<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. <strong>Awarding institution</strong></td>
<td>Royal Agricultural University</td>
</tr>
<tr>
<td>2. <strong>Teaching institution</strong></td>
<td>Askham Bryan College</td>
</tr>
<tr>
<td>3. <strong>Final award title(s)</strong></td>
<td>FdSc Veterinary Nursing</td>
</tr>
<tr>
<td>4. <strong>Academic level on Framework for Higher Education Qualifications (FHEQ)</strong></td>
<td>Level 5</td>
</tr>
<tr>
<td>5. <strong>UCAS code(s)</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 6. **Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark** | QAA Benchmark Statements including:  
  - Foundation Degree (2010)  
  - Veterinary Science (2002)  
  - Agriculture (2009)  
  - Bioscience (2007)  
  - General Business and Management (2007)  
  - Draft Veterinary Nursing (2010) – pending QAA approval  
  Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Work Based and Placement Learning (QAA 2007);  
  LANTRA Veterinary Nursing Occupational Standards;  
  LANTRA Foundation Degree Sectoral Framework for Animal Health and Welfare. |
| 7. **Details of accreditation by a professional/statutory body** | Accredited by Royal College of Veterinary Surgeons (RCVS) and mapped to LANTRA National Occupational Standards for Veterinary Nursing and Auxiliary Services (July 2010) – see appendix 2 |
| 8. **Mode of study** | Full-time study over 3 years |
| 9. **Language of study** | English |
| 10. **Date of production/revision** | Validated August 2013 |
11. Educational aims of the programme

The Foundation Degree (FdSc) Veterinary Nursing aims to:

1. Develop in each student the appropriate knowledge, understanding and skills required for a career in the veterinary nursing or wider allied animal industries;

2. Develop each student’s understanding of animal science and their ability to apply scientific knowledge and concepts to practical contexts involving animal care;

3. Inculcate in students an awareness of the professional and ethical constraints of veterinary nursing and develop the skills required for the effective operation of a veterinary practice;

4. Develop each student’s intellectual powers, their understanding and judgement, their ability to see relationships within what they have learned and to examine the field of study from a broader perspective;

5. Develop those skills of professional scholarship required for career management, lifelong learning and innovation;

6. Provide a lively, stimulating and challenging educational experience.

7. Develop students who understand and adhere to the professional regulations and framework appropriate to their role and enable each graduate to register as an accredited Veterinary Nurse with The Royal College of Veterinary Surgeons;

Graduands 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.

12. Intended learning outcomes

On successful achievement of their FdSc Veterinary Nursing award students will be able to:

i. Knowledge and understanding;

   a) Demonstrate an understanding of the anatomical and physiological characteristics of a range of animals;

   b) Identify the impact of clinical conditions, veterinary diagnosis and treatment on the health of animals, and their consequent need for supportive nursing care;
c) Devise appropriate animal nursing strategies for sick and injured animals, incorporating consideration of environmental, nutritional and behavioural needs;

d) Appropriately advise and support clients in the care of their animals;

e) Discuss the professional and ethical considerations of veterinary nursing and identify the appropriate skills required for the effective operation of a veterinary practice.

ii. Intellectual skills

f) Collect, select and critically assemble and evaluate information from a wide variety of information types and evidence;

g) Marshal evidence, by reference where appropriate to primary sources and knowledge at the forefront of the discipline, and apply it in a balanced way in to an argument;

h) Select and apply appropriate scientific or technical principles to the diagnosis, analysis and solution of complex and unpredictable problems;

i) Demonstrate familiarity with, and understanding of, the important facts and principles in a broad field of study and an awareness of the provisional nature of knowledge and theory;

j) Assess the ethical dimensions and wider consequences of human activities, to optimise economic, community and environmental sustainability;

iii. Practical / professional skills

k) Select and apply clinical skills appropriate to the role of a professional veterinary nurse;

l) Apply knowledge and understanding of the Veterinary Nursing field to make competent and informed contribution to the work environment;

m) Identify the roles and responsibilities of each member of the veterinary team to ensure the health and welfare of the animal and understand the limitations of the veterinary nursing role and the need to refer responsibly;

n) Demonstrate safe working practices and advise others accordingly.

iv. Transferable skills

o) Communicate clearly and effectively using written, verbal and visual media;

p) Manipulate and interpret complex sets of data, assess their reliability and present them in an appropriate format;
q) Display the transferable skills and ability to acquire new competencies required for career progression, including the acquisition of applied workplace skills;

r) Demonstrate the ability to establish effective working relationships with others, defining, sharing and delegating responsibility within a group;

s) Use a range of technological equipment and systems;

t) Identify and evaluate the potential professional conflicts surrounding ethical practise, demonstrating an ability to manage issues encountered by veterinary nurses;

Graduands that fulfil the Regulatory Framework requirements for veterinary nurse training will be eligible to apply to the RCVS for their Licence to Practise through Registration

u) Demonstrate compliance with the Code of Conduct for the RCVS Registered Veterinary Nurse;

v) Apply to join the Register of Veterinary Nurses as held by the Royal College of veterinary Surgeons

13. Programme structure and requirements

13.1. Length of Study Programme

The full-time Foundation Degree Veterinary Nursing is completed over three years. The programme provides students with the opportunity to combine academic study with the acquisition of professional knowledge and skills in an approved veterinary placement practice and is accredited by the RCVS as a licence to practise qualification that equips graduands to apply to join the Register of Veterinary Nurses.

