

Level 3 Diploma in Veterinary Nursing (7457)

Version 5.6 (July 2018)



Qualification at a glance

Subject area	Veterinary Nursing
City & Guilds number	7457
Age group approved	16-18, 18+, 19+
Entry requirements	5 GCSEs at Grade C/Grade 4 or above (must include Mathematics, English and a Science plus two other subjects) or equivalent qualifications at level 2 or higher.
Assessment	Portfolio, e-volve test, OSCE practical exam, centre-devised assignments
Fast track	n/a
Support materials	Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 Diploma in Veterinary Nursing – small animal Synoptic assessment	7457-03	600/6052/9
Level 3 Diploma in Veterinary Nursing – equine Synoptic assessment	7457-13	600/6052/9
Level 3 Diploma in Veterinary Nursing Unit assessment route	7457-23	600/6052/9

Version and date	Change detail	Section
1.2 October 2012	Amendments to test specifications	4. Assessment
1.3 January 2013	Information added to Assessment section	4. Assessment
1.3 January 2013	Supporting information (assessment criteria covered by exam) amended for unit 313	5. Units
1.3 January 2013	Appendix added – student guide	Appendix 2
1.4 February 2013	Amended Assessment section to include unitised tests	4. Assessment
1.5 March 2013	Small amendments made to test specification numbers	4. Assessment
1.6 April 2013	Removed references to RCVS assessments in Appendix 2	Appendix 2
1.7 May 2013	Amended info in “Time Constraints”	4 Assessment
1.8 May 2013	Added reading list	Appendix 3
1.9 May 2013	Amended Range	5. Units

2.0 Sept 2013	Range added	10 Units (301-302, 304-305, 307, 308-312)
3.0 Sept 2014	Amended learning outcome numbers in synoptic exam test specifications Unit 313 Assessment – LO3.1 may be assessed via assignment or exam Unit 314 Credit value amended to 10 Unit 314 GLH amended to 40 Unit 315 Assessment – LO6 may be assessed via assignment or exam Attending examinations updated Resitting an examination updated	3 Delivering the qualification Unit 313 Unit 314 Unit 315 Appendix 2 Section 3
4.0 May 2015	OSCE examination arrangements Attending examinations updated Reading list updated NOS References amended	Section 3 Section 3 Appendix 3
4.1 February 2016	Reference to RCVS guidance added	Section 2
5.0 March 2017	Approval guidance updated	Centre Requirements
	Work placement guidance added	Section 2
	GLH completion guidance added	Section 2
	RCVS Centre approval standards guidance added	Section 2
	Training practices guidance added	Section 2
	Record keeping guidance added	Section 2
	Nursing Progress log section amended	Appendix 2 Section 2
	Qualifying to be a veterinary nurse section guidance amended (hours and weeks revised)	Appendix 2 Section 1
	External quality assurer guidance added	Appendix 2 Section 2
5.1 March 2017	Additional guidance added to centre devised assessment section.	Section 4 Assessment
5.2 March 2017	GLH error corrected from 915 to 715	Section 2 Centre requirements
5.3 August 2017	Amended the numbered list for unit 312 in test 3	Assessment
5.4 August 2017	'Centre set and marked assessments' - Information on where to find materials added	Assessment
5.5 December 2017	RCVS guidance amended	RCVS guidance
5.6 July 2018	RCVS guidance amended	Appendix 4

City & Guilds
Believe you can



www.cityandguilds.com



Contents

1	Introduction	9
	Structure	10
2	Centre requirements	18
	Approval	18
	RCVS Centre approval standards	18
	Resource requirements	20
	RCVS guidance	23
3	Delivering the qualification	24
	Initial assessment and induction	24
	Support materials	24
	Recording documents	24
4	Assessment	25
	Time constraints	25
	Assessment strategy	25
5	Units	35
Unit 301	Understanding the operational requirements of a veterinary practice	36
Unit 302	Comparative functional anatomy for veterinary nursing practice	42
Unit 303	Professional relationships and communication for veterinary nursing practice	52
Unit 304	Applied animal welfare, health and husbandry for veterinary nurses	57
Unit 305	Infection control in veterinary practice	65
Unit 306	Essentials of practical veterinary nursing care for hospitalised animals	71
Unit 307	Supporting the supply of veterinary medicines	75
Unit 308	Veterinary nursing support of diagnostic imaging	81
Unit 309	Veterinary nursing support for laboratory diagnostics	89
Unit 310	Supporting veterinary operating theatre practice	94
Unit 311	Understanding the essentials of veterinary nursing care for hospitalised animals	103
Unit 312	Principles of supporting veterinary anaesthesia	110
Unit 313	Preparing for professional registration	118
Unit 314	Principles of peri-operative veterinary nursing support for small animals	124
Unit 315	Principles of veterinary nursing support for small animal patients	130
Unit 316	Principles of small animal veterinary nursing emergency and critical care	138

Unit 317	Practical monitoring of small animal veterinary anaesthesia	145
Unit 318	Practical peri-operative veterinary nursing support for small animals	148
Unit 319	Practical veterinary nursing support of small animal patients	152
Unit 320	Principles of peri-operative veterinary nursing support for horses	156
Unit 321	Principles of veterinary nursing support for equine patients	162
Unit 322	Principles of equine veterinary nursing emergency and critical care	170
Unit 323	Principles of equine neonatal care	177
Unit 324	Practical peri-operative veterinary nursing support for horses	184
Unit 325	Practical veterinary nursing support of equine patients	188
Appendix 1	Relationships to other qualifications	191
Appendix 2	Student guide and materials	192
	Personal information	192
1	Being a student veterinary nurse	193
	Qualifying to be a veterinary nurse	193
	Enrolment	194
	Record of training	194
	Moving to another training practice	194
	Schedule 3 of the Veterinary Surgeons Act 1966	194
	Who's who in City & Guilds Veterinary Nursing qualifications	196
2	Training in clinical practice	197
	About your practical training	197
	People involved in your practical training	198
	Working with the Nursing Progress Log	200
	Planning your practical learning	204
3	Courses, assessment and certification	207
	OSCE examination arrangements	207
	Attending examinations	207
	Resitting an examination	208
	Certification	208
4	Entry to the RCVS Register of Veterinary Nurses	209
	Qualifying to enter the Register	209
	Ceasing to be a student veterinary nurse	209
	Working as a registered veterinary nurse	210
5	Guidance on Schedule 3 of the Veterinary Surgeons Act 1966	211
6	Notification of student changes of address, employment and/or request to transfer centre	215
7	Record of Veterinary Nurse Training	218

8	Skills match grid	221
Appendix 3	Reading List	224
Appendix 4	Sources of general information	225



1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	<p>They are for learners who work or want to work as Veterinary Nurses in the Veterinary Nursing sector. It is designed to support the preparation of veterinary nurses for professional registration on the Royal College of Veterinary Surgeons Register of Veterinary Nurses.</p> <p>It is mandatory for those seeking entry to the RCVS Register to be in possession of an 'approved qualification'. The Level 3 Diploma in Veterinary Nursing falls into this category.</p>
What do the qualifications cover?	<p>They allow candidates to learn, develop and practise the skills required for employment and/or career progression in the Veterinary Nursing sector.</p>
Are the qualifications part of a framework or initiative?	<p>They serve as competence and knowledge qualifications in the Veterinary Nursing Apprenticeship framework.</p>
What opportunities for progression are there?	<p>They allow learners to progress into employment within the Veterinary Nursing Sector. It also allows learners to progress onto other higher level qualifications within the sector</p>

Structure

To achieve the 7457-03 **Level 3 Diploma in Veterinary Nursing – Small Animals**, learners must achieve **180** credits from the mandatory units and pass all of the assessments listed below:

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
M/601/6871	Unit 301	Understanding the operational requirements of a veterinary practice	10
K/601/6965	Unit 302	Comparative functional anatomy for a veterinary nursing practice	20
J/601/6956	Unit 303	Professional relationships and communication for veterinary nursing practice	10
J/601/7170	Unit 304	Applied animal welfare, health and husbandry for veterinary nursing	20
L/601/7171	Unit 305	Infection control in a veterinary practice	5
L/601/7185	Unit 306	Essentials of practical veterinary nursing care for hospitalised animals	5
R/601/7284	Unit 307	Supporting the supply of veterinary medicines	5
Y/601/7285	Unit 308	Veterinary nursing support for diagnostic imaging	10
D/601/7286	Unit 309	Veterinary nursing support for laboratory diagnostics	5
H/601/7287	Unit 310	Supporting veterinary operating theatre practice	10
T/601/7178	Unit 311	Understanding the essentials of veterinary nursing care for hospitalised animals	10
K/601/7288	Unit 312	Principles of supporting veterinary anaesthesia	10
M/601/7289	Unit 313	Preparing for veterinary registration	10
T/601/7729	Unit 314	Principles of peri-operative veterinary nursing support for small animals	10
T/601/7732	Unit 315	Principles of veterinary nursing support for small animal patients	10
H/601/7743	Unit 316	Principles of small animal veterinary nursing emergency and critical care	10

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory Continued			
M/601/7728	Unit 317	Practical monitoring of small animal veterinary anaesthesia	10
K/601/7730	Unit 318	Practical peri-operative veterinary support for small animals	5
R/601/7737	Unit 319	Practical veterinary nursing support for small animal patients	5
Assessments			
Links to unit 303	333	Professional relationships and communication for veterinary nursing practice – centre assignment	n/a
Links to unit 316	334	Principles of small animal veterinary nursing emergency and critical care – Portfolio	n/a
Links to units 301, 303, 304, 305, 306, 307, 308, 309, 310	350	OSCE Practical exam – core units	n/a
Links to units 301, 305, 311	351	Core units - E-volve test A	n/a
Links to units 302, 304	352	Core units – E-volve test B	n/a
Links to units 307, 308, 309, 310, 312	353	Core units – E-volve test C	n/a
Links to units 316, 317, 318, 319	354	OSCE Practical exam – small animal	n/a

To achieve the 7457-13 **Level 3 Diploma in Veterinary Nursing – Equine**, learners must achieve **180** credits from the mandatory units and pass all of the assessments listed below:

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
M/601/6871	Unit 301	Understanding the operational requirements of a veterinary practice	10
K/601/6965	Unit 302	Comparative functional anatomy for a veterinary nursing practice	20
J/601/6956	Unit 303	Professional relationships and communication for veterinary nursing practice	10
J/601/7170	Unit 304	Applied animal welfare, health and husbandry for veterinary nursing	20
L/601/7171	Unit 305	Infection control in a veterinary practice	5
L/601/7185	Unit 306	Essentials of practical veterinary nursing care for hospitalised animals	5
R/601/7284	Unit 307	Supporting the supply of veterinary medicines	5
Y/601/7285	Unit 308	Veterinary nursing support for diagnostic imaging	10
D/601/7286	Unit 309	Veterinary nursing support for laboratory diagnostics	5
H/601/7287	Unit 310	Supporting veterinary operating theatre practice	10
T/601/7178	Unit 311	Understanding the essentials of veterinary nursing care for hospitalised animals	10
K/601/7288	Unit 312	Principles of supporting veterinary anaesthesia	10
M/601/7289	Unit 313	Preparing for veterinary registration	10
M/601/7745	Unit 320	Principles of peri-operative veterinary nursing support for horses	10
F/601/7748	Unit 321	Principles of veterinary nursing support for equine patients	10
A/601/7750	Unit 322	Principles of equine veterinary nursing emergency and critical care	10
F/601/7751	Unit 323	Principles of Equine neonatal care	10
A/601/7747	Unit 324	Practical peri-operative veterinary nursing for horses	5
J/601/7749	Unit 325	Practical veterinary nursing support for equine patients	5

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Assessments			
Links to unit 303	333	Professional relationships and communication for veterinary nursing practice – centre assignment	n/a
Links to 322	335	Principles of equine veterinary nursing emergency and critical care – Portfolio	n/a
Links to 323	336	Principles of Equine neonatal care	n/a
Links to units 301, 303, 304, 305, 306, 307, 308, 309, 310	350	OSCE Practical exam – core units	n/a
Links to units 301, 305, 311	351	Core units - E-volve test A	n/a
Links to units 302, 304	352	Core units – E-volve test B	n/a
Links to units 307, 308, 309, 310, 312	353	Core units – E-volve test C	n/a
Links to units 322, 323, 324, 325	355	OSCE Practical exam – Equine	n/a

To achieve the 7457-23 **Level 3 Diploma in Veterinary Nursing** through the unitised route, learners must achieve a total **180** credits: **130** credits from the mandatory units and pass all of the assessments listed plus achieve **50** credits from either the small animal units or equine units and all the relevant assessments plus either certification module 901 for small animal route or certification module 902 for equine route:

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
M/601/6871	Unit 301	Understanding the operational requirements of a veterinary practice	10
K/601/6965	Unit 302	Comparative functional anatomy for a veterinary nursing practice	20
J/601/6956	Unit 303	Professional relationships and communication for veterinary nursing practice	10
J/601/7170	Unit 304	Applied animal welfare, health and husbandry for veterinary nursing	20
L/601/7171	Unit 305	Infection control in a veterinary practice	5
L/601/7185	Unit 306	Essentials of practical veterinary nursing care for hospitalised animals	5
R/601/7284	Unit 307	Supporting the supply of veterinary medicines	5
Y/601/7285	Unit 308	Veterinary nursing support for diagnostic imaging	10
D/601/7286	Unit 309	Veterinary nursing support for laboratory diagnostics	5
H/601/7287	Unit 310	Supporting veterinary operating theatre practice	10
T/601/7178	Unit 311	Understanding the essentials of veterinary nursing care for hospitalised animals	10
K/601/7288	Unit 312	Principles of supporting veterinary anaesthesia	10
M/601/7289	Unit 313	Preparing for veterinary registration	10

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory continued			
Links to unit 303	333	Professional relationships and communication for veterinary nursing practice – centre assignment	n/a
Links to units 301, 303, 304, 305, 306, 307, 308, 309, 310	350	OSCE Practical exam – core units	n/a
Links to unit 301	501	Understanding the operational requirements of a veterinary practice – E-volve test	n/a
Links to unit 302	502	Comparative functional anatomy for veterinary nursing practices – E-volve test	n/a
Links to unit 304	503	Applied animal welfare, health and husbandry for veterinary practice – E-volve test	
Links to unit 305	504	Infection control in veterinary practice – E-volve test	
Links to unit 306	505	Supporting the supply of veterinary medicines – E-volve test	
Links to unit 308	506	Veterinary nursing support of diagnostic imaging – E-volve test	
Links to unit 309	507	Veterinary nursing support of laboratory diagnostics – E-volve test	
Links to unit 310	508	Supporting veterinary operating theatre practice – E-volve test	
Links to unit 311	509	Understanding the essentials of veterinary nursing care for hospitalised animals – E-volve test	
Links to unit 312	510	Principles of supporting veterinary anaesthesia – E-volve test	

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Small animal units			
T/601/7729	Unit 314	Principles of peri-operative veterinary nursing support for small animals	10
T/601/7732	Unit 315	Principles of veterinary nursing support for small animal patients	10
H/601/7743	Unit 316	Principles of small animal veterinary nursing emergency and critical care	10
M/601/7728	Unit 317	Practical monitoring of small animal veterinary anaesthesia	10
K/601/7730	Unit 318	Practical peri-operative veterinary support for small animals	5
R/601/7737	Unit 319	Practical veterinary nursing support for small animal patients	5
Links to unit 303	333	Professional relationships and communication for veterinary nursing practice – centre assignment	n/a
Small Animal Assessments			
Links to unit 316	334	Principles of small animal veterinary nursing emergency and critical care – Portfolio	n/a
Links to units 316, 317, 318, 319	354	OSCE Practical exam – small animal	n/a
Certification Module			
901	Certification module – Level 3 Diploma in Veterinary Nursing – Small Animal		

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Equine units			
M/601/7745	Unit 320	Principles of peri-operative veterinary nursing support for horses	10
F/601/7748	Unit 321	Principles of veterinary nursing support for equine patients	10
A/601/7750	Unit 322	Principles of equine veterinary nursing emergency and critical care	10
F/601/7751	Unit 323	Principles of Equine neonatal care	10
A/601/7747	Unit 324	Practical peri-operative veterinary nursing for horses	5
J/601/7749	Unit 325	Practical veterinary nursing support for equine patients	5
Equine Assessments			
Links to 322	335	Principles of equine veterinary nursing emergency and critical care – Portfolio	n/a
Links to 323	336	Principles of Equine neonatal care	n/a
Links to units 322, 323, 324, 325	355	OSCE Practical exam – Equine	n/a
Certification Module			
902	Certification module – Level 3 Diploma in Veterinary Nursing – Equine		



2 Centre requirements

Approval

There is no fast track approval for this qualification, existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

RCVS Centre approval standards

To meet the RCVS approval criteria, City & Guilds monitors centres against the RCVS regulatory requirements to ensure that any centre delivering the qualification has also met the required sector regulatory standards.

The RCVS requirements are in addition to what is specified in this qualification handbook, generic Centre Handbook and Quality Assurance Requirements.

The standards that need to be met are as follows:

Centre Standard 1 – The organisation

There is a binding agreement with City & Guilds that sets out national and professional obligations

A designated senior member of centre staff is responsible for the overall delivery of the qualification.

Centre Standard 2 – Financial integrity and market

- Centres must be able to demonstrate a sound and sustainable operating basis
- Proposed qualification delivery must demonstrate an adequate and sustainable market

Centre Standard 3 – Human resources

- Centres must have sufficiently suitably qualified staff to deliver the qualification and to provide appropriate levels of student support
- Active support of continuous staff development must be demonstrated

Centre Standard 4 – Centre management and communication

- Centres must be able to demonstrate clear and effective lines of communication between members of centre staff and affiliated veterinary training practices
- Training practices must be regarded as an integral resource of the centre and must be developed and supported accordingly
- An MoU must be in place clearly setting out the roles and responsibilities in place for all training practices, and other organisations, partnering the centre to deliver
- Record-keeping must be effective and compliant with the current requirements of the regulatory authorities
- Centres must allow City & Guild access to people, premises and records and must co-operate with RCVS quality assurance activities in relation to qualification delivery

Centre Standard 5 – Management and support of students

- An admissions policy, taking into account entry criteria for veterinary nurse training and equal opportunities, must be demonstrated
- Records of student attendance and progress must be maintained
- Adequate opportunity must be afforded for the provision of individual tutorial and/or pastoral student support
- Arrangements must be in place for the identification and support of students with a disability or educational need
- Adequate and effective support of students in employment (or on an educational placement) must be demonstrated
- Arrangements must be in place for RCVS enrolment of students
- Where students are not enrolled with RCVS prior to starting their placement the centre must provide, by letter, details of the impact this will have on training time requirements and the potential effects to initial registration

Centre Standard 6 – Programme design

- Programme design must address the qualification learning outcomes and assessment criteria
- The curriculum should take into account the close links to:
 - Centre Standard 7 – Practical placement arrangements
 - Centre Standard 8 – Accommodation and practical teaching resources
 - Centre Standard 9 – Learning resources
 - Centre Standard 10 – Assessment and quality assurance
 - Centre Standard 11 – Programme review

Approved centres must be able to provide evidence to both City & Guilds and RCVS that the two sets of Standards are being met.

