCTION TO ANIMAL BEHAVIOUR		EMERGENCY AND CRITICAL CARE	INTRODUCTION TO CONSULTING AND NURSING CLINICS
VN4006	VN4007		VN5005	VN5006
20 CREDITS	20 CREDITS		20 CREDITS	20 CREDITS

Modules will run sequentially, and classes will be timetabled for 4 – 5 days per week

\* We cannot guarantee placement on your preferred elective if the module does not meet the minimum enrolment requirements or is oversubscribed due to resource limitations.

## PROGRAMME OUTCOME MAPPING

L4	PROGRAMME OUTCOMES (Generic)		Modules						
			Animal Anatomy and Physiology	Clinical Care and Nursing Support	Radiography and Laboratory Diagnostics	Veterinary Nursing Professionalism and Research	Surgical Nursing and Introduction to Anaesthesia	Introduction to Exotic Animal Nursing	Introduction to Animal Behaviour
Knowledge and Understanding			C	C	C	C	C	O	O
	KU1(4)	Have broad understanding of well-established theories, ideas and terminology associated with the veterinary nursing discipline	X	X		X		X	X
	KU2(4)	Identify strengths and weaknesses of the theories, ideas and terminology associated with the veterinary nursing discipline	X	X	X	X	X	X	X
Cognitive, Intellectual and Thinking	CIT1(4)	Identify and communicate principles and concepts in veterinary nursing recognising competing perspectives.	X	X		X		X	X
	CIT2(4)	Undertake investigative strategies within a limited and defined range of methods.	X			X			
	CIT3(4)	Judge the reliability of data collected, recognising the limitations of the enquiry.	X			X			
	CIT4(4)	Collect information to inform a choice of solutions to standard problems in familiar context	X			X			X
	CIT5(4)	Describe a range of information, identifying alternative methods and techniques.							
	CIT6(4)	Demonstrate emerging independence, initiative and engagement with the wider learning community		X		X		X	X
Practical and Professional	PP1(4)	Develop own role in relation to specified and externally defined parameters		X		X	X		
	PP2(4)	Undertake performance tasks in the veterinary nursing discipline that may be complex and non-routine, engaging in self reflection		X		X			
	PP3(4)	Work effectively with others and recognise the factors that affect team performance.		X	X	X	X	X	X
	PP4(4)	Demonstrate awareness of ethical issues in the veterinary nursing, discipline discuss these in relation to personal beliefs and values.	X	X		X		X	X
Employability	E1(4)	Demonstrate emerging ability to plan and manage time effectively, and accept responsibility to improve own performance based on feedback/reflective learning				X			
	E2(4)	Undertake a role within a team, contributing information and ideas		X	X	X	X	X	X
	E3(4)	Use appropriate literacy, numeracy, information and digital technologies to demonstrate competency associated with the veterinary nursing discipline				X	X		
	E4(4)	Use interpersonal and communication skills to clarify tasks, identifying and rectifying issues in a range of contexts.		X	X	X	X	X	X
	E5(4)	Explain the key drivers for business success veterinary nursing, the external context and pressures on an organisation				X			
	E6(4)	Demonstrate a creative and innovative approach in professional and academic contexts	X			X			
	E7(4)	Demonstrate an understanding of community and civic responsibility, diversity and inclusivity	X	X		X			