The programme is based on study of 15 credit modules to achieve 120 credits at level 4 and 120 credits at level 5; a total of 240 credits over the length of the programme. Students will study 90 academic credits in the first two years of the course and 60 credits in the final year.

The credit system is used to ensure a balanced workload across each programme, with each credit point representing a notional learning time of 10 hours of student work. Thus a 15-credit module will require a notional input of 150 hours of work, and a complete academic year of 90 credits will require 900 hours of work, or approximately 30 hours per week on academic modules across the 25 teaching weeks of the academic year.

In addition to the modules studied in College, to meet the RCVS registration criteria students must complete at least 2100 hours within their practice placement, spread over a minimum period of 60 weeks. Students will normally complete at least 15 hours of placement per week of the planned academic timetable to support applied learning, consistent with Foundation Degree outcomes. This would normally achieve a minimum of around 1125 hours of the 2100 minimum hours required. Outside academic term time, students will increase their time spent on placement to around 37 hours per week and will
negotiate holiday allocation directly with their placement practice. Individual students will negotiate an annual plan and target completion of training hours with their tutor considerate of training practice need.

In addition to the requirement for a minimum of 2100 hours on placement, students will be required to successfully complete the RCVS Day One Skills for Veterinary Nurses, which will be recorded using the RCVS Nursing Progress Log, and to demonstrate competency against the National Occupational Standards (2010). For measuring practical skills and competencies against the NOS, practical examinations are used in the form of a final summative clinical assessment of Day One Skills for Veterinary Nurses. To ensure theoretical competencies are met, individual modules on the degree programme are mapped against the NOS (see Appendix 2). Students must therefore pass each individually mapped element in order to achieve their full award.

Students who do not complete all requirements of this award will not achieve the Foundation Degree in Veterinary Nursing and will therefore be unable to register as an accredited veterinary nurse with the RCVS. A student may choose to transfer to the non-accredited award of FdSc Veterinary Health Studies or to accept the interim award of Certificate in Education Veterinary Health Studies to demonstrate achievement at Level 4.

13.2. Detailed Modular Structure

The curriculum for the full-time route FdSc Veterinary Nursing will consist of the following 15 credit modules, studied over three years. The level of study is shown in brackets. The Module Reference Sheets are available on the College website.
## Modular Delivery – FdSc Veterinary Nursing (all modules 15 credits)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 credits at Level 4</td>
<td>30 credits at Level 4</td>
<td>60 credits at Level 5</td>
</tr>
<tr>
<td><strong>CORE</strong></td>
<td><strong>CORE</strong></td>
<td><strong>CORE</strong></td>
</tr>
<tr>
<td>Animal Anatomy and Physiology (Level 4)</td>
<td>Diagnostics for Veterinary Practice (Level 4)</td>
<td>Advanced Veterinary Nursing (Level 5)</td>
</tr>
<tr>
<td>Introduction to Evidence Based Nursing and Research Concepts (Level 4)</td>
<td>Surgical Nursing and Theatre Practice for Veterinary Nurses (Level 4)</td>
<td>Professional Practice and Reflective Nursing (Level 5)</td>
</tr>
<tr>
<td>Nutrition and Breeding of Domestic Animals (Level 4)</td>
<td>Anaesthesia for Veterinary Nurses (Level 5)</td>
<td>Work Related Project – Improving Veterinary Nursing Practice or Client Care (Level 5)</td>
</tr>
<tr>
<td>Process and Practice of a Veterinary Business (Level 4)</td>
<td>Veterinary Pharmacy and Medicines (Level 5)</td>
<td></td>
</tr>
<tr>
<td>Veterinary Nursing Practice (Level 4)</td>
<td>Business and Practice Management (Level 5)</td>
<td></td>
</tr>
<tr>
<td><strong>OPTIONS (Students choose one)</strong></td>
<td><strong>OPTIONS (Students choose one)</strong></td>
<td><strong>OPTIONS (Students choose one)</strong></td>
</tr>
<tr>
<td>Introduction to Equine and Livestock Management (Level 4)</td>
<td>Animal Behavioural Therapies (Level 5)</td>
<td></td>
</tr>
<tr>
<td>Introduction to Companion Animal Behaviour (Level 4)</td>
<td>Veterinary Care and Management for Livestock (Level 5)</td>
<td></td>
</tr>
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</table>

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

- Work based placement learning: normally around 375 hours must be completed within each academic year at an approved veterinary practice placement, normally reaching a total of at least 2100 hours by the end of year 3. Individual students will negotiate an annual plan and target hours for completion with their tutor considerate of training practice need.
- Demonstration of Day One Skills for Veterinary Nurses as evidenced through: completion of the RCVS Nursing Progress Log, against agreed milestones throughout the programme of study to ensure incremental development and demonstration of the necessary skills and successful completion of Final Summative Clinical Examinations which will be completed during year 3.
13.3. Professional Statutory and Regulatory Body (PSRB) – Royal College Veterinary Surgeons (RCVS)

This course is mapped to the subject sector council for environmental and land-based industries National Occupational Standards (NOS) for Veterinary Nursing and Auxiliary Services (July 2010). Foundation Degree Veterinary Nursing will be able to register as a qualified nurse on successful completion of the regulatory framework indicators. Students are required to undertake and successfully complete all the core modules within the programme, including the work-based placement learning components. Each academic module and each element of assessment is mapped to the NOS (see Appendix 2), requiring each element of assessment to be successfully completed for the full award to be achieved (see 19.2 for assessment regulations applying to this programme).