The RCVS Awarding Organisation and HE Institute Handbook provides further details of the specific requirements within each Standard along with supporting guidance. The handbook can be found at:
<https://www.rcvs.org.uk/document-library/awarding-organisation-and-higher-education-institution-handbook/>

Resource requirements

Physical resources and site agreements

This qualification requires learners to have access to suitable work experience in clinical veterinary practice. This may be on the basis of paid employment (e.g. apprenticeship) or an unpaid placement.

Practical, work-based learning comprises a critical element of this qualification. Veterinary practices that support the learners will accordingly be evaluated and ongoing quality assurance by centres to ensure that they have in place the required standard of facilities, case-load and staff expertise to support clinical learning.

Core units must be delivered in the context of small animal nursing (cats, dogs and exotics*) and equine nursing. Learners may gain relevant practical nursing experience in either context or in both, during their employment or placement.

** exotics are small pets other than cats and dogs, and may include birds, rabbits, reptiles, rodents and other small mammals.*

Work placement

Learners must be provided with adequate access to placements (or employment) in a veterinary practice for the purpose of clinical training and assessment. Practices used for the placement of learners must meet the RCVS standards for training practices (see **Training Practices**).

Where learners are not employed, the Centre must provide a placement for all learners that they recruit onto the programme. It is not acceptable to expect learners to find placements for themselves unless they wish to gain experience in a practice other than one available within the Centre's "pool" of available placements e.g. they wish to gain practical experience whilst living at home, some distance from the college/university.

Consideration needs to be given to the number of learners requiring a placement at any one time.

Centres should have sufficient affiliated training practices in order to offer clinical placements to all of their learners. It is not acceptable to rely upon obtaining placement agreements from practices affiliated to other Centres, or to require learners to find their own placements.

Where Centres have insufficient provision of placement City & Guilds cannot approve them to run the qualification and learners will not be able to enrol.

If a new centre seeks approval to run the qualification City & Guilds will notify the RCVS who will then contact the Centre to ascertain the arrangement in place for access to training practice.

Training Practices

Centres must see Training Practices as an integral resource and must be developed and supported accordingly.

Affiliation agreements must be in place with all Training Practices, including any that may be organisationally linked to the centre (such as university veterinary hospitals).

Site visits for quality assurance purposes should be made to a centre's linked training practices at least once a year. Training Practices should be risk-assessed and those presenting high risk should be monitored more frequently, either indirectly or involving site visits depending upon the issues.

Situations that place a Training Practice at high risk include;

- unqualified or inexperienced clinical supervisors;
- high student attrition and/or slow progress;
- repeated student failure of summative objective practical examination;
- deficiency of clinical resources

Please note: this list is not exhaustive.

There must be a clear action plan in place to demonstrate how the risks will be reduced.

Centres are expected to communicate regularly with Training Practices, and in particular clinical supervisors, to ensure that they are kept abreast of training issues. Communication should include at least one Training Practice liaison meeting annually.

Further guidance can be found in the following sections of the RCVS Awarding Organisation and HE Institute Handbook (<https://www.rcvs.org.uk/document-library/awarding-organisation-and-higher-education-institution-handbook/>):

Training Practice (TP) approval standards

TP Standard 1 – The organisation

TP Standard 2 – Human resources

TP Standard 3 – Clinical facilities

TP Standard 4 – Clinical training resources

TP Standard 5 – Delivery of training

TP Standard 6 – Management, monitoring and review of training

TP Standard 7 – Declaration.

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training.
- either be Registered Veterinary Nurses or Registered (home practising) Veterinary Surgeons in addition to holding appropriate education qualifications
- be qualified to QCF level 6 (or equivalent) or be actively working towards a relevant qualification at this level and/ or have recent significant, demonstrable and current experience of working in veterinary practice, or a related area, at this level.
- have credible experience of providing training.

Clinical coaches

- must be either Registered Veterinary Nurses (RVN or REVN) or registered (home practising) Veterinary Surgeons (MRCVS)
- centres must ensure that clinical coaches receive suitable training and continuing support for their role

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualifications.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

Before undertaking this qualification, learners must hold five GCSEs or Standard grade passes at grade C or above in:

- English language
- Mathematics
- A science subject
- Two further subjects

Or equivalent qualifications at level 2 or higher.

Learners must have access to suitable work experience in a clinical veterinary practice. This may be on the basis of paid employment (e.g. apprenticeship) or an unpaid placement.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s.

Record keeping

Centres must have sight of (and keep copies of) original examination certificates when checking eligibility for recruitment to the programme.

Centres must have in place systems for recording learner attendance, educational needs, progress and tutorial interviews/meetings.

All current learner progress records, or proposed learner progress record systems, should be available, by cohort, for inspection in the event of a quality monitoring audit.

Guided Learning Hours (GLH)

An indication of the guided learning hours proposed for each module or unit of the qualification has been provided and adds up to 715 hours in total.

Guided Learning Hours (GLH) are defined as all times when a member of Centre staff is present to give specific guidance towards the qualification being studied. GLH include lectures, tutorials and supervised study, whether in the classroom or via open learning. GLH may also include time spent by Centre staff directly assessing a student's competence. GLH do not include private study, homework or work-based learning. Neither do they include time spent by staff in the day-to-day marking of assignments and homework where the learner is not present nor does it include hours where supervision is of a general nature and is not specific to the study of veterinary nursing.

RCVS guidance

SVNs must have completed and must provide evidence that they have completed at least 2990 hours in training as part of an accredited further or higher education qualification. This includes both practical experience whilst employed, or on placement from college, in an approved training practice and time attending college or university.

The training programme must include a minimum of 1800 hours employed, or on placement, in an approved training practice in addition to the taught university or college course. The period of practical training evidence must be based on normal contracted or agreed working hours and must exclude annual leave, and other absences including sick leave and bank holidays, breaks overtime and on call time.

Additional guidance developed by the RCVS can be found at:

<https://www.rcvs.org.uk/education/approving-veterinary-nursing-qualifications/>

This guidance covers:

RCVS regulatory requirements

Veterinary nursing licence to practise qualifications

Standards of approval – to include clinical supervisor role and responsibilities

The role of training practices

RCVS quality monitoring processes

RCVS student enrolment and registration

Schedule 3 and delegation



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs, support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Learners must have access to a taught programme in support of the qualification outcomes. This may be provided by an attended course or through a programme of blended learning, delivered by an approved centre.

Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment pack	www.cityandguilds.com

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several e-Portfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.



4 Assessment

Candidates must complete all of the assessments for the qualification. These include:

- Portfolio of evidence (Nursing Progress Log)
- Centre devised assignments
- Centre devised exams
- Online multiple choice tests, using e-volve
- Practical exam (OSCE)

City & Guilds has written the following assessments to use with this qualification:

- Online multiple choice tests, using e-volve
- Practical exam (OSCE)

Time constraints

The following must be applied to the assessment of this qualification:

- Candidates cannot re-take assessments (OSCE, e-volve tests and centre devised assessments) more than **four** times
- Candidates who have failed to pass on their fourth attempt will need to re-register on the qualification after a period of **one year** following their last examination
- This will be a period of reflection where the learner should improve their knowledge and skills sufficiently enough for the centre, and the learner, to feel comfortable re-registering them on to the qualification.

Assessment strategy

Nursing Progress Log

Practical elements of this qualification are assessed by the completion of the Nursing Progress Log (NPL).

Objective Structured Clinical Examination (OSCE)

The OSCE consists of 12 stations, each one is six minutes long. Candidates are required to pass a minimum of eight stations. Within each station are a number of key steps. Candidates must achieve these key steps in order to pass the station. It is the centres responsibility to ensure candidates are adequately prepared for the examination and familiar with the key steps.

All City & Guilds OSCE stations are available on the City & Guilds Veterinary Nursing webpage.

Centre-devised assignments and exams

Assignments and exams are set and marked by the centre according to criteria set by City & Guilds. Quality assurance must be provided by the centre, and must be independently moderated.

Specific guidance regarding the learning outcomes and assessment criteria covered by each assignment or exam are detailed in full in their units in this document.

There is a file containing centre devised assessment (for assignments and exams) guidance and templates that can be downloaded from the 7457 webpage (please see below for further details).

Centre set and marked assessments

City & Guilds has provided separate guidance for writers of centre based assessments which should be read in conjunction with this document, entitled, '**GM1 - Developing centre devised assessments – guidance for centre based assessment writers**'.

A set of generic recording forms is also provided as follows:

- Assessment tasks (AD1)
- Assessment grading criteria (AD2)
- Assessment sign off form (AD3)
- Evidence recording form (GF1)
- Assessment unit front and mark sheet (GF2)
- Assessment task front sheet (GF3)
- Assessment unit mark sheet (GF4)
- Assessment feedback and action plan form (GF5)
- Qualification assessment tracking form (GF6)
- Group assessment tracking form (GF7)

A full explanation of the use of these forms can be found in the centre devised assessment writing guidance. All of this material is available to download from the City & Guilds website at **<http://www.cityandguilds.com/delivering-our-qualifications/centre-development/quality-assurance/quality-assurance-documents>**.

Online multiple choice tests, using e-volve

The multiple choice tests are available on-demand and online, via City & Guilds' e-volve platform. For full details on registering candidates see this link: **<http://www.cityandguilds.com/Provide-Training/Delivery-Success/e-volve/Getting-e-volve>**

Candidates may have to answer some questions involving calculations. Therefore non-programmable calculators and/or blank paper and pens are permitted for candidates.

Full test specifications for each of the synoptic (351, 352, 353) and unitised (501-510) tests are found below.

From August 2014 result summaries/score reports will begin to have the learning outcomes numbered to align with the units.

Synoptic tests

Test 1: Unit 351 (synoptic)

Duration: 90 minutes

Unit	Outcome	Number of questions	%
301	1. Understand the roles of members of the veterinary team	7	8
	2. Understand the aims of effective health and safety within a veterinary practice	14	16
	3. Understand how to use and maintain equipment in a veterinary practice	6	7
	4. Understand how to maintain stocks of veterinary consumables and pharmaceuticals	7	8
	5. Know the principles of record-keeping	3	3
305	1. Understand the role of infection in animal and human health	6	7
	2. Understand the principles of disease transmission in veterinary practice	1	1
	3. Understand the principles of disinfection and sterilisation	5	5
	4. Understand how to maintain a clean clinical environment	2	2
	5. Understand how to maintain personal hygiene in relation to cross-infection	1	1
	6. Understand the principles of infection monitoring	2	2
311	1. Understand the principles of a systematic approach to the provision of nursing care	7	8
	2. Understand how to assess the condition of patients	9	10
	3. Understand the use of different types of accommodation for hospitalised animals	6	7
	4. Understand the nursing care and management of patients taking into account species, life-stage and temperament	9	10
	5. Know how to administer medications	5	5
Total		90	100

Test 2: Unit 352 (synoptic)

Duration: 135 minutes

Unit	Outcome	Number of questions	%
302	1. Know anatomical and physiological terminology in relation to veterinary nursing practice	5	4
	2. Know anatomical landmarks in living animals that are relevant to veterinary nursing practice	5	4
	3. Understand the normal form and function of body systems in a range of mammalian species	40	30
	4. Know the key anatomical body functions of birds and reptiles	8	6
	5. Be able to relate normal form and function to the effects of disorder in disease processes and the consequent nursing requirements of sick animals	5	4
304	1. Understand the principles of animal welfare	6	4
	2. Understand the essential factors for maintaining animal health for a range of species	18	13
	3. Know the nutritional requirements of animals	18	13
	4. Understand the reproduction and breeding of animals	18	13
	5. Know methods of animal identification	12	9
Total		135	100

Test 3: Unit 353 (synoptic)

Duration: 135 minutes

Unit	Outcome	Number of questions	%
307	1. Understand the legal requirements in relation to the storage and supply of veterinary medicines	4	3
	2. Know how to supply veterinary medicines to clients	9	6
	3. Understand the principles of pharmacodynamics	6	4
	4. Know how to provide advice to clients on the administration of veterinary medicines	2	2
308	1. Know the legal requirements for operating radiographic equipment in a veterinary practice	4	3
	2. Understand the principles of radiography	10	7
	3. Know the principles of adjuvant imaging techniques	8	6
	4. Understand how to take radiographs	2	2
	5. Know how to process radiographs	6	4
309	1. Understand the function and use of laboratory equipment	2	2
	2. Understand how to collect and prepare specimens for examination	5	4
	3. Know how to test pathological specimens	5	4
	4. Know how to prepare specimens for transportation	5	4
310	1. Understand the principles of operating theatre design and use	6	4
	2. Understand the use of operating theatre furniture and equipment	5	4
	3. Understand the principles of instrument care and sterilisation	5	4
	4. Understand the management of instruments and materials during a surgical procedure	8	6
	5. Understand the principles of patient care during surgery	7	5
312	1. Understand the principles of anaesthesia	10	7
	2. Know the function of anaesthetic drugs	2	2
	3. Understand the function of anaesthetic equipment	6	4

	4. Understand anaesthetic preparation and induction	7	5
	5. Understand the principles of monitoring an anaesthetised animal	8	6
	6. Know how to recognise and respond to anaesthetic emergencies	3	2
	Total	135	100

Unitised tests

501 Understanding the operational requirements of a veterinary practice

Duration: 75 minutes

Unit	Outcome	Number of questions	%
301	1. Understand the roles of members of the veterinary team	7	16
	2. Understand the aims of effective health and safety within a veterinary practice	18	40
	3. Know how to use and maintain equipment in a veterinary practice	6	13
	4. Understand how to maintain stocks of veterinary consumables and pharmaceuticals	10	22
	5. Know the principles of record-keeping	4	9
	Total	45	100

502 Comparative functional anatomy for veterinary nursing practice

Duration: 120 minutes

Unit	Outcome	Number of questions	%
302	1. Know anatomical and physiological terminology in relation to veterinary nursing practice	7	9
	2. Know anatomical landmarks in living animals that are relevant to veterinary nursing practice	7	9
	3. Understand the normal form and function of body systems in a range of mammalian species	46	62
	4. Know the key anatomical features and body functions of birds and reptiles	10	13
	5. Be able to relate normal form and function to the effects of disorder in disease processes and the	5	7

consequent nursing requirements of sick animals

	Total	75	100
--	--------------	-----------	------------

503 Applied animal welfare, health and husbandry for veterinary nurses

Duration: 120 minutes

Unit	Outcome	Number of questions	%
304	1. Understand the principles of animal welfare	6	9
	2. Understand the essential factors for maintaining animal health for a range of species	19	25
	3. Know the nutritional requirements of animals	19	25
	4. Understand the reproduction and breeding of animals	19	25
	5. Know the methods of animal identification	12	16
	Total	75	100

504 Infection control in a veterinary practice

Duration: 45 minutes

Unit	Outcome	Number of questions	%
305	1. Understand the role of infection in animal and human health	9	30
	2. Understand the principles of disease transmission in veterinary practice	3	10
	3. Understand the principles of disinfection and sterilisation	10	33
	4. Understand how to maintain a clean clinical environment	4	13
	5. Understand how to maintain personal hygiene in relation to cross-infection	2	7
	6. Understand the principles of infection monitoring	2	7
	Total	30	100

505 Supporting the supply of veterinary medicines**Duration:** 45 minutes

Unit	Outcome	Number of questions	%
307	1. Understand the legal requirements in relation to the storage and supply of veterinary medicines	5	17
	2. Know how to supply veterinary medicines to clients	13	43
	3. Understand the principles of pharmacodynamics	9	30
	4. Know how to provide advice to clients on the administration of veterinary medicines	3	10
Total		30	100

506 Veterinary nursing support of diagnostic testing**Duration:** 75 minutes

Unit	Outcome	Number of questions	%
308	1. Know the legal requirements for operating radiographic equipment in a veterinary practice	7	16
	2. Understand the principles of radiography	14	31
	3. Know the principles of adjuvant imaging techniques	10	22
	4. Understand how to take radiographs	4	9
	5. Know how to process radiographs	10	22
Total		45	100

507 Veterinary nursing support of laboratory diagnostics**Duration:** 45 minutes

Unit	Outcome	Number of questions	%
309	1. Understand the function and use of laboratory equipment	6	20
	2. Understand how to collect and prepare specimens for examination	10	34
	3. Know how to test pathological specimens	7	23
	4. Know how to prepare specimens for transportation	7	23
Total		30	100

508 Supporting veterinary operating theatre practice**Duration:** 75 minutes

Unit	Outcome	Number of questions	%
310	1. Understand the principles of operating theatre design and use	8	18
	2. Understand the use of operating theatre furniture and equipment	8	18
	3. Understand the principles of instrument care and sterilisation	7	15
	4. Understand the management of instruments and materials during a surgical procedure	14	31
	5. Understand the principles of patient care during surgery	8	18
Total		45	100

509 Understanding the essentials of veterinary nursing care for hospitalised animals**Duration:** 75 minutes

Unit	Outcome	Number of questions	%
311	1. Understand the principles of a systematic approach to the provision of nursing care	8	18
	2. Understand how to assess the condition of patients	10	22
	3. Understand the use of different types of accommodation for hospitalised animals	9	20
	4. Understand the nursing care and management of patients taking into account species, life-stage and temperament	11	24
	5. Know how to administer medications	7	16
Total		45	100

510 Principles of supporting veterinary anaesthesia

Duration: 75 minutes

Unit	Outcome	Number of questions	%
312	1. Understand the principles of anaesthesia	13	28
	2. Know the function of anaesthetic drugs	4	9
	3. Understand the function of anaesthetic equipment	8	18
	4. Understand anaesthetic preparation and induction	8	18
	5. Understand the principles of monitoring an anaesthetised animal	9	20
	6. Know how to recognise and respond to anaesthetic emergencies	3	7
Total		45	100

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

Learners may be credited with any unit of the qualification previously certificated provided that this has been achieved within five years of registration for the remaining units. Where a certificated unit was achieved more than five years prior to registration, learners must provide evidence of currency. A unit achieved more than ten years prior to registration will not be accepted for RPL.