L5	PROGRAMME OUTCOMES		Modules						
			Preparing for Professional Registration	Nursing the Medical Patient	Anaesthesia and Pharmacy for Veterinary Nurses	Independent Research Project	Practice Management and Team Leadership	Emergency and Critical Care	Introduction to Consulting and Nursing Clinics
Knowledge and Understanding			C	C	C	C	C	O	O
	KU1(5)	Have detailed knowledge of well-established theories, ideas and terminology associated with the veterinary nursing discipline	X	X	X	X	X	X	X
	KU2(5)	Interpret and explain major aspects of the theories, ideas and terminology associated with the veterinary nursing discipline	X	X		X	X		
	KU3(5)	Demonstrates an awareness of different ideas, contexts and frameworks within the veterinary nursing discipline and recognises those areas where the knowledge base is most/least secure.	X			X	X		
Cognitive, Intellectual and Thinking	CIT1(5)	Analyses, synthesises and summarises principles and concepts, recognising competing perspectives within the veterinary nursing discipline	X	X	X	X		X	X
	CIT2(5)	Undertakes research to provide new information and/or explores new or existing data to identify patterns and relationships.	X			X			
	CIT3(5)	Uses appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry.	X			X			
	CIT4(5)	Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts.	X			X			
	CIT5(5)	Analyses a range of information, comparing alternative methods and techniques.	X			X			
	CIT6(5)	Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected.	X			X			
	CIT7(5)	Demonstrate independence, initiative and engagement with the wider learning community	X			X	X		
Practical and Professional	PP1(5)	Identifies external expectations and adapt own performance accordingly.	X	X	X			X	X
	PP2(5)	Undertake complex and non-routine performance tasks.		X	X			X	X
	PP3(5)	Analyse performance of self, and others, and suggests improvements.	X			X	X		
	PP4(5)	Recognise situations or issues likely to lead to conflict, and suggest appropriate actions to minimise these.	X				X	X	X
	PP5(5)	Recognise ethical challenges associated with the veterinary nursing discipline, personal responsibility and professional codes of conduct.	X			X	X	X	X
Employability	E1(5)	Proactively plan and manage time effectively and accept responsibility to improve own academic and practical performance based on feedback/reflective learning	X			X	X		
	E2(5)	Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.	X			X	X		
	E3(5)	Use advanced literacy, numeracy, information and digital technologies to demonstrate competency associated with the discipline and audiences	X			X			
	E4(5)	Adapts interpersonal and communication skills to a range of situations, audiences and degrees of complexity	X			X	X		
	E5(5)	Demonstrate an understanding of the key drivers for business success and the external context and pressures on an organisation within the veterinary nursing sector				X	X		X
	E6(5)	Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities	X			X	X	X	X
	E7(5)	Demonstrate critical reasoning, analysis and synthesis and applying knowledge in practice	X	X	X	X	X	X	X
	E8(5)	Demonstrate ethos of community and civic responsibility; showing an appreciation of diversity and inclusivity	X	X	X	X	X	X	X

## Sustainable Education Mapping

Education for Sustainable Development														
	Animal Anatomy and Physiology	Clinical Care and Nursing Support	Radiography and Laboratory	VN Professionalism and Research	Surgical Nursing & Intro to Anaesthesia	Intro to Exotic Animal Nursing	Intro to Animal Behaviour	Preparing for Professional Registration	Nursing the Medical Patient	Anaesthesia and Pharmacy for VNs	Independent Research Project	Practice Management & Team Leadership	Emergency & Critical Care	Intro to Consulting and Clinics
No Poverty														
Zero Hunger														
Good Health and Wellbeing		X		X				X						
Quality Education	X							X			X	X		
Gender Equality											X			
Clean Water and Sanitation														
Affordable and Clean Energy														
Decent Work and Economic Growth											X	X		
Industry Innovation and Infrastructure											X	X		
Reduced Inequalities		X		X										
Sustainable Cities and Communities														
Responsible Consumption and Production														
Climate Action														
Life below Water														
Life on Land														
Peace Justice and Strong Institutions				X								X		
Partnerships for the Goals												X		

## ENTRANCE AND PROGRESSION

### ENTRANCE REQUIREMENTS

For admission to all courses, students must have achieved passes (Grade 4 or above, or equivalence) in a minimum of five GCSE subjects including English Language, Mathematics and Science or have passed a Level 2 Diploma.