Additionally, students must meet the PSRB requirements by completion of the Nursing Progress Log (NPL) and successful completion of a minimum of 2100 hours over a minimum period of 60 weeks in an approved placement practice. Practical skills and competencies will be assessed against the Day One Skills for Veterinary Nurses required in the National Occupational Standards by use of practical examinations and be awarded a pass or fail outcome which will appear on the records from the Examination Board.

Students who do not meet the FdSc Veterinary Nursing regulatory framework requirements identified and included within the programme design and accredited by the RCVS as the Regulatory Body for Veterinary Nursing will be awarded an FdSc in Veterinary Health Studies.

13.4. Variation for students not meeting RCVS accreditation requirements for FdSc Veterinary Nursing

**FdSc Veterinary Health Studies (non-RCVS accredited)**

Students who wish to complete a non-accredited route will choose to study for FdSc Veterinary Health Studies. Other students entering the programme may not, for a variety of reasons including personal circumstances, be able to complete all RCVS requirements for the accredited degree programme to achieve the full award of Foundation Degree Veterinary Nursing and may choose to transfer onto FdSc Veterinary Health Studies.

Students studying FdSc Veterinary Health Studies will complete all the academic modules following the same delivery pattern as those on the full award and must successfully complete 240 credits, to include 120 credits at Level 4 and 120 credits at Level 5, and a minimum of 400 placement hours over the three years of study (with a requirement to complete the first 150 hours by the end of the first semester in year 2). Placements may normally relate to the veterinary or allied animal industries.

13.5. Academic Level of the Programme

The aims and outcomes for this programme have been developed to align to the Framework for Higher Education Qualifications (QAA, 2008) at level 5 and to meet the benchmark statement for Foundation Degree awards (QAA, 2010).
The award has been designed to develop key knowledge, understanding and skills to facilitate progression to further study at Level 6 or employment within the sector as identified in the subject benchmark statements for Veterinary Nursing (final draft 2010 and still pending approval), Agriculture (2009) and Bioscience (2007). Elements for the statement for General Business and Management (2007) is also reflected, specifically in relation to finance, management and development of people, business policy and strategy, communication and information technology and customer service.

This programme has also been mapped to the National Occupational Standards 2010 for Veterinary Nursing (see Appendix 2) and the RCVS Nursing Process Log (NPL). This evidence can be located within the relevant module reference sheets.

The course is designed so that those successfully completing this Foundation Degree can undertake a period of further study, normally of one years’ duration, to achieve a BSc (Honours) Degree. An identified progression route from this Foundation Degree onto BSc (Hons) Veterinary Nursing at Warwickshire College (validated by Coventry University) has been agreed in principle. Warwickshire College offer attended, blended and distance learning routes to study, to support the flexibilities required to enter the profession and continue study to Honours level. Students wishing to progress to top up honours study must normally achieve a Merit grade at Foundation Degree level. All progression opportunities are subject to completion of an application, a successful interview and any additional requirements made by the external institution, such as attendance on a Research Methods bridging programme.

13.6. Interim award of Certificate of Higher Education

On successful completion of 120 Credits at Level 4, students leaving the programme will be awarded a Certificate of Higher Education in Veterinary Health Studies on condition that a minimum of 150 placement hours have been completed at a satisfactory level.

13.7. Distinctive Features of the Course

Successful completion of all modules will lead to the award of a Foundation Degree (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 and knowledge to enter a career within veterinary nursing and animal management or to progress to further study.

<table>
<thead>
<tr>
<th>QAA Level</th>
<th>Credits</th>
<th>Higher Education Award</th>
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<tbody>
<tr>
<td>Level 4</td>
<td>120</td>
<td>Certificate in Higher Education</td>
</tr>
<tr>
<td>Level 5</td>
<td>240*</td>
<td>Foundation Degree</td>
</tr>
</tbody>
</table>
Distinctive features of the programme include:

- The course has been designed after consultation with the veterinary industry and the Royal College of Veterinary Surgeons (RCVS) thus identifying current needs in Veterinary Nursing and associated professions;
- Work-based placement learning is integral throughout the entire programme, optimising opportunities for applied learning which consolidates academic study and develops vocational skills, central to the design of Foundation Degree programmes;
- The programme encompasses the Lantra National Occupational Standards for Veterinary Nursing and Auxiliary Services and, on successful completion of the Regulatory requirements of the programme the student is able to register on the professional Register of Veterinary Nurses as a qualified veterinary nurse;
- The significant period of clinical nursing practice, designed to assist in developing and demonstrating Veterinary Nursing clinical skills;
- The reflective requirements of study and assessment completed by the student in both study and placement will develop the learner’s ability to evaluate their own academic, vocational and professional performance including feedback from their employer or nominated representative;
- Students on placement will be supported by both a Clinical Coach within the practice and a Clinical Tutor provided by the College;
- The inclusion of a non-accredited route (FdSc Veterinary Health Studies) and interim award (Cert HE) for students wishing to transfer from the full award;
- The opportunity for some specialisation by choice of optional modules to suit student’s career ambitions, interest and to develop a broader experience of the profession and its allied industries. As part of this specialism, students will be able to negotiate up to 100 work based placement learning hours of the 2100 required for professional accreditation. Examples of placements that will be considered for approval and acceptable, suitable and meaningful are included in the optional modules.
- The specialist resources available to support the programme at Askham Bryan College sites, including specialist veterinary units, animal management resources, equine and agricultural educational resources including 2 equine centres and production livestock following a range of farming practices. The College hosts the National Beef Centre and the National Centre for the Uplands.