5 Units

Availability of units

Units are also on The Register of Regulated Qualifications:
<http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Unit 301

Understanding the operational requirements of a veterinary practice

UAN:	M/601/6871
Level:	3
Credit value:	10
GLH:	40
Relationship to NOS:	This unit is linked to the Veterinary Nursing NOS unit RVN2 and the RCVS Day 1 Competences for Veterinary Nursing.
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit facilitates an understanding of working practise and the essential operation of a veterinary practice so that an employee may work effectively and safely within such an environment.</p> <p>It is intended to support individuals to support individuals working in veterinary practice and who are working towards professional registration as veterinary nurse.</p>
Assessment	E-volve test, portfolio (Nursing Progress Log)

Learning outcome
The learner will: 1. Understand the roles of member of the veterinary team
Assessment criteria
The learner can: 1.1 compare and contrast the roles of a veterinary surgeon and veterinary nurse 1.2 explain the role and functions of lay staff within a veterinary practice 1.3 outline the significance of the Veterinary Surgeons Act 1966 .

Roles: veterinary surgeon

Defining acts of veterinary surgery

Protection of animals' interests

The Veterinary Surgeons Act

RCVS Guide to Professional Conduct (current Code of Professional Conduct)

Roles: veterinary nurse

Supportive care to include models of nursing care

Working within professional competence

RCVS Guide to Professional Conduct for Veterinary Nurses to include: professional integrity, misconduct and gross misconduct

Registered Veterinary Nurses

Public image and professionalism

Define: Nursing assessment, nursing care, medical diagnosis, veterinary treatment

Role and functions of lay staff

Role of lay members of veterinary practice staff and limitations

Veterinary Surgeons Act 1966

In relation to who may treat animals (provisions for owners, veterinary nurses, student veterinary nurses).

Delegation of acts of veterinary surgery by a veterinary surgeon

Accepting delegated work – veterinary nurses and student veterinary nurses; acknowledging limitations

Learning outcome

The learner will:

2. Understand the aims of effective health and safety within a veterinary practice

Assessment criteria

The learner can:

- 2.1 explain the **aims of health and safety practice**
- 2.2 explain the **principal risks** in a veterinary practice, mentioning the environment, working hours, chemical and biological hazards
- 2.3 demonstrate how to **move and handle animals and equipment safely**, identifying risk factors and ergonomic principles
- 2.4 explain the **principles of handling and disposal of hazardous substances**, to include sharps, biological and chemical materials

Aims of health and safety practice

Reduction of risks to include: evaluating risks, risk assessments, standard operating procedures and guidelines

Identification of animals, clients and staff at special risk (e.g. asthma, pregnancy, age, spinal injuries)

Consequences of poor health and safety (human and economic costs)

Individual and employer accountability

Reporting of injuries, Disease and Dangerous Occurrences Regulations (RIDDOR)

Principal risks

Practice design, furnishings and equipment, security, shift patterns and working hours

Hazards – trips/ slip, electrical, substances, biohazards, gases, radiation, patients

Infection – inter-animals, zoonoses

Infestation

Radiation

Basic radiation safety – shielding, hazard lights, distance, protective equipment, signs and verbal warnings

Safe handling of developer

Exposure monitoring and use of dosimeters

Provisions of Ionising Radiation Regulations 1999

Move and handle animals and equipment safely

Basic ergonomics – limitations of humans as load carriers

Identification of risks – positioning of loads, weight, stability, and handler factors (e.g. size, experience, physical condition etc.)

Avoiding risk – unnecessary moves, appropriate storage, use of aids (e.g. slides, stretchers, trolleys, hoists and mechanical lifting equipment as applicable)

Safe techniques for manually moving loads

Provisions of Manual Handling Operations Regulations

Principles of handling and disposal of hazardous substances

Disposal systems for household, commercial, offensive, hazardous waste, sharps and special waste

Storage and disposal of animal tissue and cadavers

Handling offensive and hazardous substances:

Hazardous substance (e.g. blood, bodily fluids, animal tissue, pharmaceuticals, anaesthetic agents, scavenging systems and sharps)

Principles of safe handling and disposal

Control of Substances Hazardous to Health Regulations (COSHH)

Learning outcome

The learner will:

3. Know how to use and maintain equipment in a veterinary practice

Assessment criteria

The learner can:

3.1 describe the **use of veterinary practice equipment**, to include clinical furniture, powered and manual instrumentation, diagnostic imaging, laboratory and anesthetic equipment

3.2 explain protocols for **routine checking and maintenance of equipment** by both internal practice staff and external agencies to include frequency

3.3 explain how to identify **equipment faults**, to include action that should be taken in the event of malfunction

Use of veterinary practice equipment

Safe use of common equipment: adjustable tables, clippers, anaesthetic machines, scavenging equipment syringes/ needles, clinical furniture, powered and manual instrumentation, diagnostic imaging, laboratory and anaesthetic equipment

Maintenance protocols and manufacturers instructions

Reporting and managing unsafe equipment

Routine checking and maintenance of equipment

Equipment types commonly used in practice to include:

Diagnostic (in examination/ consultation rooms) e.g. ophthalmoscope, otoscope, thermometers

Powered and manual surgical equipment/ instruments: laboratory, imaging, anaesthetic, clinical furniture

Equipment faults

Management and reporting of risks:

Chemical and biological spills, glass breakages

Infection, infestation

Electrical faults, equipment fault

Fire, gaseous leak

Reporting of risks and incidents

Protocols for routine checking and maintenance to include calibration and PAT testing (daily, weekly, monthly, parameters to check)

Possible faults that may affect safety and reliability and what action should be taken

Learning outcome

The learner will:

4. Understand how to maintain stocks of veterinary consumables and pharmaceuticals

Assessment criteria

The learner can:

- 4.1 summarise the **principles of stock control**, mentioning record-keeping, storage conditions, stock rotation
- 4.2 identify the **range of materials** needed to support a veterinary practice, to include consumables, sterile supplies, pharmaceuticals and food
- 4.3 explain how to **dispose** of surplus and outdated materials, mentioning relevant legal requirements

Principles of stock control

Requirements for safe storage of medicines including Registration of Premises

Schedules of controlled drugs and requirements for ordering, recording, delivery, usage and storage

Legal requirements for record keeping of pharmacy stock to include: batch tracking, supply labelling

Maintenance of effective records – sale, supply, use and legally required

Methods of placing an order in a veterinary practice

Requirements for handling and storing materials following delivery to maintain condition and safety (vaccines, sterile supplies, controlled drugs, food) to include: stock rotation and expiry dates

Damaged stock and discrepancies between order and stock delivery

Keeping stock and equipment maintenance in consulting rooms, prep areas, kennels/ cattery or stables, operating theatre to include: labelling of broached vials and environmental considerations

Range of materials

Range of materials necessary to support a veterinary practice to include: consumables, pharmaceuticals, food, sundry items

Dispose

Basic disposal of unused, damaged, broached medicines including Controlled Drugs, and equipment/ materials

Safe handling and disposal of surplus and outdated veterinary material to include PPE and record keeping

Legislation covering disposal of surplus and waste materials

Learning outcome

The learner will:

5. Know the principles of record-keeping

Assessment criteria

The learner can:

5.1 explain the **principles of veterinary record-keeping**, mentioning client and patient records, to include confidentiality, data protection, RCVS Guides to Professional Conduct

Principles of veterinary record-keeping

Confidentiality

Principles of data protection to include record keeping, time frame for retention of records and disposal methods

Sharing of information

RCVS Guides to Professional Conduct (Veterinary and Veterinary nursing)

Patient records

History taking and recording

Recording of observations

Use of abbreviations (risks, abbreviations in common use)

Receiving records from and supplying records to another veterinary professional

Principles of certification

Creating and maintaining basic records of financial transactions

Unit 301

Understanding the operational requirements of a veterinary practice

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:

2.3, 2.4, 3.2, 3.3, 4.1, 4.3, 5.1

Unit 302

Comparative functional anatomy for veterinary nursing practice

UAN:	K/601/6965
Level:	3
Credit value:	20
GLH:	80
Relationship to NOS:	This unit provides underpinning knowledge for clinically focussed NOS units and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit provides the student veterinary nurse with an appropriate theoretical knowledge of the normal structure and function of the major body systems of a range of species. The student should also develop the practical skills to identify visually, or by palpation, the key anatomical features and landmarks required in day to day nursing practice.</p> <p>The unit provides initial insight into how normal physiological function can be disrupted and how this relates to disease processes. The student will learn how such physiological changes may modify requirements for nursing care.</p>
Assessment	E-volve test, portfolio (Nursing Progress Log)

Learning outcome
The learner will: 1. Know anatomical and physiological terminology in relation to veterinary nursing practice
Assessment criteria
The learner can: 1.1 explain the directional terms, prefixes and suffixes , modes of body section and joint movement and the anatomical boundaries of the body cavity

Directional terms

Anatomical planes, directions and associated terms to include: cranial (anterior), caudal (posterior), lateral, medial, ipsilateral, contralateral, dorsal, ventral, palmar, plantar, rostral, proximal, distal, superficial, deep

Median/mid-sagittal plane, sagittal/paramedian plane, dorsal plane, transverse plane

Prefixes and suffixes

Common prefixes and suffixes

Prefixes to include: a/an, ante, anti, dys, ecto, endo, extra, hemi, haem, hyper, hypo, poly, pyo, infra, inter, intra, neo, peri, poly, post, pre, pseudo, retro, semi, sub, super, supra, trans, ultra

Suffixes to include: algia, centesis, cyte, ectomy, emesis, itis, logy, penia, pexy, phobia, plasia, phonea, phagia, stomy, tomy, rrhoea, toma

Flexion, extension, adduction, abduction, gliding, rotation, circumduction, protraction, retraction, supination, pronation

Anatomical boundaries of the body cavities to include: thorax, abdomen, pelvic cavity, mediastinum, coelom

Learning outcome

The learner will:

2. Know anatomical landmarks in living animals that are relevant to veterinary nursing practice

Assessment criteria

The learner can:

- 2.1 demonstrate the position of **anatomical landmarks** in intact animals, including dogs, cats, exotic species and horses to address musculoskeletal features, points of venous and arterial access and external genitalia

Anatomical landmarks

to include: skull, cranium, maxilla, mandible, foramen magnum, tympanic bulla, occipital crest, angle of jaw, zygomatic arch, mandibular ramus, spinous and transverse process of vertebrae, first rib, last rib, manubrium, xiphisternum, xyphoid cartilage, sternbrae, costal arch, synsacrum

Appendicular skeleton to include: fore-limb landmarks to include: spine of scapula, acromion, greater tubercle of humerus, humeral condyles, olecranon, clavicle, radius, ulna, carpus, metacarpus, phalanges, accessory carpal, proximal, middle and distal phalynx, sesamoid bones

Hind-limb and pelvis landmarks to include: wings of ilium, tuber ischia, brim of pubis, greater trochanter, patella, fabellae, tibial tuberosity, calcaneous, femur, tibia, fibula, tarsus, metatarsus, phalanges, acetabulum, ischium, os acetabuli, proximal, middle and distal phalynx, sesamoid bones

Veins to include: jugular, femoral, cephalic, saphenous, coccygeal
Equine: Lateral thoracic

Small animal: Lingual , marginal ear

Arteries to include: carotid, coccygeal, femoral, lingual, metatarsal, palmar digital

Other landmarks and structures to include: larynx, pharynx, trachea, heart, bladder, external genitalia, urodeum, cloaca, testicles, scrotum hemepenes, vulva

Learning outcome

The learner will:

3. Understand the normal form and function of body systems in a range of body systems in a range of mammalian species

Assessment criteria

The learner can:

- 3.1 explain basic **cell structure, physiology and division**
- 3.2 describe the **structure of the skin, hair and associated glands**
- 3.3 explain the **structure and function of the musculoskeletal system**
- 3.4 compare and contrast **mammalian digestive tracts and modes of digestion**
- 3.5 describe the functions of the **autonomic and motor nervous systems and the special senses**
- 3.6 explain the **function of the endocrine system** in relation to the control body systems
- 3.7 describe the structure and function of the **circulatory system**
- 3.8 describe the **structure of the respiratory system** and explain the **process of respiring**
- 3.9 describe the **urinary tract** and explain the **production of urine**
- 3.10 explain the **function of the kidney** in maintaining blood pressure and homeostasis
- 3.11 explain **reproductive physiology** in the **male** and **female**; describe comparative reproductive tracts

Cell structure, physiology and division

Cell structure and organelles visible under the light microscope to include: cell membrane, cytoplasm, nucleus, vacuoles, DNA, RNA

Key organelles visible under the electron microscope, nucleolus, mitochondria, centrosomes, golgi apparatus, endoplasmic reticulum, lysosomes, vacuoles, ribosomes

Cell division to include: Interphase, prophase, metaphase, anaphase, telophase, meiosis, mitosis

Basic tissue types to include: epithelial (smooth and compound), simple columnar, cuboidal, squamous, ciliated, glandular, stratified, transitional

Glands: unicellular, exocrine and endocrine, mixed

Connective (dense and loose), haemopoietic, adipose blood, nervous, cartilage and bone

Muscle (cardiac, skeletal and smooth)

Body fluids to include: intracellular, extracellular, CSF, synovial fluid, lymph, loss and requirements, osmosis and diffusion, acid base balance, thermoregulation.

Associated adnexa, sudiferous, sebaceous, ceruminous, meibomian and mammary glands.

Structure of the skin, hair and associated glands

General structure of hairy skin to include: epidermis, dermis/corium, hypodermis/subcutaneous layer (to include stratum corneum, lucidum, granulosum, basale/germinativum)

Hair structure and growth to include: arrector pili, primary, secondary and tylotrich hairs, modified epidermal structures (to include guard hairs, wool hairs, sinus hairs/vibrissae/whiskers)

Glands to include: sweat glands (apocrine and eccrine), sebaceous, tail, circumanal, anal, ceruminous, meibomian, harderian, sebum, mammary, sudoriferous

Claws to include: ungual process

Structure and function of the equine hoof to include: coronary dermis and band, periople, coronet, frog laminae, sole, bars, white line, digital cushion

Structure and function of the musculoskeletal system

Function of bones, muscles and joints to include: classification of bones, muscle and joints including number/quantity

Types of bone to include: long, short, flat, irregular, pneumatic, sesamoid

Joints to include:

Fibrous, cartilaginous, synovial

Stifle, carpus, elbow, tarsus, shoulder, hip

Condylar, ellipsoidal/sliding, hinge, pivot, plane, saddle, spheroidal/ball and socket

Movement to include: flexion, extension, adduction, abduction, gliding, rotation, circumduction, protraction, retraction, supination, pronation

Bones of the axial, appendicular and splanchnic skeleton to include:

Skull and cranial bones

Equine guttural pouches

Bones of the thoracic limb

Bones of the pelvic limb

Bones not attached to the axial or appendicular skeleton to include: os penis and clavicle

Structures to include:

Condyle, crest, foramen, fossa, groove, medullary cavity, periosteum, process, sinus, trochanter, tuberosity, tubercle, epiphysis, metaphysis, diaphysis, growth plate

Endochondral and intramembranous ossification

Healing bone

Major clinically relevant bony landmarks

Muscle terminology to include: origin, insertion, action, tendon, ligament, aponeurosis, contraction, relaxation, tone, antagonistic pairing

Clinically relevant muscle groups to include: pectorals, biceps, triceps, latissimus dorsi, trapezius, brachiocephalicus, supraspinatus, infraspinatus, gluteals, quadriceps, biceps femoris, semimembranosus, semitendinosus, gastrocnemius, cranial tibial, abdominal, diaphragm, peroneus tertius, intrinsic, extrinsic hypaxial and epaxial

Distinction of tendon and ligament and list of clinically relevant ones to include: nuchal, round, Achilles, cruciate, collaterals

Equine to include: superficial and deep digital flexor tendons, suspensory ligament, medial and lateral patellar ligament, extensor tendons, all synovial structures, distal to and including stifle and elbow, stay apparatus

Mammalian digestive tracts and modes of digestion

Location, structure and function of the alimentary tract from lips to anus to include: oral cavity, pharynx, oesophagus, stomach, small intestine, caecum, liver, gall bladder, pancreas and large intestine

Comparative digestion in different species (to include birds, reptiles, ruminants and horses) to include: structure and physiology

Digestive tract to include: dentition of carnivore, herbivore, omnivore and exotic adaptation of the teeth

Anatomy of the generic tooth and dentition to include: diastema

Function and location of glands associated with digestion to include: pancreas

Process of digestion and absorption to include relevant secretions
Role and function of the liver and gallbladder in metabolism and hepatic portal vein

Autonomic and motor nervous systems and the special senses

Structure and function of nervous system in controlling body systems to include:

Central nervous system (brain and spinal cord)

Autonomic nervous system (sympathetic and parasympathetic)

Peripheral nervous system (cranial nerves and spinal nerves)

Structure and function of neurons

Nerve impulse transmission and basic reflex arc to include: synapse and neurotransmitters

List and locate clinically relevant peripheral nerves to include: radial, median, ulnar, sciatic and femoral

Structure and basic physiology of special sense organs:-

Ear to include: external, middle and inner, pinna, external auditory meatus, tympanic membrane, cartilages, auditory ossicles, oval and round windows, labyrinth, structures of hearing and balance, auditory/Eustachian tube

Eye to include; sclera, cornea, uvea and associated structures, chambers, humour, nictitating membrane, equine corpora nigra, fields of vision

Brief description of modalities of taste, olfaction (to include vomeronasal response, flehmen response) and touch (to include: sensory receptors)

Function of the endocrine system

Outline functions of the endocrine system and locate composite organs and their associated hormones to include: hypothalamus, pituitary gland, pineal gland, thyroid gland, parathyroid gland, pancreas, adrenal gland, kidney and reproductive glands

Control mechanisms to include: positive and negative feedback

Circulatory system

Structure and function of circulatory system, to include: heart and blood vessels

Function and formation of constituents of blood and plasma

Sites of haematopoiesis to include: specific sites of production in young and adult animals

Identification of cell types under the light microscope to include: erythrocytes, thrombocytes and leucocytes (granulocytes and agranulocytes)

The path of blood through the circulatory systems including heart and hepatic portal systems

List and locate major vessels of the body to include: aorta, pulmonary, carotid, brachial, femoral and coccygeal arteries, cephalic, jugular, saphenous and coccygeal veins

The cardiac cycle, recognition of the cardiac cycle on an electrocardiograph, sinoatrial and atrioventricular nodes, purkinje system, origin of heart sounds

Equine second degree atrioventricular block

Outline factors controlling blood pressure and circulatory volume

Define functional terms related to the heart to include: pulse rate, rhythm, character, volume

Structure and function of the lymphatic system, location of its main components to include: structure of lymph node, composition and colour of lymph, flow of lymph through nodes and vessels, connections to blood vessels

Palpation of common superficial lymph nodes, right and left lymphatic duct, cisterna chyli, thymus, spleen, lacteals, thoracic duct

Immunity to include: humoral and cell mediated

Structure of the respiratory system

Structure and function of the respiratory system airways to include: nares, nasal cavity, pharynx, larynx, trachea, bronchi, bronchioles, alveoli and species specific lobes of lungs and pleura

Process of respiring

Define terms associated with respiration, to include: tidal and minute volume, inspiratory and expiratory reserve, dead space, vital and total lung capacities, external respiration, residual volume, functional residual volume

Respiratory cycle

Mechanisms of gaseous exchange

Neural control of respiration, Hering-Breuer reflex

Equine and species specific obligate nasal breathing

Urinary tract

Location, structure and function of the kidney and the tubular system leading to the urethral meatus including the bladder to include: kidney, ureters, bladder, urethra and associated terms (glomerular filtrate, urine, micturition, trigone) and including cellular structure

The nephron as a functional unit

Production of urine

Role of the kidney in control of blood pressure and homeostasis (baroreceptors and osmoreceptors)

Normal radiographic and ultrasonographic appearance of kidney and bladder

Function of the kidney

Renal endocrine functions Anti Diuretic Hormone (ADH), Aldosterone, renin, angiotensinogen, angiotensin, erythropoietin, water balance

Reproductive physiology: male

Location, structure and function of the male gonad and tubular system to the junction with the urethra

Testicles (leydig cells, sertoli cells, spermatogenic cells, epididymis, deferent duct, spermatic cord), penis, accessory male sex organs including a brief description of their purpose and differences between dog, cat, small mammals and horses

Hormones controlling and produced by the male gonad to include: testosterone

Reproductive physiology: female

Location, structure and function of the female gonad and tubular system up to and including the vulval vestibule

Ovaries, fallopian tube, uterus, cervix, vagina, vulva

Hormones controlling and produced by the female gonad to include: oestrogen, follicle stimulating hormone (FSH), luteinizing hormone (LH), progesterone.