In addition, for admission onto FdSc programmes, students must have achieved a pass grade in a minimum of one 'A2' level subject (or equivalent) or have successfully completed an Extended/ National Diploma in a relevant subject area. Using the UCAS tariff system, a typical offer for admission to the FdSc would be in the range of 90 points. UK based students will be invited to attend an interview at Askham Bryan College and places will be subject to a satisfactory reference, medical questionnaire and may also require satisfactory completion of an assessment.

In addition, evidence of a period of work placement of 4 weeks must be provided. A minimum period of 2 weeks must be placed in a small animal veterinary practice, and the other 2 weeks could be made up of wider small animal experiences. These could be; dog groomers, kennels and catteries, charity work, pet retail. This list is not exhaustive.

Equivalent qualifications may be considered.

This is a popular course with places limited by the availability of suitable and accessible placements to support the significant work-based placement learning resources requirements. Suitable applicants will be interviewed so that their interest and motivation to study at degree level can be assessed.

In addition to the health questionnaires and requested references, to ensure suitability and robustness to the IAG processes, applicants who disclosure circumstances that may affect their abilities to complete the accredited aspects of the programme, will move through an additional screening process via the Fitness to Practise panel.

Within the context of this panel, identification of the appropriate additional evidence required to accurately predict applicant's suitability and ability to complete the accredited parts of the programme will be discussed.

As an outcome, and as part of conditions of offer, applicants may be requested to undertake assessment of competence against the RCVS Day One Skills.

Applications will be welcomed via one of the formalised pathways outlined in signed progression accords with other institutions.

### Progression

Students progressing to the second year must have satisfied the requirements for progression in line with Askham Bryan College academic regulations.

Students may progress to the BSc (Hons) Veterinary Nursing (top up) following successful completion of the Foundation Degree in Veterinary Nursing.



For admission to the BSc (Hons) Veterinary Nursing (top up), students would normally be expected to have successfully completed their Foundation Degree in Veterinary Nursing with a minimum of mean grade of 55% in their final year and have a reference from their Course Manager in support of their suitability for top up study.

## **Transfer**

Students transferring to the second year must have satisfied the requirements for transfer in line with Askham Bryan College academic regulations. Unless otherwise indicated in the programme specification, students can transfer all core module credits between programmes.

## **Entry with Advanced Standing (APL, RPL and APEL)**

Students looking to move onto University Centre Askham Bryan Foundation Degree Veterinary Nursing will be required to present certified evidence of their prior achievement. This evidence may be a University transcript, University certificate of modular credit or a certified interval quality verification report of Nursing Progress Log audit.

To ascertain suitability and eligibility will encompass the mapping of completed RCVS Day One Skills Competences and Professional Behaviours.

Where RCVS Day One Skills, Competences and Professional Behaviours have been formally achieved, there is potential for this aspect to be retained and mapped to the University Centre Askham Bryan Foundation Degree Veterinary Nursing programme.

The unique and individual circumstances will be discussed with any potential students and the impact of such mapping activity and the student's onwards programme of study outlined.

Where recognition of prior learning can take place, the maximum credit that can normally be advanced for students wishing to enter with advanced standing from an Askham Bryan College award, or an award from another institution. Askham Bryan College awards which qualify for the maximum volume of advanced standing into this programme are listed as follows:

- Entry with Accreditation of Prior Learning (APL)/ Accreditation of Prior Experiential Learning (APEL) will be accepted in accordance with the Askham Bryan College academic regulations. No more than  $\frac{2}{3}$  credit for the award may be derived from APL. Within this limit, no more than half of the total credit value of the award may be derived from APEL.

Interim awards which qualify for a lower level of advanced standing, including Askham Bryan College awards, into this programme are listed below:

- Holders of a matching Certificate of Higher Education/HNC/FdSc may apply to be admitted to part two of this programme, subject to the satisfaction of the admitting Course Manager of their suitability for study on the programme. Students would normally have to achieve the minimum credit requirements for the award specified.

The course structure diagram(s) identify the specific study programme(s) for candidates entering with advanced standing.