### 14. Student support services

Details of the range of support services provided for students are given in the Course Handbook and the following support services will be provided for students:
- The Course Handbook that provides details of all facilities available to students;
- A formal induction programme when you first arrive at College that will introduce you to all aspects of student life, including support services available, and outline the study skills you will need to complete your programme successfully;
- The programme specification and individual module guides that provide clear details of the assessment regulations and outline the teaching and assessment programme for each module of study;
- Registration with the Royal College of Veterinary Surgeons as a Student Veterinary Nurse, supporting the requirements to practice as a student under Schedule 3 amendment (2002) of the Veterinary Surgeons Act (1966); access to the Veterinary Nursing Professional Code of Conduct and Bye-Laws
- Opportunity to join the British Veterinary Nursing Association (optional)
- Opportunity to attend professional seminars, conferences, visits to a range of veterinary service providers
- Regular one to one tutorials with your Course Manager to enable appropriate individual support for you and to set and review your personal targets and goals;
- Nominated Clinical Tutor and Placement Officer; direct access through a dedicated mobile telephone number for placement support.
- Support to access opportunities at training practice placements, with application and interview skills and techniques.
- Training and standardisation of nominated clinical coaches from the training practice.
- On-line module teaching resources will be available both on and off campus through the College’s VLE, Moodle;
- Quality monitoring of progress towards Nursing Progress Log completion against agreed targets.
- Access to library resources such as books and journals, many of which are available on-line;
- Student e-mail and internet facilities;
- Personal access to pastoral support to enable you to discuss problems relating to specific modules or assessment activities with nominated tutors, placement officers and wider College staff;
- Student representation on all course committees where academic issues are discussed;
- Student representation on the College’s Student Council, where matters relating to pastoral issues and accommodation are discussed;
- Membership of the Student Union;
• Access to additional learning support services, such as dyslexia or disability support services via the Learning Support team;
• Access to a counselling service.

15. **Criteria for admissions**

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. Interviews will include a numeracy assessment, a practical dexterity assessment and an assessment of the individuals communication skills.

Students with demonstrable science based achievements and an aptitude for care and nursing are considered the most suitable candidates. As veterinary practices may be located in rural areas, some of which may not be easily accessed by public transport, students are encouraged to consider the importance of managing their own transport arrangements to fulfil the needs and expectations of the flexible and often unexpected needs of veterinary practice. Applicants must normally have gained a minimum of 4 weeks work experience in a veterinary practice prior to application.

As a minimum, applicants should confirm their ability to study on this Foundation Degree by presenting evidence of 140 UCAS tariff points as a result of:

• at least two subjects studied to A2 level to include a Science related subject (e.g. Biology), or
• BTEC Diploma (MM) or Extended Diploma (MPP), or
• NPTC single grade Extended Diploma (M) or
• Advanced Diploma

In order to be eligible to enrol with the RCVS, it is a requirement that applicants will have achieved grade C or above in five subjects including English, Mathematics, and Science at GCSE level, or equivalent.

Mature students will be considered, but must demonstrate achievement of literacy and numeracy as above and also

• after successful completion of an Access to Higher Education programme with a Science base, or
• Learning through experience, demonstrated in portfolios or records of achievement, and/or by set learning tasks set at interview, and confirmed by employer reference(s). or
• A combination of academic and experiential learning, to be considered on its individual merits.

**Overseas Students:**
• Applicants whose first language is not English must offer evidence of qualifications in written and spoken English. Acceptable qualifications are IELTS 7.0, or direct equivalents.

The College's decision to offer a place is based solely on a competitive selection process leading to indications of any given applicant's suitability for the course and will not discriminate on the grounds of disability or the level of support needed provided that the disability does not compromise the applicant's 'Fitness to Practise' as an registered veterinary nurse - and meeting the professional code of conduct which is available at http://www.rcvs.org.uk/advice-and-guidance/code-of-professional-conduct-for-veterinary-nurses/ The RCVS Code of Professional Conduct sets out veterinary nurses’ professional responsibilities. Supporting guidance provides further advice on the proper standards of professional practice.

16. Teaching, learning and assessment

16.1. Inclusive teaching, learning and assessment

This programme is inclusive of disabled people with particular regard to teaching, learning and assessment, in accordance with the Equality Act 2010. Due to the particular requirements of this programme, students who are hearing impaired, vision impaired, speech impaired and mobility impaired are advised to contact the Askham Bryan College Learning Support Manager to explore whether appropriate support or alternative assessment can be provided, through an application for DSA and an Assessment of Needs, to enable successful completion of the programme. Any circumstance that compromises a student’s Fitness to Practise (see RCVS Code of Professional Conduct) will be subject to College procedures and be referred to the RCVS Professional Practice Body.

16.2. Formal timetabled sessions and directed study

Students will participate in formal timetabled activities; such as lectures, seminars, tutorials, practicals and visits; for approximately one third of the study time recommended for each module – usually around 2 hours per week for a 15-credit module studied over 25 weeks of the year. Thus the majority of module activities; such as reading around the subject, preparing for tutorials and seminars, preparing for, and completing, module assessments and revision for, and sitting, examinations; will take place outside of these scheduled activities, but are 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. Thus 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.

16.3. Teaching strategies employed on the programme
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 students’ progress through their programme.