Learning outcome

The learner will:

4. Know the key anatomical features and body functions of birds and reptiles

Assessment criteria

The learner can:

- 4.1 describe the key **anatomical structures** of birds and reptiles
- 4.2 explain the key ways in which the **physiology** of birds and reptiles differs from that of mammals.

Anatomical structures

Skin to include: scales

Feathers to include: primary, secondary, down, contour, filoplume, bristle

Uropygial/preen gland

Claws and talons

Axial and appendicular skeleton to include: pneumatic bones, kinetic jaw, suffrago joint, zygodactyl limb, quadrate bone, pectoral girdle, autotomy, coracoid bone and supracoracoid muscle

Respiratory system to include: syrinx, air sacs, parabronchi, coelom, major right lung, choano, conchae

Digestive system to include: beak, oesophagus, crop, proventriculus, ventriculus (gizzard), cloaca, jacobson organ

Cardiovascular system to include: sinus venosus, double aorta, three chambered heart (reptilian), splenopancreas, brachial/basilic arteries/veins, renal portal system

Uro-genital system to include: salt gland

Infundibulum, magnum, isthmus, shell gland, vagina

Hemipenes, cloacal vent

Physiology

Support and locomotion

Integument and temperature control to include: ecdysis, hibernation, ectothermic, endothermic, chromatophores, sexual dimorphism

Sense organs

Circulation

Respiration

Digestion

Excretion of waste products to include: uric acid and urates.

Learning outcome
The learner will: 5. Be able to relate normal form and function to the effects of disorder in disease processes and the consequent nursing requirements of sick animals
Assessment criteria
The learner can: 5.1 explain how compensatory mechanisms may give rise to symptoms of disease.

Compensatory mechanisms Pyrexia Tachycardia, tachypnoea Hypotension, anuria Equine endotoxic cascade.
--

Unit 302 Comparative functional anatomy for veterinary nursing practice

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example:
Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:

2.1

Unit 303

Professional relationships and communication for veterinary nursing practice

UAN:	J/601/6956
Level:	3
Credit value:	10
GLH:	40
Relationship to NOS:	This unit is linked to the Veterinary Nursing NOS unit A4 and the RCVS Day 1 Competences for Veterinary Nursing.
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit facilitates an understanding of the dynamics of communication within a veterinary setting, including inter-professional relationships and relationships with veterinary clients.</p> <p>It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.</p>
Assessment	Case study (centre-devised assessment), portfolio (Nursing Progress Log)

Learning outcome
The learner will: 1. Understand the dynamics of communication
Assessment criteria
The learner can: 1.1 identify modes of communication encountered in veterinary practice 1.2 explore factors that may affect communication, to include culture, age, grief, use of language and sensory impairment 1.3 differentiate between communication styles , to include recognition of own style of communication 1.4 recognise how emotions affect communication , to include manifestations of grief and loss 1.5 explain the dynamics of effective face-to-face interaction, mentioning social and environmental factors, body language and feedback mechanisms 1.6 explain the specific demands and adaptations required in telephone communication.

Modes of communication

Verbal and non-verbal communication

Recognising own communication style

Methods of adapting and improving own communication with others

Communication styles

Communication styles (two-way compared to authoritative statement), modes (telephone, face to face, video conference, internet) and models (questioning, listening)

Emotions affect communication

Awareness of and sensitivity to emotionally-charged situations

Serious illness and euthanasia

Supporting clients in making decisions about their animal's treatment

Maintaining professional relationships with clients

Supporting bereaved clients

Supporting colleagues under pressure.

Learning outcome

The learner will:

2. Be able to communicate with clients and colleagues

Assessment criteria

The learner can:

- 2.1 take patient history to include actively eliciting relevant information, correct interpretation of given facts, concise transmission of relevant information to a veterinary colleague
- 2.2 produce **written clinical records**, to include care plans, observations and client instructions that are clear, comprehensive and legible.

Written clinical records

Veterinary terminology

Abbreviations

Principles of certification.

Learning outcome

The learner will:

3. Understand factors affecting working relationships with clients and within the veterinary team

Assessment criteria

The learner can:

- 3.1 explain **factors** that influence the human/ animal relationship, to include culture and religion, socio-economic status
- 3.2 describe influences on relationships between members of an inter-professional team, to include perceptions, roles, expertise and responsibilities.

Factors

Factors influencing behaviour and attitude towards animals:

Culture and religion

Socio-economic status
Health status

Learning outcome

The learner will:

4. Understand principles of customer service

Assessment criteria

The learner can:

- 4.1 summarise the **value of clients** to a veterinary practice
- 4.2 explain **important customer service factors** for veterinary clients, to include information, courtesy, responsiveness, presentation of the practice
- 4.3 summarise the **principles of handling a complaint**.

Value of clients

Critical to business growth

Loyalty, word of mouth recommendations

Important customer service factors

Include presentation and attitudes of staff

Principles of handling a complaint

Courtesy and objectivity

Keeping a record; the complaint, responses given and action taken

Addressing the subject of complaint

Dealing with aggression/ rudeness/ abuse.

Learning outcome

The learner will:

5. Be able to operate a veterinary reception desk

Assessment criteria

The learner can:

- 5.1 **greet and address clients** appropriately, to include telephone and face-to-face communication
- 5.2 make appropriate **appointments for clients**, to include first appointments, emergencies and follow-ups
- 5.3 use **veterinary record-keeping systems**
- 5.4 take **payments** for treatment or retail services, to include credits cards, cheques, insurance claims
- 5.5 advise clients on the **process of seeking second opinion or referrals**.

Greet and address clients

Approach and personal presentation, professional manner

Telephone technique

Communication in front of clients e.g. to colleagues, other clients

Appointments for clients

Prioritising and eliciting relevant information, use of protocols

Open and closed questioning

Prioritising appointments, checking when condition of animal is uncertain

Techniques for turning down inappropriate requests e.g. for unwarranted emergency appointment

Using appointment booking systems

Veterinary record-keeping systems

Data storage and disclosure, legal requirements

Confidentially

Keeping accurate and professional records

Payments

Preparing invoices

Taking and recording payments

Insurance promotions/ claims – FSA considerations

Security

Process of seeking second opinion or referrals

Second opinions: supersession, procedures, RCVS Guide to Professional conduct

Referral procedures: veterinary specialists and para-veterinary professionals.

Unit 303 Professional relationships and communication for veterinary nursing practice

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

This unit is assessed by an assignment which must cover the following assessment criteria:

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 4.1, 4.2, 4.3

The candidates must explore the dynamics of communication and customer service through specific critical incidents experienced by them within a veterinary practice. Through discussion, the candidates must identify both exemplars of good practice and areas that could benefit from improvement:

- Communicating with a new client
- Communicating with a 'difficult' client
- Communicating with a client in a veterinary emergency

The assignment should be no more than 3,000 words in length and a score of 50% is required to pass.

For full details and a template assignment, please see the Assessment Pack.

The Nursing Progress Log (NPL) also covers the following assessment criteria:

2.1, 2.2, 5.1, 5.2, 5.3, 5.4, 5.5

Unit 304

Applied animal welfare, health and husbandry for veterinary nurses

UAN:	J/601/7170
Level:	3
Credit value:	20
GLH:	80
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN5 RVN9 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit facilitates an understanding of principles of animal welfare and husbandry in relation to work in a veterinary practice.</p> <p>It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.</p>
Assessment	E-volve test, portfolio (Nursing Progress Log)

Learning outcome
The learner will: 1. Understand the principles of animal welfare
Assessment criteria
The learner can: 1.1 summarise the legislation and codes of practice in place to protect animal interests, mentioning the Animal Welfare Act, DEFRA, animal welfare codes, Companion Animal Welfare Council.

Legislation and codes of practice
Define “Five Freedoms” (“Five Needs”)
Licensing
Animal Welfare Codes to include:
Animal Welfare Act
Animal Health and Welfare (Scotland) Act
Veterinary Medicines Regulations
Veterinary Surgeons Act
Dangerous Dog Act
Pet Travel Scheme (PETS)
Horse passport regulations

Convention on International Trade in Endangered Species (CITES)
 Breeding of Dogs Act
 Animals Boarding Establishment Act
 Pet Animals Act
 Protection of Animals (Anaesthetics) Act
 Welfare of Animals during transportation
 Zoo Licensing
 Role of welfare organisations to include;
 Dogs Trust.
 Cats Protection
 Blue Cross
 Universities Federation of Animal Welfare (UFAW)
 British Horse Racing Authority (BHRA)
 Royal Society for the Prevention of Cruelty to Animals (RSPCA)
 Peoples Dispensary for Sick Animals (PDSA)
 British Horse Society (BHS)
 Royal Society for the Protection of Birds (RSPB).

Learning outcome

The learner will:

2. Understand the essential factors for maintaining animal health for a range of species

Assessment criteria

The learner can:

- 2.1 explain the importance of **key factors in maintaining animal health** to include:
 - Housing
 - Feeding
 - Exercise
 - Grooming and foot care
 - Dental hygiene
 - Vaccination
 - Parasite control
 in relation to dogs, cats, exotic species and horses
- 2.2 distinguish normal and abnormal presentations, mentioning behaviour, appearance, mobility, excretions
- 2.3 explain the **principles of introducing new stock** to an existing animal group.

Key factors in maintaining animal health

Housing (specific to the species and as per legislative requirements)

Environmental considerations and enrichment to include: heating, lighting, siting (predator/prey, solitary/communal, barrier/isolation, mains services electricity, water, drainage, security and accessibility), ventilation, noise

Structure to include: consideration of individual species welfare needs, space, short, long term, isolation, barrier, minimising stress to species, health, safety and hygiene considerations to include types of

cleaning and disinfectant, cleaning and disinfection regimes and restrictions/toxicity

Feeding as appropriate to species to include: age/life stage, activity, condition, frequency, timings, amount, type required, methods of assisted feeding

Exercise appropriate to: species, life stage, condition, environment, space, restraint/exercise method, legislative restrictions

Grooming and foot/h hoof care including dew claws as appropriate to: species, condition, life stage, method, frequency, type, equipment, handling and restraint methods, clipping

Principles of dental hygiene to include: plaque control and scaling, retained deciduous teeth (diphydont), preventative care, dietary management aids; equine dental care.

Vaccination dependent on: species, regime and frequency, life stage, methods/routes of administration, equipment, legal requirements, antiserum, health and safety considerations, disposal of waste

Parasite control as appropriate to: species, life stage, breeding, ecto, endo parasites, routes of administration, health and safety considerations, restrictions for use, monitoring, treatment and adverse reaction records/recording, legal requirements

Systematic assessment of patient health according to the individual animal species health, life stage, condition and or illness in line with legislative requirements and health and wellbeing of the animal.

Ongoing recorded health monitoring assessment to include condition of limbs, weight, skin/coat, eyes, ears, nose, mouth, mucous membranes, genital area, tail feet/hoooves, scales, nails, food, fluid, medication intake and output

Behaviour

Observation of demeanour to include: recognition of pain, stress and discomfort according to individual species

Exercise, mobility in accordance with: individual species requirements, life stage, restrictions, space ,condition, illness

Appearance to include: visual assessment

Mobility, according to species, to include: nocturnal, diurnal, crepuscular, temperament, demeanour, age, life stage, condition, illness

Changes and restrictions to movement to include: pain, ataxia, gait, paralysis, paresis

Excretions: urine, faeces, nitrogenous waste, vomit, reflux, regurgitation, tenesmus, discharges

Vaccination regimes, parasite control

Legislative requirements

Principles of introducing new stock

Quarantine and isolation according to legislative requirements, to include: consideration of condition, life stage, methods of minimising stress, individual animal species, group/solitary, ensuring health, safety and wellbeing of the animal, hygiene methods to minimise risks of transmission of disease or conditions that are potentially contagious, infectious and consideration of parasite control

Environmental considerations to include sizing, siting, lighting, structure and enrichment, monitoring, reporting and record keeping

Behaviour dynamics according to individual species characteristics to include: consideration of influences on behaviour external and internal factors, assessment, psychological and physiological factors, condition, life stage, gender, temperament.

Learning outcome

The learner will:

3. Know the nutritional requirements of animals

Assessment criteria

The learner can:

- 3.1 explain the **roles of essential nutrients, minerals and vitamins** in dogs, cats, exotic species and horses
- 3.2 describe the **differing nutritional requirements** of very young, adult, very old, breeding and performance animals
- 3.3 explain the **effects of illness and injury** on nutritional requirements.

Roles of essential nutrients, minerals and vitamins

Nutrition as applicable to: individual species, life stage

Carbohydrates (monosaccharide's, disaccharides, polysaccharides

Fibre

Fat including essential fatty acids

Protein including essential and non essential amino acids

Water

Micronutrients, minerals: calcium, phosphorous, magnesium, potassium, sodium and chloride

Micro minerals to include: iron zinc, copper, manganese, iodine, selenium, chromium

Dietary supplements

Comparison of energy density

Essential nutrients

Principal role of water

Fat and water soluble vitamins

Fat soluble A, D, E, K vitamins

Water soluble C, B vitamins including pantothenic acid, folic acid, biotin, thiamine

Choline, carnitine

Antioxidants

Toxicity
Essential minerals
Altered requirements during illness
Factors that stimulate appetite and salivary secretions and the role of the pancreas as an exocrine gland

Differing nutritional requirements

Calculate nutritional and basic fluid needs to include:

Basal Metabolic Rate (BMR)

Resting Energy Requirement (RER)

Nutritional requirements in relation to species, life-stage, activity, working animals to include: basic fluid requirements

Effects of illness and injury

Metabolic rate

Altered digestion.

Altered requirements during illness to include: palatability, frequency, type, amount, availability, activity levels, physiological and psychological influences, organs affected e.g. heart, kidney, liver, pancreas

Surgery and in-patient care

Fluid and electrolyte imbalance

Factors that stimulate appetite to include: nursing care.

Learning outcome

The learner will:

4. Understand the reproduction and breeding of animals

Assessment criteria

The learner can:

- 4.1 explain **key principles of genetic inheritance** and define terms, including phenotype, genotype, allele
- 4.2 describe the **breeding cycles** of a range of species to include dogs, cats, exotic species and horses, mentioning natural mating, artificial insemination and pseudopregnancy
- 4.3 explain the **essentials of intra-partum care**, to include preparations, normal labour and parturition, identification of complications and post-partum care
- 4.4 explain the **nursing and management of neonates**, to include recognition of abnormalities and complications.

Key principles of genetic inheritance

Essential genetic terms (phenotype, genotype, allele)

Inheritance, breeding strategies, hereditary diseases

Breeding cycles

Breeding cycles: puberty, natural breeding versus artificial insemination, ovulation, fertilisation, the physiological needs of pregnant animals, differing reproductive cycles and behaviours including associated hormones

Regulation of breeding cycles:

Drugs based on hormonal action

Day length cycles and temperatures
Other cycling females
Gestation periods
Pseudopregnancy

Essentials of intra-partum care

Stages of foetal development
Hormonal controls

Parturition:

Normal parturition
Stages of labour
Complications of labour and delivery
Post partum care
Recognition of maternal post partum complications

Supporting owners to prepare for parturition

Nursing and management of neonates

Neonatal care – nursing and management, abnormalities, passive transfer of antibodies
Recognition of neonatal post partum complications and conditions.

Learning outcome

The learner will:

5. Know methods of animal identification

Assessment criteria

The learner can:

5.1 explain methods of identifying a range of species, including dogs, cats, exotic species and horses to include:

- Breed
- Markings, colours and distinguishing features
- Owner registration (tattooing, microchips, tags, freeze-marking)
- Passports
- DNA testing

5.2 describe the requirements for **passports and record-keeping** in relation to animal movements and medicine use.

Breed

To include unique features, markings, colours and distinguishing features including head shape, sexing
Owner registration (tattooing, microchips, tags, branding, leg bands)

Passports and record-keeping

Legislative requirements
Pet passports including imports/exports
Pet Travel Scheme
Equine passports
Record keeping in relation to animal movements
Equine - medicine controls

Learning outcome

The learner will:

6. Be able to handle and restrain animals safely

Assessment criteria

The learner can:

- 6.1 demonstrate correct techniques for catching, holding and restraining cats, dogs and exotic species, to include rabbits, birds, rodents and reptiles
- 6.2 demonstrate correct techniques for approaching, restraining and leading a horse, to include application of head collar and examination of a hoof
- 6.3 demonstrate the correct **use of personal protective equipment** when handling animals
- 6.4 explain how to recognise and deal with **aggressive behavior**
- 6.5 explain how to **transport a range of species safely**, to include dogs, cats, exotic species and horses.

Use of personal protective equipment

Taking into account species

Aggressive behaviour

Signs of aggression- fear and dominance to include: body language, facial expressions, vocalisation, and posture

Methods of approach, safe restraint

Methods of handling

Catchers, crush cages, use of muzzles, restraint poles, bridles, twitch, blankets, blindfold, graspers, nets, cages, crates, gauntlets

Transport a range of species safely

Animal handling and restraint:

- Methods and equipment used
- Handling difficult patients
- Basic animal training specific to species

Impact of sensory changes on behaviour:

- Blindness
- Deafness
- Senility.