## AWARDS

The requirements for interim awards associated with final awards are as follows:

### **Certificate of Higher Education in Health and Animal Care.**

To qualify for the interim award of **Certificate of Higher Education in Health and Animal Care** students are required to achieve the Level 4 outcomes as stated in programme outcomes above.

Students will have obtained a minimum of 120 credits for award of Certificate of Higher Education

### **COURSE STRUCTURE, LEVELS AND CREDIT REQUIREMENTS FOR INTERIM AND FINAL AWARDS**

Askham Bryan College programmes are based on a credit-accumulation system where 1 credit represents 10 notional hours of student study time. Modules are normally 20 credits or multiples thereof. Modules are also at different levels from Levels 3 – 7, according to their intellectual challenge. Courses leading to specific awards include **core modules and optional modules** from which students must select choices up to the number of credits required. in

The minimum credit requirements needed to progress to interim and final awards are

Award Certificate in Higher Education	120 Credits
Award Foundation Degree	240 Credits

### **PROFESSIONAL ACCREDITATION ARRANGEMENTS**

There are professional accreditation arrangements for the Foundation Degree Veterinary Nursing programme.

The professional accreditation for this programme is the Royal College of Veterinary Surgeons (RCVS).

These are stated in Section 21 – Programme Requirements and are as detailed below.

Modules that are aligned to the RCVS Day One Skills, Competences and Professional Behaviours are as below;

Applied Anatomy and Physiology  
Clinical Care and Support  
Veterinary Nursing Professionalism and Research  
Surgical Nursing and Introduction to Anaesthesia  
Radiography and Laboratory Diagnostics  
Anaesthesia and Pharmacy for Veterinary Nurses  
Nursing the Medical Patient  
Preparing for Professional Registration

**Compensation is not permitted within modules that are mapped to the RCVS Day One Skills and Competences**

Modules that have not aligned to the RCVS Day One Skills, Competences and Professional Behaviours are as below

Introduction to Exotic Animal Nursing (elective)  
Introduction to Animal Behaviour (elective)  
Independent Research Project  
Practice Management and Team Leadership  
Emergency and Critical Care (elective)  
Introduction to Consulting and Nursing Clinics (elective)

In addition to the achievement of all assessment components in modules that align to the RCVS Day One Skill, Competences and Professional Behaviours, the Professional Statutory Regulatory Body (RCVS) requirements indicate that the Licence to Practice Regulatory Framework requires individual students to complete the following:

- Work based placement learning: Students to complete their professional regulatory hours (1,800) during their extended work placement period which straddles Year 1 and Year 2 of the programme. This is completed within an approved training practice as secured by the college.
- Demonstration of Occupational Competence: completion of the RCVS Nursing Progress Log, against agreed milestones throughout the programme of study to ensure incremental development and demonstration of the necessary RCVS Day One skills.
- Final Summative Clinical Examinations of RCVS day-one practical competences will be completed during year 3 and is embedded within the Preparing for Professional Regulation module.

With a total training time of 2,990 hrs as stipulated in the RCVS Registration Rules.

An overview of how the programme is mapped to ensure coverage of the RCVS Day One Competences, Skills and Professional Behaviours can be found in Appendix 1.

## COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS

### Curriculum design

The early stages of the course involve study of current principles which not only provide the tools for critical analysis of existing practices but also ensure that students have an appropriate background for the work experience period.

The curriculum has been designed to be relevant and stimulating to meet the needs of both students and employers in the industry. Clinical supervisor, industry advisor activity, student focus groups and course team reports have been consulted during review and revision of the existing curriculum.

The programme presented is based on key principles all vested stakeholders have expressed preference to be part of the design features.

An overview of the programme design is contained in Appendix 2.

### Learning and teaching methods

Teaching and learning methods used to deliver this curriculum are designed to provide experience, and, through reflection upon it, develop concepts which can then be explored through testing and experimentation. Methods vary according to the nature of each module's subject matter but include a wide diversity from more formal lectures to student centred activities including assignments, seminars, field trips, guest lectures and case studies. Practical skills will be developed during sessions in the dedicated veterinary nursing suite. In addition, and where they are appropriate and will enrich the student experience, field trips and visits will be incorporated into the teaching plans.