The forms of teaching and learning activities that will be employed for the delivery of this Foundation Degree are detailed below:

**Lectures**
One of the methods of delivery of learning during the College-based phases of the programme will be by lectures. Lecturers 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.

**Seminars / Tutorials**
These will provide opportunities for dialogues 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.

**Practicals**
Resources at the College will be used to simulate work-related situations and to develop relevant practical and scientific skills. The Veterinary Nursing Facilities’ contains diagnostic, anaesthetic, laboratory, medical and surgical equipment and practical demonstration areas. The practical demonstration areas include a mock veterinary practice facilities set up to showing examples of preparation, surgical theatre layout, and supporting resources. The Veterinary Nursing Facilities have been designed specifically so that students are able to learn 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 with room layout reflecting ‘best practice’.
The College have well-resourced science laboratories to support scientific and clinical skills development. The Animal Unit includes areas specialising in small mammals, aquatics, birds and exotics. Veterinary Nursing students will also make use of the Equine and Farm resources providing a wide range of livestock including cows, sheep and horses.

Within the College resources, research activity is a normal part of the day to day work, with behavioural, feed trials (game birds), production livestock National Beef Centre), environmental conservation and a Rural Business Research Unit operating part of the National Farm Business Survey and new innovations in the National Centre for the Uplands being explored.

**Work-based Experience**

All students apply theory to practice in their weekly placement. During the 2100 hours of work experience built in to 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 Veterinary Nursing. Their studies culminate in the development of a reflective project, which where possible is agreed with both College staff and employers. This encourages the development of transferable skills essential for working life.

**Educational Visits**

Visits to veterinary practices, specialist University departments and diagnostic laboratories and related industry will be an important part of the programme. These will aid the reinforcement and application of information learned through more formal study.

**Web-based learning materials**

Learners will be supported throughout the programme through online web-based support such as the Virtual Learning Environment (VLE), Moodle, and online Journals and e materials. A bank of multiple choice questions will provide valuable support for individuals outside scheduled class time to self-assess their learning.

**16.4. Assessment**

Assessment is considered an important part of the learning process. In formulating the forms of assessment for this award, care was taken to ensure that module assessments test the skills and knowledge needed in the working environment. Assessment methods are diverse and include essays, reflective reports and assignments, case studies, literary reviews, work-based projects requiring oral and written reports, individual exercises and work-based assignments. The main focus of all assessments will be the students’ own work setting but students will be encouraged to share knowledge and information of their different job roles in a formal and informal way, such a visit, so that a breadth of knowledge of the sector is developed and can be evidenced within assessments.

Time constrained assessment may include closed and open book assessment, with both seen and unseen questions and tasks set.
In addition to assessment strategies used to assess academic modules, students will complete their Nursing Progress Log (NPL) and undertake practical examinations (see 19.2). Formative assessment contributes to the students’ appreciation of their progress on a regular basis.

### 16.5. KIS data related to this programme

The table below shows the proportion of time spent in scheduled sessions, independent study and Work Based Placement Learning. It also shows the % of assessment carried out by three methods of assessment; written coursework, practical test and examination. In addition to this breakdown, to meet the requirements of the PSRB, a final summative practical examination must be passed (OSCE).

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Assessment by examination</td>
<td>53.8%</td>
<td>50.0%</td>
<td>42.9%</td>
</tr>
<tr>
<td>% Assessment by written work</td>
<td>38.5%</td>
<td>45.9%</td>
<td>28.6%</td>
</tr>
<tr>
<td>% Assessment by practical</td>
<td>7.7%</td>
<td>4.1%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Time spent in scheduled class</td>
<td>19.5%</td>
<td>19.5%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Time spent in independent study</td>
<td>40.0%</td>
<td>40.0%</td>
<td>28.0%</td>
</tr>
<tr>
<td>Time spent on Work Based Placement Learning</td>
<td>41.5%</td>
<td>41.5%</td>
<td>58.0%</td>
</tr>
</tbody>
</table>

### 17. Work-based placement learning

#### 17.1. Placement in a Training Practice

Students are required to have a placement with a Training Practice (TP) or Auxiliary Training Practice (aTP) (with secondment as necessary and identified through the approval process) as registered with the RCVS throughout study to fulfil the regulatory minimum requirements. Placements are secured through an application, interview and selection process normally managed by the employer. All students will be provided with opportunities to apply for a placement and will be supported in the process. The College is the primary centre for a large number of affiliated and approved practices that support training and is committed to further developing this bank. Support, negotiation and encouragement will take place with affiliated employers to ensure all students access experiential work-based placement learning opportunities. Employers have the option to enter a mutually beneficial arrangement that offers placements to students of the College. The internal College deadline for students to secure a placement is the first half term of the College year and should students find it hard to secure a placement, a range of supportive measures such as interview practice and mentoring will be embedded in the tutorial programme. Where students are repeatedly unsuccessful in progressing through a probationary period,
counselling and support will be offered around the suitability of their career choice. Students are provided details of the work based placement requirements and selection process at interview and provided with a detailed Placement Handbook, intended to support them with all aspects of the placement during induction.

17.2. Role of the Clinical Coach
Within the TP or aTP, the student will be appointed a Clinical Coach (a Registered Veterinary Nurse or Veterinary Surgeon who has completed Clinical Coach training), who plans, trains, supervises, observes and makes decisions on students’ practical competence whilst in practice, against the Nursing Progress Log skills list. A Placement Officer from Askham Bryan College will routinely visit the practice to ensure that the required standards are maintained and sufficient to support the student. A risk management approach informs visit frequency.