Unit 304 Applied animal welfare, health and husbandry for veterinary nurses

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example:
Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:

6.1, 6.2, 6.3, 6.4, 6.5

UAN:	L/601/7171
Level:	3
Credit value:	5
GLH:	20
Relationship to NOS:	This unit relates to Veterinary Nursing NOS unit: RVN3 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	This unit facilitates an understanding of the essentials of control of infection in clinical veterinary practice. It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.
Assessment	E-volve test, portfolio (Nursing Progress Log)

Learning outcome

The learner will:

1. Understand the role of infection in animal and human health

Assessment criteria

The learner can:

- 1.1 identify the **major groups of disease-producing infectious agents** in relation to animal health, to include viruses, bacteria, fungi, protozoa, parasites, prions
- 1.2 explain the risks of **zoonosis**, including animal to human transmission and vice versa
- 1.3 explain the **implications of antibiotic resistance** for veterinary practice, to include MRSA.

Major groups of disease-producing infectious agents

Nature of micro organisms – viruses, bacteria, fungi, protozoa in relation to risk assessments and personnel

Nature of parasites – common endo and ectoparasites

Major groups of disease producing infectious agents in relation to animal health:

Viruses to include: common types, structure and replication

Bacteria to include: common types, structure and replication

Fungi to include: common types, structure and replication

Protozoa to include: common types, structure and replication
Parasites to include: identification and lifecycles of common types
Prions
The meaning of infection, contagion, colonisation and contamination
Notifiable and reportable animal diseases

Zoonosis

For example toxoplasmosis, leptospirosis, toxocariasis, salmonella, campylobacter, psittacosis, sarcoptes and ringworm
Risks to human health to include pregnancy
Precautions to prevent spread of infection

Implications of antibiotic resistance

Antibiotic use and compliance
Development of resistance
Methods for monitoring and minimising resistance
Antibiotic resistant acquired infections to include: Methicillin Resistant Staphylococcus Aureus (MRSA).

Learning outcome

The learner will:

2. Understand the principles of disease transmission in veterinary practice

Assessment criteria

The learner can:

- 2.1 Describe how **microorganisms are transmitted**, to include:
 - direct and indirect spread
 - inhalation, inoculation and ingestion
 - reservoirs, fomites and carriers
 - incubation periods.

Microorganisms are transmitted

Common routes of transmission to include: biological and mechanical vectors
Role of pathogens in triggering disease and infection
Principles of infection Factors influencing occurrence Direct and indirect spread
Nosocomial infection
Hand hygiene, protective equipment
Fomites, carriers, reservoirs.

Learning outcome
The learner will: 3. Understand the principles of disinfection and sterilisation
Assessment criteria
The learner can: 3.1 distinguish between the processes of disinfection and sterilisation , to include antisepsis and asepsis 3.2 explain the use of clinical antiseptics and disinfectants , to include susceptibility of different classes of organisms and how this affects choice, safe use 3.3 explain the process of sterilisation , to include steam, gas, cold chemicals and gamma radiation 3.4 describe the operation of an autoclave , to include safety, loading, monitoring of effective sterilisation 3.5 explain how to pack, label and store autoclaved items .

Processes of disinfection and sterilisation

Sterilisation, disinfection, asepsis and antisepsis

Purpose of these processes in relation to cleaning various clinical environments and materials

Use of clinical antiseptics and disinfectants

Commonly used antiseptics/disinfectants and their effect to include:

Safe and effective usage to include consideration of choice and correct use of agent

Susceptibility of different classes of organisms (such as viruses, spores and bacteria) in relation to choice of agent

Process of sterilisation

Methods of sterilisation used for surgical instruments and sterile supplies

Suitability, hazards and limitations of the various methods

Operation of an autoclave

Types of autoclave: downward displacement, vacuum assisted

Siting of autoclaves

Safe and effective use to include: loading, monitoring of effective sterilisation

Efficiency testing methods

Pack, label and store autoclaved items

Materials used (textile and paper wraps, seal and peel pouches, nylon film, boxes, drums) to include: advantages and disadvantages

Packing methods

Labelling requirements

Sterility indicators to include: duration of sterility.

Learning outcome
The learner will:
4. Understand how to maintain a clean clinical environment
Assessment criteria
The learner can:
4.1 apply principles of effective clinical cleaning , to include consulting rooms, kennel accommodation, stabling, laboratory, operating theatre
4.2 apply safe principles of waste handling and disposal in relation to contaminated materials, to include blood, urine, faeces, tissue, cadavers.

Principles of effective clinical cleaning
Principles of effective cleaning:
<ul style="list-style-type: none"> • clinical environment • equipment • animal accommodation • frequency
Accommodation usage and cleaning during outbreaks of contagious or zoonotic disease
Appropriate levels of hygiene for different areas such as consulting room, kennels, theatre
Specialist cleaning equipment eg pressure washers
Safe principles of waste handling and disposal
Handling contaminated materials, body tissue, fluids
Disposal systems
Storage and disposal of cadavers
Legal waste disposal requirements.

Learning outcome
The learner will:
5. Understand how to maintain personal hygiene in relation to cross-infection
Assessment criteria
The learner can:
5.1 explain the importance of personal hygiene and dress in relation to infection control, mentioning hair, nails, jewellery, badges, sleeves, ties
5.2 demonstrate effective hand hygiene , to include antiseptic washes and alcohol gels
5.3 demonstrate appropriate use of disposable protective clothing , to include gloves and aprons.

Importance of personal hygiene and dress
Personal hygiene
Personal protective equipment (PPE) used to prevent disease transmission
Infection risks of jewellery, nail varnish, hair, sleeves, footwear

Risk of acquired infections, including Methicillin Resistant Staphylococcus Aureus (MRSA) and resistant streptococcus, gastro-intestinal infections (including C Difficile), dermatophytosis

Effective hand hygiene

Hand-washing techniques – effective technique, WHO method

Materials – detergent antiseptics, scrubbing brushes, towels

Use of hand decontaminant alcohol gels

Advantages and consideration affecting choice of methods and materials

Appropriate use of disposable protective clothing

Appropriate use of disposables

Changing between patients, between different uses (“clean” and “dirty” tasks).

Learning outcome

The learner will:

6. Understand the principles of infection monitoring

Assessment criteria

The learner can:

6.1 explain the **importance of infection monitoring** in clinical audit

6.2 analyse the **role of the veterinary nurse in maintaining infection control**, to include audit, staff training and mentorship, providing a role model.

Importance of infection monitoring

Incidence monitoring

Routine environmental swabbing

Autoclave monitoring

Clinical Audits

Role of the veterinary nurse in maintaining infection control

Animal welfare

Maintaining safe environment for colleagues and clients

Key principles of nursing care

Professional accountability.

Unit 305 Infection control in veterinary practice

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:

4.1, 4.2, 5.2, 5.3

Unit 306

Essentials of practical veterinary nursing care for hospitalised animals

UAN:	L/601/7185
Level:	3
Credit value:	5
GLH:	20
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN6, RVN7, RVN9, RVN10 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit facilitates practical competence in the essentials of nursing sick animals within a veterinary environment.</p> <p>It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.</p>
Assessment	Portfolio (Nursing Progress Log)

Learning outcome
The learner will: 1. Be able to assess and monitor the condition of patients
Assessment criteria
The learner can: 1.1 assess and record overall condition and demeanour, to include appearance and behaviour 1.2 assess and record temperature, pulse, respiration and mucous membranes 1.3 assess and record levels of consciousness 1.4 observe and monitor excretion, to include urine, faeces and vomitus/gastric reflux 1.5 assess and monitor for signs of pain and/or anxiety 1.6 report observations of animals effectively to colleagues.

Learning outcome
The learner will: 2. Be able to maintain the hygiene of inpatients
Assessment criteria
<p>The learner can:</p> <p>2.1 clean, prepare and maintain accommodation for inpatients to include:</p> <ul style="list-style-type: none"> • Differing requirements of species • Nature of clinical condition <p>2.2 demonstrate maintenance of hygiene for individual patients, to include:</p> <ul style="list-style-type: none"> • Grooming and bathing • Cleansing of orifices <p>2.3 demonstrate appropriate methods of handling and disposing of soiled and infected material.</p>

Learning outcome
The learner will: 3. Be able to provide food and fluids to inpatients
Assessment criteria
<p>The learner can:</p> <p>3.1 prepare appropriate food and fluids for patients taking into account:</p> <ul style="list-style-type: none"> • Medical dietary requirements • Type and size of animal • Known likes, dislikes and normal feeding regimes <p>3.2 demonstrate methods of assisted feeding, to include:</p> <ul style="list-style-type: none"> • Hand feeding • Syringe feeding • Tube feeding <p>3.3 monitor and maintain intravenous fluid therapy</p> <p>3.4 monitor and record fluid and dietary intake.</p>

Learning outcome
The learner will:
4. Be able to address the mobility and behavioural requirements of in-patients
Assessment criteria
The learner can:
4.1 provide care for patients with compromised mobility, to include: <ul style="list-style-type: none"> • Positioning and changes of position • Bedding requirements • Physiotherapy
4.2 use strategies to address the psychological needs of in-patients, to include: <ul style="list-style-type: none"> • Environment • Grooming and touch • Addressing stress, boredom.

Learning outcome
The learner will:
5. Be able to apply simple wound dressings and bandages
Assessment criteria
The learner can:
5.1 perform a simple wound dressing, to include: <ul style="list-style-type: none"> • Use of aseptic technique • Preparation of materials • Observation and reporting of wound condition
5.2 apply simple bandages that are safe and effective
5.3 use strategies to prevent interference with dressings and bandages.

Learning outcome
The learner will:
6. Be able to administer medications
Assessment criteria
The learner can:
6.1 interpret veterinary prescriptions and prepare medications for administration, to include: <ul style="list-style-type: none"> • Oral preparations • Rectal preparations • Topical medicines • Medicines for injection
6.2 administer medicines to include: <ul style="list-style-type: none"> • Oral • Topical • Parenteral
6.3 dispose of used equipment and surplus medication appropriately and safely
6.4 record the administration of medicines and monitor its effect on the animal.

Unit 306 Essentials of practical veterinary nursing care for hospitalised animals

Supporting information

Teaching and learning guidance

This unit concerns the learning of practical skills and techniques as stipulated in the assessment criteria.

It is anticipated that techniques will be taught both in the college and practice environments, paying attention to safe and effective practice. Simulation may be used in teaching where appropriate, and in the interests of animal welfare.

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

The Nursing Progress Log (NPL) covers all of this Unit's assessment criteria.

UAN:	R/601/7284
Level:	3
Credit value:	5
GLH:	20
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN29, RVN30 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	This unit facilitates an understanding of veterinary pharmacology and the supply of medicines within a veterinary environment. It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.
Assessment	E-volve test, portfolio (Nursing Progress Log)

Learning outcome

The learner will:

1. Understand the legal requirements in relation to the storage and supply of veterinary medicines

Assessment criteria

The learner can:

- 1.1 explain the **law in relation to veterinary medicines**, to include:
 - the Veterinary Medicines Regulations
 - registration of premises
 - legal categories of medicines
 - veterinary prescribing cascade (food and non-food animals)
 - storage and disposal requirements
 - record-keeping
- 1.2 explain the **role, remit and professional responsibilities of a Suitably Qualified Person (SQP)**.

Law in relation to veterinary medicines

Legislation affecting medicines, legal categories and routes of administration

Schedules of controlled drugs and requirements for ordering, recording, delivery, usage and storage and destruction

Legal requirements for record keeping of pharmacy stock to include: broached vials, out of date stock, returned medication

Requirements for safe storage of medicines to include: controlled drugs, temperature

Prescribing proprietary versus generic drugs under the cascade system

Appropriate and inappropriate use of unlicensed drugs

Meat withdrawals, relevance in food animals, recording in equine passports

Legislation and guidance:

- DEFRA, Veterinary Medicines Directorate, Veterinary Medicines Regulations
- Animal Medicines Training Regulations Agency (AMTRA)
- VMD code of practice

Role, remit and professional responsibilities of a Suitably Qualified Person (SQP)

VMD Code of Practice, role of AMTRA, registration and CPD obligations.

Learning outcome

The learner will:

2. Know how to supply veterinary medicines to clients

Assessment criteria

The learner can:

- 2.1 explain the **requirements for a legal veterinary prescription**
- 2.2 interpret **pharmacy terminology and abbreviations**
- 2.3 summarise **requirements for the packaging and labelling of veterinary medicines**
- 2.4 summarise **information that should be obtained from a client** to enable an appropriate choice of medication for supply by an SQP
- 2.5 explain how to **calculate and dispense** appropriate quantities of medication
- 2.6 demonstrate how to dispense medicines safely and effectively, to include correct prescription, safe handling of medicines.

Requirements for a legal veterinary prescription

Principles, practice and legal requirements for a valid prescription

Pharmacy terminology and abbreviations

Proprietary and generic names of medicines

Common abbreviations for route of administration, frequency and time of administration

Requirements for the packaging and labelling of veterinary medicines

Principles of safe dispensing

Recommended containers for veterinary medicines

Precautions when handling medicines- to include; COSHH, written and oral guidance to clients
 Formulae used to calculate dosages and quantities for dispensing
 Identify standard and international units
 Product labelling- legal required information, signatures, checks on product prior to dispensing, container requirements
 Stock rotation and storage requirements
 Categories in use governing sale and supply of veterinary medicines:
 Prescription-only medicine – veterinarian (known as POM-V)
 Prescription-only medicine – veterinarian, pharmacist, suitably qualified person (known as POM-VPS)
 Non-food animal – veterinarian, pharmacist, suitably qualified person (known as NFA-VPS)
 Authorised veterinary medicine – general sales list (known as AVM-GSL)

Information that should be obtained from a client

Condition: client or veterinary diagnosis, identifying infestation, limitations on SQP “diagnosis”
 Previous supply: where and when
 Last veterinary examination

Calculate and dispense

Formulae used to calculate dosages
 Use of calculators, importance of gross error checks
 Loose tablets, bubble packs.

Learning outcome

The learner will:

3. Understand the principles of pharmacodynamics

Assessment criteria

The learner can:

- 3.1 describe **ways in which medicines act and are excreted**, to include:
- Action
 - Excretion
 - Common side effects
 - Handling precautions
 - Contraindications
 - Nursing implications
- 3.2 explain **factors that can affect duration of action**
- 3.3 explain the **mechanisms for reporting adverse reactions**.

Ways in which medicines act and are excreted

Terms used in pharmacology

Pharmacology of commonly used classes of veterinary drugs to cover:

- Action
- Excretion
- Uses
- Nursing implications-

- Common side effects-
- Handling precautions
- Contraindications

Of the following:

Ecto and endoparasiticides

Antimicrobials

Opiate Analgesics

Cardiovascular

Diuretics

Cytotoxic/Antineoplastic

Corticosteroids

Non steroidal anti-inflammatory drugs

Sedatives/tranquillisers

Anti-epileptics

Anti-histamines

Vaccines

Anti-emetics

Factors that can affect duration of action

Patient factors eg age, route of administration, hydration, multiple medications

Medicine factors eg effects of storage, formulation

Reasons for choice of administration route in relation to:

- bio-availability of drug when given by different routes
- selection according to individual patient need
- speed of onset of effect
- condition, illness or temperament

Mechanisms for reporting adverse reactions

Recognition of adverse reactions

Reporting to VMD.

Learning outcome

The learner will:

4. Know how to provide advice to clients on the administration of veterinary medicines

Assessment criteria

The learner can:

- 4.1 Summarise **information that should be provided to a client** concerning the administration of a prescribed medicine
- 4.2 demonstrate to clients suitable **techniques for administering medicine**, to include instruction, demonstration and written guidance.

Information that should be provided to a client

Purpose of medication

Safe handling and disposal

Route of administration

Adverse reactions

Compliance

Techniques for administering medicine

Principles of effective demonstration

Pitching level of instruction and guidance

Checking understanding

Follow-up.

Unit 307 Supporting the supply of veterinary medicines

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:
2.6, 4.2

UAN:	Y/601/7285
Level:	3
Credit value:	10
GLH:	40
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN18, RVN19, RVN20 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit facilitates an understanding of the application of diagnostic imaging techniques within a veterinary environment.</p> <p>It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.</p>
Assessment	E-volve test, portfolio (Nursing Progress Log)

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> 1. Know the legal requirements for operating radiographic equipment in a veterinary practice
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> 1.1 describe the legal requirements for radiography in veterinary practice, to include: <ul style="list-style-type: none"> • Authorised personnel • Health and safety 1.2 explain the requirements for exposure risk assessment and monitoring 1.3 summarise requirements for the use of personal protective equipment when dealing with radiation.

Legal requirements for radiography

Legislation and guidance to include;
Ionising Radiation Regulations (IRR)

Local Rules and written systems of work to include;

Appointment and role of the Radiation Protection Advisor (RPA)

Appointment and role of a Radiation Protection Supervisor (RPS)

Recording methods and record keeping

Methods of monitoring and limiting exposure risks

Considerations and restrictions in pregnancy, young persons and untrained personnel

Appointments and protocols required to maintain safe working practices

Implications to personnel and patients of inaccurate or incorrect exposures to include;

Somatic effects, carcinogenic effects, genetic effects and costs

Requirements for exposure risk assessment and monitoring

IRR maximum exposure limits

Effective use of dosimeters to include: type, positioning, monitoring and storage

Reducing exposure risk to include: collimating primary beam

Use of grids

Exposure factors

Monitoring and record keeping

Use of radiation only for clinical need, consideration for the use of hip/elbow scoring and pre-purchase examination radiographs

Personal protective equipment

Protective clothing constructed of lead – aprons, thyroid protectors, gloves, sleeves, goggles/glasses, screens

Care, monitoring, maintenance and storage

Checking integrity - frequency and reporting.

Learning outcome
The learner will: 2. Understand the principles of radiography
Assessment criteria
<p>The learner can:</p> <p>2.1 describe the properties and effects of radiation, to include:</p> <ul style="list-style-type: none"> • Function of equipment, to include tube head, light beam diaphragm • Primary beam and scatter • Absorption by different materials/tissues • Effects of kV and mA <p>2.2 summarise types of image that can be produced using radiation, to include X-rays, scintigraphy and coaxial tomography (CT)</p> <p>2.3 explain the features and use of cassettes and grids</p> <p>2.4 summarise the design features and maintenance of a radiography facility, to include equipment</p> <p>2.5 explain how to calculate exposure factors.</p>

Properties and effects of radiation

Key terms, properties and effects of radiation used to create diagnostic images to include: principles of x ray production, formation of the x ray image, properties of x rays

Types of x ray machines to include;

Portable, mobile and fixed tube heads

Basic equipment and its function, including the role of anode and cathode

Effects of varying kilovoltages (kV) and milliamperage (mA) and their relationship to include: tissue and photographic contrast and density

Primary beam and scatter production in relation to absorption by a range of animate and

inanimate subjects with a range of densities to include: atomic number

Use, types and implications of contrast imaging for:

Alimentary tract studies

Myelography

Arthrography and bursography

Fistulography

Urinary tract studies

Double contrast – positive and negative

Fluoroscopy

Types of image that can be produced using radiation

Conventional and digital systems

Computerised tomography (CT)

Gamma scintigraphy

Role application and images resulting from scintigraphy (nuclear imaging) to include: management of the patient pre and post imaging

Features and use of cassettes and grids

Type and structure of film to include: single and duplitised and non screen films, film speed

Storage and care of X-ray film, effects of temperature, light, humidity on film emulsions

Structure and care of cassettes and intensifying screens to include: single and double screens, type, speed and fluorescence

Structure and use of different grid types and factors influencing choice to include: focused, parallel, pseudo focused, crossed, stationary and moving

Grid factor and grid ratio

Labelling, methods, information and protocols

Methods of storage of images (including computer based) and maintaining the image and legislative requirements

Design features and maintenance of a radiography facility

Protocols, safelights and warnings

Maintenance, preparation and use of X-ray machines

Darkroom ventilation and design

Structure, function and maintenance of automatic processors.