Students will participate in formal timetabled activities; such as lectures, seminars, tutorials, practical sessions, visits and directed study for approximately one third of the study time recommended for each module – typically 40/50 hours per module.

In addition, and not isolated to on-line blended options, asynchronous learning opportunities will be provided for students. These will include bespoke recorded external guest speaker session, specialist learning and extended theory and conference recordings

Teaching and learning methods used to deliver this curriculum are designed to provide experience, and, through reflection upon it, develop concepts which can then be explored through investigation. The methods used in practice vary according to the nature of the subject matter but include a wide diversity from formal lectures to student centred activities including assignments, seminars, case studies and learning through specially designed learning materials, remotely. The curriculum is delivered in such a way that there is a reducing reliance on tutor directed study as student's progress through their programme.

Conversely, the majority of modular activities such as independent reading around the subject, preparing for tutorials and seminars, preparing for, and completing, module assessments and revision, and sitting, examinations; will take place outside of these scheduled activities, but are still an essential part of a student's learning journey.

Students attempting to short-cut their learning activities may find themselves experiencing difficulties as each module progresses, and as the level of assumed understanding

increases. It is vitally important that new students establish an effective routine for their studies as soon as possible. Maintaining a balanced workload from the start of the programme will help to avoid intense periods of activity, and ensure knowledge and understanding gradually develop throughout the year in readiness for any end-of-module examinations.

All students carry out an element of research in the final year. The curriculum is delivered in such a way that there is a reducing reliance on tutor-directed study as students progress through their programme. Students will be supported with their study via the college's VLE, Moodle and Teams platforms, which will prepare them for the autonomy expected of HE students and for Continuing Professional Development studies, post-graduation.

The specific methods of teaching and learning that students studying this programme will experience are detailed below;

### ***Lectures (Synchronous and asynchronous)***

One of the methods of delivery of learning during the College-based phases of the programme will be by lectures. In the main, these lectures will be delivered face-to-face in the college classroom setting. Lectures aim to:

- provide information;
- encourage students to pursue additional information on subjects covered;
- provide various views on subjects;
- explain difficult ideas and issues relating to particular areas;
- demonstrate ways in which students can widen and increase their depth of knowledge.
- Signpost key literature for reading and analysis.
- Support collaborative student engagement and practise.

Students will engage in digital learning through the college's digitalised platforms and the digital learning academy.

### ***Seminars / Tutorials***

These will provide regular opportunities for dialogue between students themselves as well as lecturers. Exchanges of information and ideas can be achieved under the direction of tutors in seminars/tutorials. Through these meetings students should be able to:

- express and share their views;
- develop their ability to participate in group activities.
- Seek further guidance and clarification from peers and the Course Manager.

### ***Practical Sessions***

Resources at the two sites will be used to simulate work-related situations and to develop relevant practical, clinical and scientific skills. The Veterinary Nursing facilities contain diagnostic, anaesthetic, laboratory, medical and surgical equipment and practical demonstration areas. The practical demonstration areas include mock veterinary practice facilities set up to showing examples of preparation, surgical theatre layout, anaesthesia, laboratory analysis and wider supporting resources such as instrumentation and infection control. The Veterinary Nursing facilities have been designed specifically so that students are able to learn in and experience a simulated environment that reflects the conditions of a functioning veterinary practice. The facilities have also been developed to ensure students experience working in a purpose-built veterinary practice. These sessions will be mapped to the RCVS Day One Skills and Competences (Practical Scheme of Work - Appendix 3) and will serve to support with the preparation for the Observed Structured Clinical Examination (OSCE) at the end of Year 3, which features as a 0% weighted, P credit in the Preparing for Regulation module.