17.3. Role of the Placement Officer
A veterinary nursing lecturer from Askham Bryan College will fulfil a number of key functions in supporting the students’ educational experience in practice. They will:

- Provide support and advice to Clinical Coaches in carrying out their role;
- Ensure Clinical Coaches are familiar with the programme, providing updates as necessary;
- Ensure Clinical Coaches understand their role in supervision of the students at the different stages of the programme;
- Provide an initial point of contact within the programme, dealing with specific questions or difficulties relating to the programme;
- Visit the student considerate of the risk based approach to the individuals success.
- Providers quality assurance, monitoring and audit of the NPL progress
- Monitors authenticated completion of placement hours

17.4. Attendance at placement
To complete the RCVS registration criteria students must attend their placements for a minimum of 15 hours each week during term time and by arrangement in non-term time periods to complete a total of 2100 hours over a minimum of 60 weeks. During academic term time, students will normally attend the practice on 3 days per week in the first two years and up to 4 days a week during their final year. This extends the period of study over three years. 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 National Occupational Standards 2010. Students who do not complete the requirements will not achieve the degree in veterinary nursing and will therefore be unable to register as a veterinary nurse.

18. Quality assurance procedures
18.1. RAU Procedures for Quality Assurance

These are described in the College’s Teaching Quality Handbook and include procedures for:

- Programme and module development, monitoring and review
- Student assessment, progression and awards
- Assessment moderation and external examining

18.2. Course Management Committee and Student Representation

A Course Management Committee will be appointed with the following membership:

- Course Manager who will be Chair
- Section Leader Veterinary Nursing
- Lecturers
- Director of Higher Education
- Two student representatives from each programme year-group

The two student representatives will be elected at the beginning of each academic year and will serve for a minimum period of one year. Their prime function will be to bring a student’s perspective to the deliberations of the Course Management Committee (CMC) and feedback on the progress of the programme.

The CMC will normally meet at least twice a year and its function will include discussion of general issues relating to teaching, learning resources, curriculum and careers guidance. Minutes from this committee will be reviewed by the College’s Higher Education Management Committee.

The Link Tutor from the RAU will be advised of the arrangements for meetings and invited to attend as a co-opted member, in person or via video or audio conferencing if available.

18.3. Stakeholder Feedback

Because of the emphasis on work-based learning and the acquisition of practical skills in this programme, a Programme Review Forum will be established. This will include representatives from training practices and the wider veterinary community and will meet twice per year. This Forum will also comprise Askham Bryan College staff members involved with the delivery of the programme. The Forum will review the progress of the programme and its associated assessment procedures and also make recommendations about the future development of the programme.

This will form part of the standard agenda for the Clinical Coach Meetings and student focus group meetings.

18.4. Quality assurance on placement

Students on placement are supervised by a Clinical Coach. The Clinical Coach must attend a minimum of two standardisation days a year at the
College. In addition, the Placement Officer will visit the practice at least twice annually and will quality assure all aspects of planning, mentoring and record keeping. As part of this visit, the Placement Officer will ensure that the student has support in completing the work-based practical clinical assessment tool which is a mandatory RCVS requirement in order for the student to gain the title of Veterinary Nurse on completion of the course. Upon successful completion of the work-based clinical assessment tool, and successful completion of all assessment components of the course, students will be able to sit the final summative clinical assessment of Day One Skills for Veterinary Nurses and enter the Register of Veterinary Nurses.

Resources at the College will be used to simulate work-related situations and to develop relevant practical and scientific skills. The Veterinary Nursing Facilities’ contains diagnostic, anaesthetic, laboratory, medical and surgical equipment and practical demonstration areas. The practical demonstration areas include a mock veterinary practice facilities set up to showing examples of preparation, surgical theatre layout, and supporting resources. The Veterinary Nursing Facilities have been designed specifically so that students are able to learn 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 with room layout reflecting ‘best practice’.

19. Marking guides and assessment regulations

19.1. Marking guides and assessment regulations related to Foundation Degree study

The marking criteria for student written assignment work is located as part of the Askham Bryan College Higher Education Policy (SCA21). The appropriate grading criteria will be included in the module handbook alongside the assessment task.

The marking criteria for examinations and current academic regulations for assessment and progression are located on the RAU website http://www.rau.ac.uk/study/academic-policies-and-procedures/assessment-regulations-and-marking-criteria. Assessment regulations pertaining to the relevant academic year will be appended to the Course Handbook.

19.2. Assessment regulations pertaining to PSRB requirements for this programme

For this programme, the Academic Regulations and Procedures are subject to the rules and regulations of the Professional Statutory and Regulatory Body (PSRB); in this case the RCVS. In order to meet the PSRB requirements, regulation 2.3.2 of the RAU Academic Regulations will not apply to students on this programme i.e. students are not eligible for a compensated pass for a module or for assessment components within a module.
In line with RAU regulation 2.2.2, students who achieve a grade of 40% or higher for a module, when all weighted elements of assessment are combined will be deemed to have passed the degree module overall and may progress on the programme. Progression entitlement follows the RAU regulations set out in 2.3, with opportunities for referral and trailing of modules as for other programmes. Students failing a module overall and being approved for referral (as set out in regulation 2.4.1), will be subject to reassessment in all elements of assessment to meet PSRB requirements.