Chemicals used

Disposal of waste, PPE and Health and Safety

Calculate exposure factors

Exposure calculations and influencing factors to include:

As low as reasonably possible (ALARP)

Inverse square law

Effects of kV, mAs

Use of exposure charts.

Learning outcome

The learner will:

3. Know the principles of adjuvant imaging techniques

Assessment criteria

The learner can:

3.1 summarise how **images are produced using ultrasound**

3.2 describe the **care and maintenance of ultrasound equipment**

3.3 summarise how **images are produced by magnetic resonance**

3.4 explain the **principles of endoscopy and the care, maintenance and storage of equipment**

3.5 describe **requirements for supporting imaging** using radioactive isotopes (scintigraphy).

Images are produced using ultrasound

Principles and types of ultrasonic imaging and indications for use to include:

Transducers and use of doppler

Image quality to include:

Patient and equipment preparation

Image artefact

Range, storage and maintenance of probes and selection for use to include;

Size and type

To include the following uses:

Orthopaedics (muscular-skeletal)

Reproduction

Internal medicine

Care and maintenance of ultrasound equipment

To include:

Cleaning agents and methods

Care of scanner, probes, transducers

Obtaining ultrasonic images

Use of conductive fluids, patient care and positioning

Storing and methods of recording images

Storage of equipment

Images are produced by magnetic resonance

Principles of magnetic resonance imaging

Role and application to include:

Advantages and disadvantages

Considerations in relation to magnetic field

Patient and equipment management, preparation and monitoring

Principles of endoscopy and the care, maintenance and storage of equipment

Principles of endoscopic examination and indications and implications of use of rigid and flexible endoscopes

The use of endoscopes for diagnostic and surgical application

Methods of patient positioning and restraint

Care, management, storage and maintenance of equipment including fibre optics

Methods of cleaning and sterilisation

Requirements for supporting imaging

Use of radioactive isotopes, licensing of premises

Nature of Gamma radiation

Safe handling and administration of isotopes

Care of patient during and after administration of isotopes

Safe handling and disposal of excreta.

Learning outcome
The learner will: 4. Understand how to take radiographs
Assessment criteria
The learner can: 4.1 summarise methods of patient restraint for radiographic examination 4.2 demonstrate standard radiographic positions and the use of positioning aids, to include views (appropriate to species) of: <ul style="list-style-type: none"> • Limbs • Head • Spine • Abdomen • Thorax • Pelvis.

Methods of patient restraint

Methods of patient restraint (chemical and manual positioning aids), to consider a range of species

Manual restraint, appropriate use, employee considerations

Clinical considerations when imaging debilitated patients

Implications of poor positioning

Patient preparation, care and safety in contrast radiography

Standard radiographic positions

Standard positioning collimation and radiographic views in general practice use

Positioning nomenclature in relation to directional terminology

Significance of differing views for diagnostic purposes appropriate to species

Application and use of positioning aids

Identification of common equipment;

Identification of collimation borders and centring points for a range of views

Placement of cassette and grid.

Learning outcome
The learner will: 5. Know how to process radiographs
Assessment criteria
The learner can: 5.1 explain the principles of wet film processing , to include: <ul style="list-style-type: none"> • Use, storage and disposal of chemicals • Function and care of automatic processor • Recognition of film faults 5.2 explain the principles of digital imaging 5.3 explain the advantages and limitations of digital radiography

Principles of wet film processing

Stages of film development of exposed film:

Processing chemicals - functions, use and disposal

Automatic processor - function, preparation, maintenance and care

Processing faults to include: underwashing, over/under developing, over and under fixing, roller marks and artifacts

Principles of digital imaging

Principles of digital imaging, computer processing and the resultant images to include;

Comparison of computer radiography and direct digital radiography

Imaging manipulation

Correct submission details

Reasons for poor digital image quality

Diagnostic quality of a processed radiograph

Terms associated with radiographic quality: density, contrast, sharpness, causes of under/over exposure

Effects of kV and mAs on resulting exposure

Identification of common film faults:

- Contamination on screens
- Double exposure
- Static electricity
- Chemical splashes
- Crimp marks
- White light exposure
- Effects of under/over exposure
- Identification of movement and penumbra effect
- White light exposure
- Effects of under/over exposure
- Identification of movement and penumbra effect.

Unit 308 Veterinary nursing support of diagnostic imaging

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:

4.2

UAN:	D601/7286
Level:	3
Credit value:	5
GLH:	20
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN12, RVN13, RVN14 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit facilitates an understanding of diagnostic testing and essential laboratory techniques in clinical veterinary practice.</p> <p>It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.</p>
Assessment	E-volve test, portfolio (Nursing Progress Log)

Learning outcome

The learner will:

1. Understand the function and use of laboratory equipment

Assessment criteria

The learner can:

- 1.1 describe the requirements for the **safe use of laboratory equipment**, to include:

- Operation and maintenance
- Calibration and quality control

In relation to microscopes, analysers, centrifuge, refractometer.

Safe use of laboratory equipment

Care, maintenance, storage and hygiene management of:

Microscope to include: all component parts

Centrifuge and microhaematocrit tubes

Refractometer

Analysers (referring to manufacturers instructions)

Quality control and standardisation when using analysers

Microscopes:

Types, components (to include sub-stage condenser)

Learning outcome

The learner will:

2. Understand how to collect and prepare specimens for examination

Assessment criteria

The learner can:

- 2.1 describe **equipment and materials required for sample collection, preservation and transport**, to include:
 - Blood, urine, faeces, secretions, skin, hair and tissue
- 2.2 explain how to **prepare animals for the collection of samples**, to include:
 - Blood, urine, faeces, secretions, skin and hair
- 2.3 demonstrate **effective and safe sampling techniques**, to include:
 - Urine
 - Faeces
 - Blood
 - Hair and skin.

Equipment and materials required for sample collection, preservation and transport

Recognise and select suitable receptacles and preservatives for sample collection

Effects of storage and preserving samples over time

Equipment required for sample collection (blood, hair/skin, urine, faeces, other body fluids and tissue)

Prepare animals for the collection of samples

Species specific:

Patient checks

Safe moving/handling

Appropriate positioning and restraint

Effective and safe sampling techniques

Urine , faeces blood, hair and skin

Sampling for biochemistry, haematology, bacteriology

Supporting special sampling techniques:

- synovial fluid
- fine needle aspirates
- cerebrospinal fluid
- equine tracheal wash
- bronchial, alveolar, lavage.

Learning outcome
The learner will: 3. Know how to test pathological specimens
Assessment criteria
<p>The learner can:</p> <p>3.1 explain how to use commercial test kits effectively</p> <p>3.2 demonstrate how to carry out common test techniques, to include:</p> <ul style="list-style-type: none"> • Microscopy • Packed cell volume (PCV) • Blood smear • Test strips • Use of analyser • Use of refractometer (SG) <p>3.3 describe how to dispose of surplus pathological material and reagents safely</p> <p>3.4 demonstrate accurate and effective reporting of test results.</p>

Use commercial test kits

Types of commercial test kit, to include SNAP© and reagent test strips

Samples required

Using kit materials and recording results

Common laboratory techniques

Packed cell volume

Blood smear

Tests using haematological and biochemical analysers

Use of test strips

Examination of urine sediment

Use of refractometer

Equine faecal analysis (accuracy and limitations of assessment methods)

Processing haematological samples and urine using centrifuge, microscope and refractometers

Bacteriology and sensitivity testing, recognition of common parasites (commonly encountered

microbes and parasites

Reproductive swabbing in mares – methods and reasons

Referral of samples post abortion

Dispose of surplus pathological material and reagents

Disposal of reagents, sharps, animal tissue

Legislative requirements

PPE

Reporting of test results

Physiological significance of test results, reporting relevance to colleagues and clients

Normal biochemical and haematological parameters

Significance of abnormal results, recognition of spurious results, need to re-run test
Relate test results to medical and surgical conditions and treatments.

Learning outcome

The learner will:

4. Know how to prepare specimens for transportation

Assessment criteria

The learner can:

- 4.1 explain the requirements for the **safe transport of specimens**; to include packaging and labeling
- 4.2 describe how to **store specimens** safely and effectively prior to dispatch.

Safe transport of specimens

Maintaining asepsis in collection of samples

Infection control

Temperature control

Fixing/preservation of samples

Labelling of samples in appropriate containers, forms including tissue sampling

Effective handling, packaging techniques and despatch to external laboratories-according to regulations

Store specimens

Refrigeration, segregation of pathological samples

Sample deterioration, prevention.

Unit 309 Veterinary nursing support for laboratory diagnostics

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:

2.3, 3.2, 3.4

Unit 310

Supporting veterinary operating theatre practice

UAN:	H/601/7287
Level:	3
Credit value:	10
GLH:	40
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN21, RVN22, RVN23, RVN24 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit facilitates an understanding of veterinary operating theatre practice for veterinary nurses.</p> <p>It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.</p>
Assessment	E-volve test, portfolio (Nursing Progress Log)

Learning outcome

The learner will:

1. Understand the principles of operating theatre design and use

Assessment criteria

The learner can:

- 1.1 explain the **principles of operating theatre design**, to include:
 - Clean and dirty areas
 - Heating, lighting, ventilation
 - Circulation of personnel and materials
- 1.2 explain **effective operating theatre protocols**, to include daily and periodic cleaning of environment, furniture and equipment
- 1.3 Explain the **principles of planning an operating list**.

Principles of operating theatre design

Preparing an environment for surgical procedures:

Operating theatre design and layout

Clean and dirty areas

Circulation of personnel and equipment between clean and dirty areas

Heating/air conditioning

Lighting (including positioning theatre lights)

Ventilation, anaesthetic scavenging

Anti-static materials

Effective operating theatre protocols

Principles of cleaning: protocols for periodic deep cleaning, daily cleaning and damp-dusting, surfaces and equipment

Principles of planning an operating list

Preferred order of priority for sterile, aseptic, and dirty procedures

Importance of priority to include

Clean, clean contaminated, contaminated, dirty.

Learning outcome

The learner will:

2. Be able to dress and behave appropriately in an operating theatre

Assessment criteria

The learner can:

2.1 **behave** appropriately **in an operating theatre**, to include:

- Communication
- Movement
- Personal hygiene
- Safety of self and others

2.2 demonstrate **effective hand-hygiene**, to include hand-washing, use of antiseptic gels and surgical “scrubbing”

2.3 prepare and wear **operating theatre clothing**, to include:

- “Scrubs” and footwear
- Caps and masks
- Sterile gowns
- Sterile gloves.

Behave in an operating theatre

Behaviour protocol in theatres:

Movement and posture in relation to sterile fields and scrubbed personnel

Movement of prepared patients

Designated roles and responsibilities of theatre staff, handling of equipment and patients, maintenance of sterile field

Essential verbal communication: avoiding droplet aerosol, use of masks

Personal hygiene to include: general cleanliness, no jewellery, nail varnish, piercings

Safety to include; Legislation, use of PPE , record keeping methods

Effective hand-hygiene

Types of skin disinfectants

Scrubbing brushes and towels: use, disposables

Washing technique (“scrubbing”) to include method

Gloving techniques (open and closed methods)

Operating theatre clothing

Use of scrubs: special set for operating theatre use, cleanliness of underclothing

Footwear: non-slip, safety, anti-static, maintaining cleanliness

Types of gown (back and side tie, disposables versus cloth, effective use)

Types of glove

Movement and posture when “scrubbed” to limit contact with non sterile fields and potential contamination.

Learning outcome

The learner will:

3. Understand the use of operating theatre furniture and equipment

Assessment criteria

The learner can:

3.1 distinguish between **essential, non-essential and inappropriate furnishings and equipment** within the theatre environment

3.2 explain the safe **use and care for key operating theatre equipment**, to include:

- Lighting
- Adjustable table and positioning aids
- Diathermy
- Suction
- Tourniquets

3.3 explain the safe use of **patient transport systems**, to include hoists.

Essential, non-essential and inappropriate furnishings and equipment

Identifying essential equipment

Issues with non-essential items: dust-traps, venting of autoclaves, generation of unnecessary through traffic in the theatre

Use and care for key operating theatre equipment

Adjustable tables

Theatre trolley

Wall mounted clock

Light sources

Heat pads

Diathermy Suction

Scope racks

Anaesthetic machine and scavenging system

Cryosurgery equipment

Control boxes and foot pedals

Drip stand

Patient transport systems

Winches, hoists and transfer equipment including stretchers and trolleys

Safe transfer of patients to and from tables and recovery areas using mechanical aids.

Learning outcome
The learner will:
4. Understand the principles of instrument care and sterilisation
Assessment criteria
The learner can:
4.1 describe the construction and care of common groups of instruments , to include: <ul style="list-style-type: none"> • Materials used • Care and storage requirements • Identifying damage • Safe handling
4.2 demonstrate how to clean instruments effectively , to include: <ul style="list-style-type: none"> • Hand-cleaning • Ultrasonic cleaning
4.3 demonstrate how to pack items for sterilisation , to include: <ul style="list-style-type: none"> • Single instruments • Instrument sets • Drapes and gowns.

Construction and care of common groups of instruments

Care of hinges, working surfaces, materials used for construction to include maintenance and storage

Protection of bladed, sharp, toothed, delicate instruments

Commonly used types of: towel clips, scalpel holders and blades, dissecting forceps, scissors, artery forceps, retractors, speculums, bowel clamps, needle holders, luxators

Orthopaedic instrumentation

Ophthalmic instrumentation

Dental instrumentation

Care of tungsten-tipped instruments

Powered and specialist instrumentation to include: dental equipment, orthopaedic drills

Safe removal and handling of mounted blades and needles

Clean instruments effectively

Procedures for cleaning and maintenance

Cleaning solutions and methods

Hand cleaning

Ultrasonic cleaners

Delicate items

Checking function

Lubrication, sharpening and safe storage

Health and safety considerations

Pack items for sterilisation

Materials used for drapes and gowns:

Anti bacterial fabrics

Importance of breathability and water impermeability

Folding and packing techniques

Instrument and drape wrapping and packing techniques

Labelling

Sterilisation methods, checks and monitoring.
Learning outcome
The learner will: 5. Be able to assist the operating surgeon as a circulating nurse
Assessment criteria
The learner can: 5.1 prepare an animal in the operating theatre , to include positioning and final skin preparation 5.2 demonstrate how to assist a surgeon to don sterile clothing and gloves 5.3 open and pass sterile materials correctly , to include: <ul style="list-style-type: none"> • Handing to a scrubbed operator • Onto a sterile field 5.4 demonstrate the application of sterile wound dressings and bandages.

Prepare an animal in the operating theatre

Cardiorespiratory factors, monitoring methods, equipment, records including establishment of base line parameters

Risk of emesis (equine only: reflux), suction equipment, reduction of risk

Skin care (pressure and thermal issues associated with surgical skin preparation)

Dehiscence of corneal epithelium and exposed mucosae to include corneal lubrication

Type of procedure to include preparation of equipment

Use of ties and cradles, sandbags and foam wedges

Table extensions and attachments

Esmarch bandage and tourniquet (distal limb surgery) to include contraindications and restrictions for use

Purse string sutures (perineal surgery)

Assist a surgeon to don sterile clothing and gloves

Handling checking and opening sterile packs

Gowning technique

Open, plunged and closed gloving techniques

Open and pass sterile materials correctly

Avoidance of: leaning over sterile fields, dust aerosol from torn packs, sliding pack contents over unsterile edges.

Handing materials and equipment to scrubbed operator

Maintaining sterile field.

Learning outcome
<p>The learner will:</p> <p>6. Understand the management of instruments and materials during a surgical procedure</p>
Assessment criteria
<p>The learner can:</p> <p>6.1 identify commonly used instruments and explain their use, to include:</p> <ul style="list-style-type: none"> • General surgical • Dental • Orthopaedic <p>6.2 identify types of wound closure material and explain their properties and use, to include:</p> <ul style="list-style-type: none"> • Sutures • Staples • Glue <p>6.3 explain the use of instrument trolleys and Mayo tables, to include layout of instruments</p> <p>6.4 demonstrate safe techniques for handling and passing instruments, to include:</p> <ul style="list-style-type: none"> • Passing bladed items • Mounting needles • Demounting blades <p>6.5 explain how to keep track of instruments and swabs, to include timing and recording of instrument and swab counts</p> <p>6.6 describe the safe disposal of hazardous materials, to include:</p> <ul style="list-style-type: none"> • Sharps • Swabs • Suction bottle contents • Tissue.

Instruments and use

Methodical layout, keeping track of instruments and swabs

Use of different instruments during identified general surgical, routine procedures eg towel clips, scalpel and blade holders, needle holders, artery forceps, dissecting forceps, tissue forceps, scissors

Additional specialist equipment

Dental equipment including luxators

Anticipating needs of surgeon according to stage of procedure and layout of equipment

Assisting with tissue handling and retraction

Insertion of wound drainage systems to include active and passive drains

Types of wound closure material

Advantages and disadvantages of each

Absorbables

Non-absorbables

Synthetic and natural materials

Mono and polyfilaments

Specific contra indications for suture materials
 Types of suture needles, appropriate use, advantages and disadvantages, swaged and unswaged
 Basic suture patterns to include: simple, continuous, interrupted, mattress, cruciate, Ford interlocking, purse string, subcutaneous and the indications for their use
 Alternative suture materials and methods to include: glue, staples, adhesive tape/butterfly strips

Use of instrument trolleys and Mayo tables

Layout of equipment in anticipated order of usage
 Method of passing surgical instruments to include sharp or bladed items
 Management of mounted needles and blades.
 Demounting of blades
 Health and Safety considerations, techniques and PPE

Safe techniques for handling and passing instruments

Method of passing surgical instruments
 Management of needles and blades

Safe disposal of hazardous materials

Sharps (eg blades, needles, vials)
 Swabs
 Suction bottle contents
 Tissue (including body parts and cadavers).