### ***Transferable skills***

Modules are designed to develop the skills required to succeed on College courses, to obtain employment, to manage careers and to develop the scholarship required in a learning society. The programme includes activities to develop core skills of communication, numeracy, IT and personal development planning. Higher level modules are designed to develop teamwork, independent learning, problem solving and research.

## Assessment

Assessment is considered an important part of the learning process. Typically, modules are assessed by two pieces of assessment, although this may vary with each contributing 50% to the weighted mean module work unless otherwise stated. Unless otherwise specified in module descriptors the overall mark is derived from a weighted mean, with a 40% (pass) threshold requirement for assessment component that lie within the modules that are mapped to the RCVS Day One Skills, Competences and Professional Behaviours.

Formative assessment methods are diverse and include literature review-based essays, problem based assignments, oral presentations, business written reports, individual and team scenario exercises, experimental work and placement assignments. Time constrained assessment includes closed and open book assessment, with both seen and unseen questions and tasks set.

A range of subject specific assessment methodologies will be included to develop practical and technical skills. These will include professional discussion, peer observation, case studies and practical assessments.

To introduce Level 4 students to HE assessment processes, some semester 1 modules have early formative assessment submissions with Pre-Christmas feedback.

Modules with exams that are running in the first semester may have a late exam at the end of Semester 1.

## Work-based Experience

All students apply theory to practice in their block year placement. This is planned to feature across Year 1 and Year 2 of the programme (See Programme Design – Appendix 4\*\*). During the 1,800 hours of work experience built into the programme, students will consolidate academic knowledge whilst developing practical skills required in the industry. This placement is inextricably linked to the achievement of the RCVS qualification, which is a requirement for students to achieve the FdSc in Veterinary Nursing. Their studies culminate in the development of a work-related project, which where possible is agreed with both College staff and employers. This encourages the development of transferable skills essential for modern day working-life and evidence-based nursing practise.

*“Within the work-related project module, students are encouraged to conduct high quality research and assess the impact of this in the profession to contribute towards evidence based veterinary nursing.*

*Previously, a number of FdSc Level 5 Work Related Projects have attained a high standard and have been submitted for journal publication or conducted oral presentations at relevant industry-based conferences, covering a variety of topics”.*

Chelsea Hopkinson BSc (Hons) RVN – Veterinary Nursing Lecturer and BSc Course Manager.

**\*\*Where students have been impacted by absence during their extended work placement period, there is sufficiency in flexibility within the programme structure and design to enable students to continue to complete this aspect alongside their level 4 study, within the term 3 period of the second year\*\*.**



## Placement in a Training Practice

Veterinary Nursing students are required to have a placement within a Training Practice (TP) or Auxiliary Training Practice (aTP) (with secondment as necessary and identified through the approval process) as registered with the RCVS to fulfil the regulatory minimum hourly requirements. Support and direction is in place to secure a suitable training practice, and support for the student in development of application and interview skills, the responsibility for securing a placement in industry lies with the Centre.

Placements are secured through application, interview and selection process normally managed by the employer. All students will be provided with opportunities available to apply for and support in the process through the extensive training practice database. Support, negotiation and encouragement will take place with affiliated employers to ensure all students access experiential work-based placement learning opportunities in a fair and transparent manner. Employers have the option to enter a mutually beneficial arrangement that offers placements to students of the College.

Students are provided details of the work-based placement opportunities and the requirements for the selection process.

## Role of the Clinical Supervisor

Within the TP, the student will be appointed a Clinical Supervisor (CS) (a Registered Veterinary Nurse or Veterinary Surgeon who has completed training), this person oversees and mentor's student veterinary nurses (SVNs) through their training. The role involves creating a positive culture of learning and development within the practice and supervising the training of SVNs to include the monitoring of training hours to meet with the Royal College of Veterinary Surgeons (RCVS) mandatory stipulation and timely completion of the work-based electronic logging platform.