If one element of modular assessment has not achieved a grade of 40% or higher, however, the PSRB requirement will not have been met for that module. This will be identified as an Accreditation Failure (AF grade) by the relevant examination board and will be subject to referral by reassessment of the failed element of assessment, i.e. a failure of the written examination element of a module, despite the module being passed overall with a grade higher than 40%, will result in the student resitting the examination element to achieve a capped grade of 40%. Students are entitled to a maximum of four attempts at passing assessment elements subject to Accreditation Failure, the first referral, and reassessment, a trailed referral and a referral of the trailed attempt. In each instance, the original grade for the module will stand where the overall module was passed at first attempt and the Accreditation Failure element will be capped at 40% and shown as such on the final degree transcript.

Some modules contain specific assessments to demonstrate the Regulatory requirements associated with the professional outcome associated with this award. The grade associated with these components would normally be pass or fail. This includes an interim achievement of placement hours, full completion of both placement hours and the Nursing Progress Log in Year 3 alongside the Final Summative Clinical Practical Examination (normally 12 x 6 minute stations and achieving a pass in a minimum of 8 of these). Students may undertake reassessment should a fail graded be awarded. Further to this the process of reassessment is consistent with the guidelines associated with accreditation failure shown above.

These additional PSRB requirements will be presented to the relevant course award board, including an authenticated record produced Clinical Coach in Approved Training Practice and results of the Summative Clinical Practical Examination.

Students who do not meet the FdSc Veterinary Nursing course requirements after referral entitlement is exhausted will be awarded an FdSc in Veterinary Health Studies.

20. Ownership of programme specification

The responsibility for the internal management of this Foundation Degree will lie within the Askham Bryan College Veterinary Nursing Section under the guidance of the RAU School of Agriculture.
21. Curriculum map

The curriculum map for this programme, showing where the programme outcomes are assessed within the modular programme are shown in Appendix 1.

22. Career prospects

It is anticipated that the majority of students graduating from this programme will choose to enter the veterinary nursing profession directly, or may choose to progress to further study, either BSc(Hons) or Advanced Diploma in Veterinary Nursing.

Suitable career routes may include (but not be limited to):

- Veterinary Nurse in general veterinary practice.
- Head Nurse in general veterinary practice
- Senior Surgical/Medical Nurse in specialist referral veterinary practice.
- Lecturer/Senior Nurse in University Veterinary Schools.
- Technical Advisor or Sales in Pharmaceutical Companies.
- Lecturer in Educational Establishments.
- Behaviour Training or Counselling.
- Allied animal professions including training, welfare, rescue, animal collections, rehabilitations etc
- Consultancy in Animal Health Companies.
- Managerial positions in Welfare Organisations
- Research
- Practice Management

23. Further information

[Include a statement of where more detailed information can be found]

This Programme Specification document is designed to be a concise summary of the main features of the Foundation Degree Veterinary Nursing. More detailed information about the programme modules is available in the individual module handbooks and web-sites available from the College’s VLE (Moodle).

The Course Handbook includes details of the College’s Equal Opportunities and Disabilities statements and the details of the learning resources available to students.
24. Module reference sheets

The module reference sheets for this programme, showing where the programme outcomes are assessed within the modular programme are available as a separate catalogue and available on the College’s VLE (Moodle).

Module titles and levels are as below (all modules are 15 credits):

**Level 4**
- Animal Anatomy and Physiology
- Diagnostics for Veterinary Practice
- Introduction to Evidence Based Nursing and Research Concepts
- Nutrition and Breeding of Domestic Animals
- Process and Practice of a Veterinary Business
- Surgical Nursing and Theatre Practice for Veterinary Nurses
- Veterinary Nursing Practice
- Introduction to Equine and Livestock Management
- Introduction to Companion Animal Behaviour

**Level 5**
- Advanced Veterinary Nursing
- Anaesthesia for Veterinary Nurses
- Veterinary Pharmacy and Medicines
- Business Skills and Practice Management
- Complementary and Medical Nursing Care
- Professional Practice and Reflective Nursing
- Work Related Project – Improving Veterinary Nursing Practice
- Animal Behavioural Therapies
- Veterinary Care and Management for Livestock
Appendix 1 - Curriculum Map for Foundation Degree Veterinary Nursing

This map provides a design aid to help identify where the generic and award specific outcomes are being developed and assessed within the course, by specified modules. It also provides a checklist for quality assurance purposes and could be used in validation, accreditation and external examining processes by making the learning outcomes transparent. In this way, it also helps students monitor their own learning, personal and professional development as the course progresses. The map shows only the main broadly defined measurable learning outcomes. Award Outcomes

<table>
<thead>
<tr>
<th>LEVEL 4</th>
<th>Knowledge &amp; Understanding</th>
<th>Intellectual skills</th>
<th>Practical/Professional</th>
<th>Transferable Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Anatomy and Physiology</td>
<td>C ✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Diagnostics for Veterinary Practice</td>
<td>C ✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Introduction to Evidence Based Nursing and Research Concepts</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Nutrition and Breeding of Domestic Animals</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Process and Practice of a Veterinary Business</td>
<td>C ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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</tr>
<tr>
<td>Surgical Nursing and Theatre Practice for Veterinary Nurses</td>
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<td>✓</td>
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<tr>
<td>Veterinary Nursing Practice</td>
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<td></td>
<td></td>
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<tr>
<td>Introduction to Equine and Livestock Management</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Companion Animal Behaviour</td>
<td>O ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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</table>