Learning outcome

7. Understand the principles of patient care during surgery

Assessment criteria

- 7.1 summarise **observations to be made of an animal during surgery**, to include:
- Urine output
 - Blood loss
 - Tourniquets
- 7.2 explain **routine care requirements of an anaesthetised animal**, to include:
- Maintaining temperature
 - Prevention of pressure necrosis
 - Avoidance of joint strain and limb swelling
 - Prevention of corneal ulcers.

Observations to be made of an animal during surgery

Include coordination with anesthetic monitoring observations including
 record keeping
 Monitoring of gross drainage and collection of fluids during procedures
 Use of tourniquets to include contraindications and restrictions for use

Routine care requirements of an anaesthetised animal

Nursing measures to achieve the above for a range of species to include:

Monitoring and maintaining vital signs

Maintaining temperature

Prevention of pressure necrosis

Avoidance of joint strain and limb swelling

Prevention of corneal ulcers

Removal of purse strings, monitoring aids and temporary intubations.

Unit 310 Supporting veterinary operating theatre practice

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:

2.1, 2.2, 2.3, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.4

Unit 311

Understanding the essentials of veterinary nursing care for hospitalised animals

UAN:	T/601/7178
Level:	3
Credit value:	10
GLH:	40
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN6, RVN7, RVN9, RVN10 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit facilitates an understanding of the essentials of nursing sick animals within a veterinary environment.</p> <p>It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.</p>
Assessment	E-evolve test, portfolio (Nursing Progress Log)

Learning outcome
The learner will: 1. Understand the principles of a systematic approach to the provision of nursing care
Assessment criteria
The learner can: 1.1 differentiate between the “medical” model of nursing and the nursing-focussed model 1.2 explain the “Nursing Process” , mentioning a logical cycle of planning, implementation and evaluation 1.3 compare models of nursing , to include Roper, Logan and Tierney and Orem 1.4 use a reflective approach to support nursing problem solving .

“Medical” model of nursing and the nursing-focussed model Medical model; diagnosis and treatment of disease Nursing model; supportive care based on individual patient needs Origins, aims of nursing models Veterinary surgeon and veterinary nursing roles:-

Defining:

- Nursing assessment
- Nursing care
- Medical diagnosis
- Veterinary treatment
- Limitations of nursing involvement

Nursing Process

Introduction to the Nursing Process:

Elements of a care plan (assessment, planning, delivery, evaluation)

Introduction to simple frameworks for care planning (Roper, Logan & Tierney or Orem)

Models of nursing

Compare in relation to nursing situation, suitability for veterinary nursing

Advantages of a systematic framework of care

Reflective approach to support nursing problem solving

Process of reflection

Value of reflection in learning, improving practice

Using a reflective model eg Gibbs

Reflective diaries, commentary.

Learning outcome

The learner will:

2. Understand how to assess the condition of patients

Assessment criteria

The learner can:

- 2.1 explain how a **nursing model is used to inform patient assessment**, to include physical, behavioural and owner-related factors
- 2.2 differentiate between **actual and potential nursing problems**
- 2.3 use an **assessment protocol** to examine an animal
- 2.4 explain how to **record and monitor vital signs**, to include temperature, pulse, respiration, capillary refill time and mucous membranes, blood pressure.

Nursing model is used to inform patient assessment

Subjective, Objective, Assessment, Planning, Implementation, Evaluation, Reassessment (SOAP/IER) model of assessment

In-patient assessment, using a logical sequence and methodology

Holistic approach

Actual and potential nursing problems

Clinical assessment based on examination and observation

Identifying actual and potential nursing problems

Planning to prevent problems eg decubitus ulcers and other potential nursing considerations

Assessment protocol

Using a model as a framework for assessment in relation to: admission, equine passport validate identity of patient

Record and monitor vital signs

Normal parameters of the vital signs - dog, cat, rabbit, horse

Techniques for measuring vital signs eg correct use and placement of thermometers and other monitoring equipment

Collection of relevant data and recording using graphical methods and charts in a logical and sequential way

Reasons for abnormalities and variations in vital sign parameters

Descriptive and functional terms associated with pulse, respiration and body temperature and other vital signs

Locations of pulse points, use of and maintenance of stethoscope, measuring blood pressure

Normal appearance of mucous membranes, normal CRT.

Learning outcome

The learner will:

3. Be able to follow a care plan to deliver nursing care

Assessment criteria

The learner can:

- 3.1 use a **care plan to inform delivery of nursing care** across a range of veterinary conditions, to include medically and surgically related problems
- 3.2 recognise **clinical and behavioural indicators of a change in condition**, to include responses to shock, infection, pain and stress
- 3.3 report on **patients and nursing activities** in order to inform the review of care plans.

Care plan to inform delivery of nursing care

Interpreting given care plans

Contributing to care planning. Applying a standard framework for patient assessment and nursing care. Understanding and implementing a given care plan in the management of the inpatient as directed by qualified staff

Clinical and behavioural indicators of a change in condition

Effects of stress and pain on in-patient condition, temperament and demeanour

Recognition of pain, distress and deterioration

Management strategies to include reduction of stress, encourage normal behaviour and promote recovery

Patients and nursing activities

Making relevant and accurate reports

Recognising significant factors and changes in condition of patient.

Learning outcome
The learner will: 4. Understand the use of different types of accommodation for hospitalised animals
Assessment criteria
The learner can: 4.1 explain the requirements of hospital accommodation for small animals and horses, to include: <ul style="list-style-type: none"> • Layout and access to facilities • Size, design and construction materials • Maintaining temperature and ventilation • Isolation • Bedding and substrates 4.2 summarise safety considerations in relation to the use of accommodation and associated equipment , to include design, state of repair, fitness for purpose.

Requirements of hospital accommodation

Ward layout and access to facilities to include essential fixtures and fittings

Accommodation size, including minimum for species, design and maintenance, ease of cleaning and monitoring of patients condition

Construction materials to include: siting, insulation, noise levels and their properties

Maintaining environmental conditions and provision of additional heat

Isolation accommodation to include location, layout, provision of equipment, cleaning, maintaining, purpose

Barrier nursing

Substrates and bedding materials: uses and disposal appropriate for the species and life stage

Safety considerations in relation to the use of accommodation and associated equipment

Safe use of accommodation and equipment

Maintenance protocols

Reporting and managing unsafe accommodation and equipment

Appropriate accommodation for requirements of animal and personnel.

Learning outcome
The learner will: 5. Understand the nursing care and management of patients taking into account species, life-stage and temperament
Assessment criteria
The learner can: 5.1 explain the care needs of patients in relation to commonly encountered diseases and traumatic conditions, to include: <ul style="list-style-type: none"> • Recumbency • Post- surgical care • Trauma

- Requirement for fluid therapy
- Requirement for assisted feeding
- Containment and physical therapies

5.2 outline **principles of species-specific nursing**, mentioning cats, dogs, exotics and horses, to include medical and surgical nursing needs.

Care needs of patients

Examples of the clinical effects of commonly encountered diseases and traumatic conditions that may require supervised nursing care, taking into consideration the animal welfare needs based on reasons for hospitalisation, life stage and associated complications.

Containment and physical therapies to include:

Passive joint movement

Hydrotherapy

Physiotherapy

Massage

Complimentary therapies in line with species and patient requirements

Recognition of normal and abnormal excretions/secretions and their implications:-

Urine and faeces

Ophthalmic, nasal, aural, reproductive and oral secretions

Vomiting and reflux

Regurgitation (fluids/solids)

Principles of species-specific nursing

Provision of nursing care and stimulation to in-patients in health and ill-health

Nursing plans that take into account mental stimulation, care and attention, grooming or equivalent for species, nutrition, fluids and feeding patterns, mobility, hygiene and elimination., Records for hospitalised patient care

Physiological effects of recumbency and hospitalisation and measures to reduce effects

Basic post operative patient care and the physiological effects of recovery from a range of anaesthetic agents for species and life stages

Planning for discharge:

- Assessment of patient condition prior to discharge
- Guidance for owners (home care, post – operative issues, medication, possible complications) owner compliance and understanding including demonstration and guidance

Basic wound care and management:

- Aseptic techniques in wound management to include lavage, debridement
- Application of dressings and bandages to include time frames to remain in situ

Identify purposes and types of bandage – dressing retention, pressure, support, presage, primary, secondary, tertiary.

Learning outcome

The learner will:

6. Know how to administer medications

Assessment criteria

The learner can:

6.1 explain **techniques for administering medicines** to include:

- Oral
- Rectal
- Topical
- Parenteral
- Sites commonly used for injection
- Care of intravenous cannulae

6.2 describe **requirements for the safe disposal of used equipment and surplus medication**.

Techniques for administering medicines

Methods and routes of administration to a range of small animal species and horses to include advantages and disadvantages of each method and health and safety considerations

Principles, precautions and limitations of administering oral, topical, and rectal medication

Parenteral to include: principles, precautions and limitations of administering medication by subcutaneous, intramuscular and intravenous injection to include asepsis

Handling and restraint methods and equipment as per species

Techniques for administration of medicines

Commonly used injection sites, in dogs, cats, exotic species (rabbit, rodent, bird and reptile) and horses

Care of indwelling cannulas/

catheters to include checking patency and site care

Requirements for nursing observation following administration of medication to include recording, reporting and monitoring

Species specific and life stage

Requirements for the safe disposal of used equipment and surplus medication

Basic disposal of unused medicines/broached vials and equipment/materials Disposal of equipment used for administration of medications to include oral, topical and injections.

Legislation to include COSHH

Hazardous Waste (England and Wales) regulations

Handling PPE including cytotoxic medications.

Unit 311

Understanding the essentials of veterinary nursing care for hospitalised animals

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:

2.3, 3.1, 3.2, 3.3

UAN:	K/601/7288
Level:	3
Credit value:	10
GLH:	40
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN25, RVN26, RVN27 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit facilitates an understanding of anaesthesia and anaesthetic monitoring in clinical veterinary practice.</p> <p>It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.</p>
Assessment	E-volve test

Learning outcome

The learner will:

1. Understand the principles of anaesthesia

Assessment criteria

The learner can:

- 1.1 define different **methods of anaesthesia**
- 1.2 explain **anaesthetic terminology**, to include minute volume, tidal volume, dead space
- 1.3 explain the physiology of general anaesthesia, to include sedation, muscle relaxation and pain relief
- 1.4 summarise the **concept of balanced anaesthesia**
- 1.5 explain stages, planes and levels of anaesthesia
- 1.6 calculate **fresh gas flow rate** according to species, weight and circuit factor.

Methods of anaesthesia

Types of anaesthesia/analgesia:

- General
- Epidural
- Regional
- Local
- Topical

Advantages and disadvantages

Onset and duration of action of commonly used local anaesthetic solutions

Local anaesthetic techniques, to include peri-neural and intra-articular anaesthesia

Sedative drugs/drug combinations available to facilitate the performance of radiography, standing surgical procedures

Use of continuous infusion sedation in equine practice

Anaesthetic terminology

- Dead space (equipment and physiological)
- Tidal volume and minute volume

Physiology of anaesthesia

Physiology of sedation and general anaesthesia, “triad of anaesthesia”

Exchange of gases in the lung and principles of tissue respiration

Effect of anaesthetic agents on the autonomic nervous system especially renal and hepatic perfusion and function

Concept of balanced anaesthesia

“triad of anaesthesia”

Fresh gas flow rate

Calculation formulae

Use of calculators and pre-prepared charts

Gross error checks

Significance of circuit factors.

Learning outcome

The learner will:

2. Know the function of anaesthetic drugs

Assessment criteria

The learner can:

- 2.1 summarise the **function of key groups of anaesthetic drugs**, to include:

- Intravenous and gaseous anaesthetics
- Intramuscular anaesthetics
- Sedatives
- Analgesics
- Muscle relaxants

and give examples in each group.

Function of key groups of anaesthetic drugs

Premedication:

Commonly used agents, including their side effects (ACP, alpha 2 agonists, opioids, benzodiazepines)
 Principles of analgesia and the advantages of pre-emptive analgesia (Non-steroidal Anti-inflammatory Drugs (NSAIDs), opioids & local anaesthetic techniques)
 Induction and agents/combinations of agents commonly used, including side effects
 Intravenous, inhalation and chamber induction
 Maintenance of anaesthesia and methods and agents used for maintaining anaesthesia including their side effects (carrier gases, volatile agents, total intravenous anaesthesia (TIVA)) and "top-up" doses
 Use of reversal agents
 Muscle relaxants in equine and small animal practice.

Learning outcome

The learner will:

3. Understand the function of anaesthetic equipment

Assessment criteria

The learner can:

- 3.1 explain the **function and maintenance** of key parts of an anaesthetic machine
- 3.2 identify, and summarise the use of, **anaesthetic breathing systems**, to include:
 - Re-breathing
 - Non re-breathing
- 3.3 summarise **types of endotracheal tube** and describe their use and maintenance
- 3.4 explain the **safety checks to be made of anaesthetic equipment**, to include:
 - Endotracheal tubes
 - Breathing systems
 - Anaesthetic machines
 - Pollution control systems
 - Ventilator
- 3.5 explain the **use of monitoring equipment**, to include:
 - Capnograph
 - Pulse oximeter
 - Electro-cardiograph.

Function and maintenance

Use and maintenance of equipment for the administration of inhalation anaesthetic agents including:

Identification of key parts of an anaesthetic machine: Gas supply (oxygen and nitrous oxide), pressure gauge, flow-meters, vaporiser, emergency flush, pin index system and alarm systems

Oxygen and gas delivery systems: piped, cylinders

Anaesthetic breathing systems

Advantages and disadvantages of non re-breathing systems: Gas flow in Lack, Bain, T-piece, Humphrey ADE circuits

Advantages and disadvantages of re-breathing systems
Gas flow in a Circle circuit
Use of circuit types in small animal and equine practice
The advantages and disadvantages of Intermittent Positive Pressure Ventilation (IPPV) and its practical use

Types of endotracheal tube

Cuffed and uncuffed, disposable and re-sterilisable
Correct placement (breath sounds, chest movement)
Cuff inflation
Supraglottic device

Safety checks to be made of anaesthetic equipment

Tube patency and integrity
Circuits intact and not leaking, APL valve works and open
Machine: oxygen flush working, gas supply connected and sufficient, vaporiser filled
Scavenging – weigh absorber, system connected and working

Use of monitoring equipment

Indications for use, effective use of equipment.

Learning outcome

The learner will:

4. Understand anaesthetic preparation and induction

Assessment criteria

The learner can:

- 4.1 summarise the **preparation of a animal for general anaesthesia**, to include:
- Pre-anaesthetic checks
 - Fasting
 - Premedication
- 4.2 summarise the **materials and equipment needed** for induction of anaesthesia, to include:
- Consumables
 - Drugs and Intravenous fluids
 - Laryngoscope
 - Endotracheal tubes
 - Monitoring equipment
- 4.3 summarise the **support of the anaesthetist during anaesthetic induction**, to include:
- Restraint and positioning of the animal
 - Supply and management of equipment
- 4.4 explain the **principles of effective intubation**.

Preparation of a animal for general anaesthesia

Checking admission information and procedures carried out
Principles of pre-medication and drugs in common use
General anaesthetic risks associated with special cases:

- Toxic patients

- Limb fractures
- Existing conditions
- Age of Patient
- Obesity
- Caesarean section
- Myopathy (equine)

American Association of Anaesthesiologists anaesthetic risk score

Species-related risks

Small animal:

- Ruptured diaphragm
- Gastric Dilatation and Volvulus (GDV)

Equine:

- Colic and the management of such cases to minimise complications

Materials and equipment needed

Types and use

Support of the anaesthetist during anaesthetic induction

Patient restraint

Raising veins

Intravenous catheter types and the principles of catheter placement, fixing cannulae

Use and preparation of endotracheal tube, anaesthetic machine and circuit

Adjusting gas flow, volatile agent

Securing intravenous lines, indwelling urinary catheters etc

To include ability to respond to anaesthetic emergency

Principles of effective intubation

Correct size of tube

Use of laryngoscope

Identification of epiglottis

Avoidance of laryngeal spasm

Correct inflation of cuff

Risks and complications.

Learning outcome
The learner will: 5. Understand the principles of monitoring an anaesthetised animal
Assessment criteria
<p>The learner can:</p> <p>5.1 explain the observations to be made of an anaesthetised animal, and how these should be recorded, to include:</p> <ul style="list-style-type: none"> • Temperature, pulse, respiration • Level of consciousness <p>5.2 describe the observations to be made of equipment during an anaesthetic, to include:</p> <ul style="list-style-type: none"> • Gases and volatile agents • Circuits and tube • Monitoring equipment <p>5.3 explain the positioning and monitoring of a patient during anaesthetic recovery, to include extubation</p> <p>5.4 summarise observations to be reported to the veterinary surgeon during anaesthetic and recovery monitoring.</p>

Observations to be made of an anaesthetised animal

Frequency of observations

Eye position, muscle tone, reflexes

Pulse oximetry

Electrocardiogram

Blood pressure monitoring

Capnography

Blood gas monitoring

Reporting of significant changes

Maintaining anaesthetic record

Observations to be made of equipment

Power supply, connections

Supply of gases and volatile agents

Correlation of equipment read-outs with condition of patient

Routine servicing and calibration of equipment

Positioning and monitoring of a patient during anaesthetic

Recognising when to extubate

Laryngeal spasm

Effects of patient positioning on respiratory and cardiovascular function

Use of positioning aids to avoid complications

Observations to be reported to the veterinary surgeon during anaesthetic

Key observations and changes.

Learning outcome
The learner will: 6. Know how to recognise and respond to anaesthetic emergencies
Assessment criteria
The learner can: 6.1 explain how to recognise respiratory and cardiac arrest 6.2 explain the management of resuscitation , to include airway management, CPR, drugs 6.3 describe how to recognise and manage equipment failure , to include power failure.

Recognise respiratory and cardiac arrest Identify clinical signs associated with: Respiratory obstruction Respiratory arrest Cardiac arrest
Management of resuscitation Contents of and use of anaesthetic emergency box to include drugs, consumables and equipment Drugs in resuscitation Cardio-pulmonary resuscitation Recognition of effective resuscitation
Recognise and manage equipment failure Emergency lighting, manual ventilation, management of surgical procedure, use of generators.

Unit 312 Principles of supporting veterinary anaesthesia

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

This unit is assessed by an online multiple choice test.

Unit 313

Preparing for professional registration

UAN:	M/601/7289
Level:	4
Credit value:	10
GLH:	35
Relationship to NOS:	This unit relates to Veterinary Nursing NOS unit: RVN31 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit will assist student veterinary nurses nearing the point of qualification for the RCVS Register to understand and explore the concept of professional accountability and their duties as registered practitioners.</p> <p>They will consider some of the moral and ethical conflicts that may be encountered in caring for animals and working with colleagues and learn to apply strategies for resolving such conflicts and/or how to seek appropriate expert help.</p>
Assessment	Centre devised case study, centre- devised assignment (independent (centre-based) examination)

Learning outcome
The learner will: 1. Know the legal framework for veterinary nursing practice
Assessment criteria
The learner can: 1.1 summarise the UK legal system , to include criminal and civil law, sources of law and mentioning key differences in Scotland 1.2 interpret the provisions of the Veterinary Surgeons Act , to include <ul style="list-style-type: none">• Meaning of Schedule 3• Scope of veterinary nursing practice.