The key tasks and responsibilities of the CS include:

- Provide support towards pastoral care, academic components and practical completion of RCVS Day One Skills (DOS) of the qualification through regular weekly/fortnightly tutorials, which are recorded and appropriately stored.
- To provide availability for students to access support for 2 days of the working week, where active training and weekly tutorials will take place. Tutorials must demonstrate pastoral and resilience support.
- Demonstrate RCVS DOS and observe these being demonstrated back. Provide guidance on how to progress with completion of DOS, monitor progression to ensure students are meeting the college provider(s) targets and directly observe to assess for competence.
- Assess students, utilising the RCVS and college provider(s) behavioural tool as a point of communication on progress.
- To liaise, promote and maintain strong links with college to include the adherence of awarding body and regulatory body requirements, and completion of training records associated with student support.
- To ensure quality assurance visits from college are completed in a timely manner.
- To feed into meetings with student training agenda items and provide progression reports to the relevant staff members within practice.
- Adhere to RCVS CPD expectations and attend a minimum of one standardisation event by a college provider per annum.
- Adhere to the Code of Professional Conduct for Veterinary Nursing and lead by example.



### **Role of the Visiting Officer**

Askham Bryan College undertake formal visitations to Training Practices to monitor compliance with the RCVS Standards Framework for Veterinary Nurse Education and Training. A Placement Officer will visit practices to ensure that the required standards are maintained and sufficient to support the student and a risk managed approach informs the frequency of the visits.

The veterinary nursing Placement Officer from Askham Bryan College will fulfil a number of key functions in supporting the students' educational experience in practice.

They will:

- Be responsible for effective communication between student, clinical supervisor and college to include updates with regards to changes that take place within the centre;
- Provide support for all training practices and advice to Clinical Supervisors in carrying out their role through regular communication, planned visitation, quality assurance reporting, once termly standardisation events and continuing professional development through planned events;
- Provide support to empower Clinical Supervisors to develop their professional behaviours in line with the RCVS Professional Behaviours Evaluation and lead by example;
- Provide an initial point of contact within the programme and ensure accessibility during office hours for practice queries and questions relating to training;
- Ensure Clinical Supervisors are familiar with the programme, providing updates as necessary;
- Ensure Clinical Supervisors understand their role in supervision of the students at the different stages of the programme;
- Visit the student and supervisor considerate of the risk-based approach to the individual's success;
- Ensure appropriate ratio of students and clinical coaches in practice to ensure maximum training opportunities
- Provide quality assurance, through monitoring and supporting the quality of training and assessment within the practice to include an annual assessment observation, tutorial framework audit and three quality assurance samples of the RCVS Day One Skills;
- Monitor completion of training hours to meet with the RCVS mandatory stipulation of training hours;
- Consulting and advising Training Practices who need to improve their policies and procedures to continue training students.
- Investigating student appeals when they occur, in line with the centre and awarding institutions policies.
- Support Training Practices in managing poor or marginal performance with their Students.
- Support Training Practices to promote evidence-based learning and quality improvement processes.
- Maintaining effective communication with the awarding body and regulatory body by recording all contact regarding all enrolled students and active Training Practices

### **Attendance at placement**

Work-based placement periods are planned within the programme structure during the second year of study. Students will undertake no more than a 52-week period within the clinical placement if they are working in an unpaid capacity. Students must complete 1,800

hours within clinical placement to fulfil the 'license to practise' requirements of the RCVS VN Registration Rules (2017).

Students must have an indicative plan, agreed with their Course Manager, to complete the placement requirement and to ensure that applied learning is managed appropriately. While on placement, students must also complete a practically assessed clinical tool which demonstrates competence against the Day One Skills for Veterinary Nurses. This is called the Nursing Progress Log.

Students who do not complete the Nursing Progress Log and the 1,800hrs in the Training Practice (authenticated by signature from the Practice Principal) will not be complete the compulsory components of the Foundation Degree in Veterinary Nursing, and therefore will not be eligible to apply to join the RCVS professional register of Veterinary Nurses.