<table>
<thead>
<tr>
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<th>Practical/Professional</th>
<th>Transferable Skills</th>
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</tr>
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<td>Anaesthesia for Veterinary Nurses</td>
<td>C ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>Veterinary Pharmacy and Medicines</td>
<td>C ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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<td>Complementary and Medical Nursing Care</td>
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<tr>
<td>Professional Practice and Reflective Nursing</td>
<td>C ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>Work Related Project – Improving Veterinary Nursing Practice and Client Care</td>
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<tr>
<td>Animal Behavioural Therapies</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veterinary Care and Management for Livestock</td>
<td>O ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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</tbody>
</table>
Key to outcomes listed on Curriculum Map:

Outcomes:

(a) Demonstrate an understanding of the anatomical and physiological characteristics of a range of animals;

(b) Identify the impact of clinical conditions, veterinary diagnosis and treatment on the health of animals, and their consequent need for supportive nursing care;

(c) Devise appropriate animal nursing strategies for sick and injured animals, incorporating consideration of environmental, nutritional and behavioural needs;

(d) Appropriately advise and support clients in the care of their animals;

(e) Discuss the business of veterinary nursing and identify the appropriate skills required for the effective management of a veterinary practice.

(f) Collect, select and critically assemble and evaluate information from a wide variety of information types and evidence;

(g) Marshal evidence, by reference where appropriate to primary sources and knowledge at the forefront of the discipline, and apply it in a balanced way in to an argument;

(h) Select and apply appropriate scientific or technical principles to the diagnosis, analysis and solution of complex and unpredictable problems;

(i) Demonstrate familiarity with, and understanding of, the important facts and principles in a broad field of study and an awareness of the provisional nature of knowledge and theory;

(j) Assess the ethical dimensions and wider consequences of human activities, to optimise economic, community and environmental sustainability;

(k) Select and apply clinical skills appropriate to the role of a professional veterinary nurse;

(l) Apply knowledge and understanding of the Veterinary Nursing field to make competent and informed contribution to the work environment;

(m) Identify the roles and responsibilities of each member of the veterinary team to ensure the health and welfare of the animal and understand the limitations of the veterinary nursing role and the need to refer responsibly;

(n) Demonstrate safe working practices and advise others accordingly.

(o) Communicate clearly and effectively using written, verbal and visual media;

(p) Manipulate and interpret complex sets of data, assess their reliability and present them in an appropriate format;

(q) Display the transferable skills and ability to acquire new competencies required for career progression, including the acquisition of applied workplace skills;

(r) Demonstrate the ability to establish effective working relationships with others, defining, sharing and delegating responsibility within a group;

(s) Use a range of technological equipment and systems;

(t) Identify and evaluate the potential professional conflicts surrounding ethical practise, demonstrating an ability to manage issues encountered by veterinary nurses;
## Appendix 2 – Mapping of Modules to LANTRA National Occupational Standards, RCVS Day One Skills for Veterinary Nurses and CBI Skills

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Name</th>
<th>NOS ref.</th>
<th>Competencies ref.</th>
<th>CBI Employability Skills</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Evidence Based Nursing</td>
<td>CU5, RVN31</td>
<td>NA</td>
<td>CB1; CBI4; CBI5; CBI6; CBI7</td>
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<td>2</td>
<td>Anatomy and Physiology</td>
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<td>3.1</td>
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<tr>
<td>3</td>
<td>Equine and Livestock Management</td>
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<td>4.1-4.7. 2.12</td>
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<tr>
<td>4</td>
<td>Introduction to Animal Behaviour</td>
<td>RVN4</td>
<td>6.2, 6.6</td>
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<tr>
<td>5</td>
<td>Nutrition and Breeding</td>
<td>AUX6, RVN4, RVN9, RVN10, RVN30</td>
<td>6.1, 6.8-6.10</td>
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<tr>
<td>6</td>
<td>Process and Practice of a Veterinary Business</td>
<td>AC3, AC7, AUX1, AUX2, AUX3, AUX7, CU129, CU2, CU5a, CU7.2, A4, RVN3, RVN4, RVN8, RVN11, RVN21, RVN31</td>
<td>1.1-1.8. 2.2-2.11. 5.1-5.8.6.27. 6.18-6.28. 16.1-16.13.</td>
<td>CBI2; CBI3</td>
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<td>Veterinary Nursing Practice</td>
<td>CU37, AUX5, AUX6, CU45, RVN6, RVN14, RVN7, RVN8, RVN9, RVN10, RVN11, RVN17, RVN29, RVN30</td>
<td>6.1-6.5. 6.14-6.17. 16.1-16.13.18.1-18.9.</td>
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<td>Anaesthesia for Veterinary Nurses</td>
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<td>Diagnostics for Veterinary Practice</td>
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<td>Complementary and Medical Nursing</td>
<td>RVN12, RVN16, RVN15, RVN6, RVN7, RVN31, RVN9</td>
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<td>Surgical Nursing and Theatre Practice for Veterinary Nurses</td>
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<tr>
<td>16</td>
<td></td>
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<td></td>
<td>Veterinary Care and Management for Livestock</td>
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<tr>
<td>18</td>
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<td>Work-Related Project</td>
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</table>

The award includes clear mapping and assessment of the RCVS Day One Skills for Veterinary Nurses as published by the RCVS. The documentation clearly references the Lantra National Occupational Standards as part of this framework.

The recording process used to generate evidence of assessment for the RCVS Day One Skills for Veterinary Nurses is the Nursing Progress Log.