### **Distinctive Features of the Course**

Successful completion of all modules and the extended period of work placement plus the completion of the mandatory training hours and the Nursing Progress Log that feature in the Level 5 Preparing for Professional Registration Nursing, which aligns to the RCVS VN Registration Rules (2017), will lead to the award of an FdSc in Veterinary Nursing. The purpose of the programme is to provide a balance of vocational and academic studies that equip students with the skills, knowledge and professional behaviours to enter a career within veterinary nursing or to progress to further study.

Distinctive features of the programme include:

- The course has been designed after consultation with the veterinary industry, students and stakeholders thus identifying current needs in Veterinary Nursing and associated professions;
- Work-based placement learning is found within the programme and optimises opportunities for applied learning which consolidates academic study and develops vocational skills, central to the design of Foundation Degree programmes;
- The programme encompasses the RCVS Day One Skills and Competences (RCVS, 2022) and, on successful completion of the regulatory requirements of the programme the student can apply to join the RCVS professional register of Veterinary Nurses as a registered veterinary nurse;
- The significant period of clinical nursing practice, designed to assist in developing and demonstrating Veterinary Nursing clinical skills will consist of a maximum of a 52-week period, for students working in an unpaid capacity.
- The reflective requirements of study and assessment completed by the student in both study and placement will develop the students ability to evaluate their own academic, vocational and professional performance including feedback from their employer, clinical supervisor, their peers and mentors or nominated representative;
- Students on placement will be supported by both a clinical supervisor within the practice and a Course Manager and Placement Officer provided by the College;
- The opportunity for some specialisation by choice of optional module to suit students' career ambitions or interest and to develop a broader experience of the profession and its allied industries.
- The programme encompasses a holistic and reflective tutorial programme that is grounded in research and models a resilience based framework.

## **1) How will the University assure the quality of the provision?**

New programme proposals are reviewed by a Validation Panel, comprising at least the following membership: normally one subject matter expert external to the University Centre, at least 3 staff not associated with the proposal. Panels are supported by an appropriately the Head of Quality Assurance. Proposals are reviewed in line with the QAA's UK Quality Code. All programmes are ultimately approved by Academic Board for a period of up to 5 years.

Programme changes within a validation period are approved by the Academic Quality and Standards Committee (AQSC) on behalf of Academic Board. No more than 1/3 of a programme's core modules may be changed within the validation period before early programme revalidation is instigated.

The University Centre has in place regular monitoring procedures for quality assurance including an Annual Programme Managers Report for each programme.

Each programme has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the advice and guidance provided by the QAA regarding External Expertise which emphasises that external examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each programme has a formally constituted Progression and Award Board, which includes the External Examiner(s), and which is responsible for ensuring that awards are made within the Regulations of the University Centre and that students are made awards on the basis of meeting the specified Learning Outcomes of a programme at the appropriate standard.

Each subject area holds Course Team Meetings which meets at least twice a year to discuss, programme design and planning, the student experience (including feedback) and student progress.

Each subject area has a Technical Advisory Group (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of the University Centre programme portfolio content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition the University's holds Staff Experience Meetings and Student Council Meetings where students have the opportunity to discuss issues and give and receive feedback. Students are also invited to participate in the University's New Student Survey and Student Satisfaction Survey along with the annual National Student Survey. The results of all feedback are considered by the Programme Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by AQSC and HE Academic Board.

In addition, the quality assurance team will assure itself of the quality of the completion of the RCVS Day One Skills, Competences and Professional Behaviours. The quality assurance of those aspects are detailed within the specific procedural documentation for that assessment and activity types.

## DOCUMENT MANAGEMENT

	Date completed/revised	
	Approval Dates	HE Academic Board Date: 18 May 2023
	Approval Sign Off	Head of Quality: <i>A. Clark</i> Date: 18 May 2023
	Approval Sign off	Head of Quality <i>A. Clark</i> Date: 28.03.2024