UK legal system Criminal and civil law, Tort (Delict in Scotland) Courts Statute and common law, precedent
--

Provisions of the Veterinary Surgeons Act

Purpose of the Veterinary Surgeons Act

Treatment by non-veterinary surgeons: Schedule 3, exemption orders.

Learning outcome

The learner will:

2. Understand the accountability of veterinary nurses

Assessment criteria

The learner can:

- 2.1 analyse the **features of professional status**
- 2.2 explain the **purpose and principles of professional regulation**, to include statutory and voluntary regulation, self versus independent regulation
- 2.3 explain the **functions of a professional regulatory body**, to include public protection, codes of conduct, investigation of complaints
- 2.4 summarise the **RCVS regulatory Bye-laws in relation to veterinary nurses**
- 2.5 interpret the **RCVS Guide to Professional Conduct for veterinary nurses**.

Features of professional status

Education, accountability, public regard

History and status of veterinary nursing

Purpose and principles of professional regulation

Public interest, protection of the vulnerable

Examples of statutory and voluntary regulation

Meaning of professional self regulation

Independent regulation, government regulatory agencies

Functions of a professional regulatory body

Maintaining register

Standard-setting: education, standards of practice, CPD and re-validation

Compare other (non-veterinary) regulators eg General Dental Council, Nursing and Midwifery Council

Investigation of complaints, disciplinary sanctions

RCVS regulatory Bye-laws in relation to veterinary nurses

Education, registration, standards, regulation

List versus Register

Limitations of non-statutory regulation

RCVS Guide to Professional Conduct for veterinary nurses

Provisions of the Guide

Application to practical situations

Obtaining help and advice.

Learning outcome
The learner will: 3. Understand the application of ethical principles
Assessment criteria
The learner can: 3.1 summarise ethical schools of thought , to include utilitarianism, deontology and virtue ethics 3.2 identify ethical problems arising in veterinary practice 3.3 analyse patient care issues using ethical principles.

Ethical schools of thought

Utilitarian costs and benefits versus moral rights and wrongs

Examples of major theorists eg Bentham, Kant

Recognising the basis of arguments

Individual character and conscience – limitations

Ethical problems

Potential patient, client and colleague issues eg Informed consent, economic drivers of treatment, animal abuse, euthanasia, addressing poor practice

Patient care issues

Practical debate using principles in 3.1 and real or supplied problems from veterinary practice

Resolving dilemmas

Where to go for help; representative organisations, Vet Helpline.

Learning outcome
The learner will: 4. Understand the principles of consent to veterinary treatment
Assessment criteria
The learner can: 4.1 explain the legal requirements for consent to treatment , to include treatment without consent 4.2 analyse the features of informed consent 4.3 identify potential barriers to informed consent in practice.

Legal requirements for consent to treatment

Express and implied consent, written and verbal, mental competence, giving of information

Design of consent forms

Features of informed consent

Information giving versus understanding, how much understanding is sufficient

Potential barriers to informed consent

Time, training of staff, emergency situations, unethical practices.

Learning outcome
The learner will: 5. Understand Legal and ethical duties to clients, colleagues and animals
Assessment criteria
The learner can: 5.1 Explain the principle of Duty of Care in relation to clients, colleagues and animals, to include: <ul style="list-style-type: none"> • Animal Welfare Act • Negligence • Maintaining professional competence • Personal scope of competence 5.2 critically analyse ethical issues surrounding the support of colleagues and clients , to include whistle-blowing.

Principle of Duty of Care

Animal welfare act, statutory duties to animals

Duty of care to clients and colleagues, Reasonableness Negligence, remedies in law

Practising within own level of competence, resisting inappropriately delegated work

Maintaining CPD

Professional development from “beginner to expert”

Ethical issues surrounding the support of colleagues and clients

Addressing problems, protocols for whistle-blowing, breaching confidentiality in the public interest, where to seek advice and help.

Unit 313 Preparing for professional registration

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

This unit is assessed a centre-devised assignment and exam.

The assignment must cover the following assessment criteria:
2.5, 3.1*, 3.2, 3.3, 4.1, 4.2, 4.3, 5.2

The candidates must explore an ethical issue in depth. This must have been experienced by them in a veterinary practice. The issue could include:

- Consent to treatment
- Euthanasia of a healthy animal
- Delegation of acts of veterinary surgery
- Addressing unprofessional conduct.

The assignment should be no more than 2,000 words in length and a score of 50% is required to pass.

For full details and a template assignment, please see the Assessment Pack.

The exam must cover the following assessment criteria:
1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1*, 5.1

This will be an open book exam (unannotated key texts may be brought in). The exam must last **one hour**, excluding reading time. Full invigilation procedures must be followed throughout. A score of 65% is required to pass.

A choice of at least **two** well-defined areas of focus should be provided a maximum of **four weeks** in advance of the examination to candidates in order for them to prepare in depth. Examination questions must be based on these areas and can include clinical scenarios for analysis and discussion.

The examination questions must not be divulged to candidates prior to the exam.

For full details and a template examination, please see the Assessment Pack.

*Learning outcome 3.1 may be assessed by either centre-devised assignment or centre-devised exam.

Unit 314

Principles of peri-operative veterinary nursing support for small animals

UAN:	T/601/7729
Level:	3
Credit value:	10
GLH:	40
Relationship to NOS:	This unit relates to Veterinary Nursing NOS unit: RVN14 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit facilitates an understanding of peri-operative nursing care principles relating to small animals within a veterinary environment.</p> <p>It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.</p>
Assessment	Centre-devised assignment - case study series

Learning outcome
The learner will: 1. Understand how to prepare a patient for surgery
Assessment criteria
The learner can: 1.1 explain the information to be obtained from the animal's owner , to include starvation, normal routine, contact details 1.2 summarise the legal requirements for consent to a surgical procedure , to include fee estimate, explanation, signature 1.3 explain the principles of withholding food and fluids prior to anaesthesia 1.4 describe requirements for clipping and skin preparation , to include: <ul style="list-style-type: none">• Care and use of clippers• Identification of site• First skin scrub• Foot bandage

Information to be obtained from the animal's owner

Reason for admission

Contact details, animal's normal routine, including feeding and exercise

Period of starvation

General condition, any change since last consultation

Consent

Contact point and time to call given to owner

Legal requirements for consent to a surgical procedure

Legal requirements for consent to treatment

Contrast with concept of informed consent

Principles of withholding food and fluids

Risk of regurgitation

Pulmonary acid aspiration syndrome

Varying period of withholding in special cases eg geriatric animals

Requirements for clipping and skin preparation

Aims of skin preparation, techniques and procedures:

Identification and marking of surgical site

Restraint and handling

Clippers

Skin disinfectants/antiseptics

Swabbing technique.

Learning outcome

The learner will:

2. Understand the requirements for immediate post-operative care

Assessment criteria

The learner can:

- 2.1 explain the **requirements for handover from the operating theatre**, to include surgical procedure, anaesthetic, observations at handover, treatment instructions
- 2.2 interpret **post-operative observations**, to include vital signs, pain, urine output, wound appearance and drainage
- 2.3 explain the **physiology, recognition and management of post-operative shock**
- 2.4 explain how **post-operative fluid balance is maintained**, to include: altered intake/output, calculating fluid requirements, maintaining intravenous infusion
- 2.5 summarise the **principles of effective post-operative pain management**.

Requirements for handover from the operating theatre

Preparation of suitable recovery accommodation

Transition from anaesthetic recovery to ward

Handover observations eg airway, level of consciousness, vital signs, wound, drainage

Importance of communication and record keeping

Post-operative observations

Common post operative complications

Preventative measures

Nursing management

Immediate post-operative care:

Post-operative positioning and its influence on circulation and breathing

Pain monitoring

Monitoring – vital signs, wound, casts

Physiology, recognition and management of post-operative shock

Types of shock – cardiogenic, hypovolaemic, distributive

Physiology of hypovolaemic shock, compensatory mechanisms

Signs of shock

Arrest of haemorrhage

Fluid replacement

Complications

Post-operative fluid balance is maintained

Reasons for perioperative altered fluid balance

Calculation formulae

Gravity feed infusions and infusion pumps

Venous spasm, dealing safely with stopped infusion

Recognising extravasation

Principles of effective post-operative pain management

Analgesics commonly used peri and intra- operatively

Monitoring effective pain relief (physiological signs of pain)

Epidural analgesia, local/regional blocks.

Learning outcome

The learner will:

3. Understand nursing requirements of the convalescent patient

Assessment criteria

The learner can:

3.1 explain **core nursing requirements during post-operative convalescence**, to include:

- fluid and nutrition
- elimination
- mobility, exercise
- pain relief, alleviation of stress
- wound management

3.2 describe the **principles of surgical wound care**, to include:

- appearance of haematoma, infection
- drains
- dressing and bandaging
- removal of drains, closures
- preventing interference

Core nursing requirements during post-operative convalescence

Evaluation of the above, taking into account species, specific condition, age and general fitness

Principles of surgical wound care

Haematoma and bruising

Differentiation of normal inflammation and infection

Purpose, types and management of wound drainage

Dressing types and their application, to include major groups of interactive dressings

Aseptic dressing technique

Purposes of bandaging (dressing retention/pressure/support) and techniques

Casting materials and application/removal of casts

Suture removal – principles for different suture types, staples

Use of Elizabethan collars etc.

Learning outcome

The learner will:

4. Know species-specific nursing requirements for patients before and following specific procedures

Assessment criteria

The learner can:

- 4.1 summarise the **species-specific peri-operative nursing requirements of patients**, mentioning cats, dogs and exotics, to include:
 - minor surgery
 - abdominal procedures
 - orthopaedic procedures.

Species-specific peri-operative nursing requirements of patients

Include specific nursing requirements of range of common minor and major procedures seen in general veterinary practice

Special requirements for nursing following spinal, ophthalmic and thoracic procedures.

Learning outcome

The learner will:

5. Understand how to facilitate home convalescence

Assessment criteria

The learner can:

- 5.1 analyse the **factors to consider when planning for discharge**, to include condition of the patient and home circumstances
- 5.2 explain the **core requirements for a home care plan**
- 5.3 analyse the **requirements for effective discharge handover to an owner.**

Factors to consider when planning for discharge

Importance of client concordance in the management of a patient within the home environment

The veterinary nurse's role in assisting clients whose pets require:-

Changes to their daily routine

Adaptations to the home environment

The administration of simple physiotherapy techniques

The observation and recording of clinical signs

The administration of drugs

Core requirements for a home care plan

Activity and exercise

Feeding

Elimination

Care of wounds, bandages, collars

Administration of medication

Recognising complications

Seeking assistance and advice

Incorporation of the results of diagnostic tests, and their implications, into the design of nursing care plans

Requirements for effective discharge handover to an owner

Importance of assessing needs of owner before providing care plan:

Understanding and engagement

Ability to provide care, suitable home environment

Economic situation

Effective communication.

Unit 314 Principles of peri-operative veterinary nursing support for small animals

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

This unit is assessed by a centre-devised assignment covering all the assessment criteria.

Candidates must explore the dynamics of perioperative nursing support through a portfolio of case studies, in which the candidate has actively and extensively participated in care. Through discussion, the candidate should identify example of best practice and areas for improvement.

Four case studies should be provided, covering minor, abdominal and orthopaedic peri-operative care and both planned and emergency surgery. A range of species should be covered. Candidates should supply case identifiers for the centre to check against practice records in order to prevent fabrication and plagiarism.

The assignment should be no more than 5,000 words in length and a score of 50% is required to pass.

For full details and a template assignment, please see the Assessment Pack.

Unit 315

Principles of veterinary nursing support for small animal patients

UAN:	T/601/7732
Level:	3
Credit value:	10
GLH:	40
Relationship to NOS:	This unit relates to Veterinary Nursing NOS unit: RVN15 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit facilitates an understanding of the complex nursing of sick small animals within a veterinary environment.</p> <p>It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.</p>
Assessment	Centre-devised Assignment – Case study series, centre-devised assignment – independent (centre-based) examination

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> Understand how pathology affects the normal function of an animal
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> describe the pathology of a range of commonly encountered medical disorders, to include: <ul style="list-style-type: none"> Circulatory disorders Respiratory disorders Urinary tract disorders Endocrine disorders Neurological disorders Alimentary tract disorders Reproductive tract disorders Musculoskeletal disorders Disorders of the sense organs

- 1.2 explain the **effects of pathophysiological states and common pathologies on the normal function** of an animal, to include:
- Sensory impairment
 - Behaviour
 - Reduced mobility
 - Impaired nutrition
 - Metabolic disturbance
- 1.3 recognise the **significance of abnormal diagnostic test results** and the impact of these on nursing requirements.

Pathology of a range of commonly encountered medical disorders

To include degenerative, infective and neoplastic conditions commonly encountered in general practice
Presentation, diagnosis and veterinary treatment

Effects of pathophysiological states and common pathologies on the normal function

Links to outcome 1.1. Identification of the potential nursing requirements of animals with medical disorders
Taking into account life-stage and general condition

Significance of abnormal diagnostic test results

Normal parameters, abnormalities

Diagnostic tests to include:

- Body fluids
- Blood tests
- Urine tests
- Trans-cellular fluid (cerebrospinal fluid and synovial fluid).

Learning outcome

The learner will:

2. Understand how to plan and deliver care for animals with a range of commonly encountered conditions

Assessment criteria

The learner can:

- 2.1 evaluate **models and frameworks of nursing**, to include the Roper, Logan and Tierney (Activities of Living) model and the Orem (Self Care) model, in the veterinary nursing context
- 2.2 apply appropriate **models or frameworks to assess animals**, plan, implement and evaluate nursing care
- 2.3 demonstrate the application of an **evidence base to care planning and delivery**.

Models and frameworks of nursing

Suitability of established “human” nursing models to the veterinary situation

Interpretation and adaptation of models

Including psychological and social factors in care planning

Models or frameworks to assess animals

Care planning for patients with a range of commonly encountered conditions taking into account the influence of environmental, physical and psychological factors:

- Circulatory disorders
- Respiratory disorders
- Urinary tract disorders
- Endocrine disorders
- Neurological disorders
- Alimentary tract disorders
- Reproductive tract disorders
- Muscular-skeletal disorders
- Disorders of the sense organs
- Application of nursing techniques:-
- Assisted feeding, tube feeding
- Parenteral feeding
- Urinary catheter management and care
- Enemata
- Fluid therapy and intravenous catheter care
- Drug therapy, including the administration of cytotoxic treatment
- Physiotherapy
- Complementary therapies

Evidence base to care planning and delivery

Sources of information to support nursing practice

Evidence-based versus tradition/common practice

Reading and evaluating literature

Critical analysis.

Learning outcome

The learner will:

3. Understand the principles of wound healing and care

Assessment criteria

The learner can:

- 3.1 explain the **process of wound healing**, to include healing by first intention and delayed healing
- 3.2 summarise factors that may impede healing, to include: poor perfusion, poor nutrition, infection, patient or client interference
- 3.3 explain the **principles of management for chronic wounds**, to include moist healing
- 3.4 appraise the use of **different dressing materials** in the veterinary situation, to include traditional materials, interactive dressings.

Process of wound healing

Physiology of healing

1st intention, 2nd intention, delayed primary suture

Recognising stages of healing

Granulation tissue

Nutrition and wound healing

Principles of management for chronic wounds

Factors that delay healing, effects of moisture, temperature
Debridement – chemical and surgical
Use of cleansing solutions, effect on healing
Recognising colonisation and infection
Indications for antibiotic therapy
Use of interactive dressings

Different dressing materials

Functions of a wound dressing
Properties of an ideal dressing
Dressing types and their application, to include major groups of interactive dressings
Removal and disposal of soiled dressings.

Learning outcome

The learner will:

4. Understand the principles of isolation nursing

Assessment criteria

The learner can:

- 4.1 explain **reasons for isolation nursing**, to include infection and compromised immunity
- 4.2 explain the **requirements for isolation accommodation**, to include design and preparation for an admission
- 4.3 summarise **required conduct of staff** in relation to isolated cases, to include:
 - Protective clothing and hand hygiene
 - Fomites
 - Access to isolation accommodation
- 4.4 explain the special needs of isolated patients, to include reduction of stress, company.

Reasons for isolation nursing

Define isolation, quarantine and “barrier” nursing
Reasons for patient isolation
Common infections, to include incubation periods and presentation

Requirements for isolation accommodation

Location in practice, flow of personnel, ease of cleaning and removal of waste
Condition of patient – barrier or reverse barrier nursing, presence of diarrhoea, vomiting, infected lesions, recumbent or mobile
Bedding materials, use of disposables, placement of waste bins, gloves, aprons, footwear

Required conduct of staff

Planning of patient contact – avoiding unnecessary entry to isolation facility
Correct use of PPE, methodical hand hygiene

Consideration of fomites – equipment, staff items (pens, notebooks)
 patient toys, bedding
 Access by essential staff, avoiding unnecessary traffic/contact
 Educating lay staff and owner.

Learning outcome

The learner will:

5. Understand how to facilitate effective home and follow-up care for animals with long-term illness

Assessment criteria

The learner can:

- 5.1 explain the importance of **client concordance in the home management of a patient** and identify factors that may inhibit this
- 5.2 evaluate **strategies for maintaining and improving client concordance with home care plans**
- 5.3 explain the **value of nursing follow-up clinics** in support of chronic animal health problems, to include:
 - Role of the veterinary team in long term care
 - Requirements for an effective nursing clinic
 - Role and remit of the veterinary nurse in consultations.

Client concordance in the home management of a patient

Importance of assessing needs of owner before providing home care plan:

Understanding of illness and engagement with treatment aims

Expectations in relation to terminal illness eg malignancy, old age

Ability to provide care, suitable home environment

Economic situation

Effective communication

Strategies for maintaining and improving client concordance with home care plans

Frequency of follow-up

Points of contact; named nurse or vet

Nursing clinics

Achievable goals, compromises

Value of nursing follow-up clinics

Improving client concordance, providing client support, improving quality of life

Clinic aims, costing and budget, parameters

Consultation protocols, clear guidance for veterinary referral.

Learning outcome
The learner will: 6. Understand how to support a client through grief and loss
Assessment criteria
The learner can: 6.1 explain the psychological processes of loss and grieving and summarise how these may impact on communication with a client 6.2 evaluate the nurse's role in breaking bad news to clients 6.3 explain how sensitive euthanasia can be accomplished within a busy veterinary practice 6.4 evaluate services available to assist clients to cope with loss.

Psychological processes of loss and grieving Grieving process, stages of grieving, anger as a natural reaction to loss
Nurse's role in breaking bad news to clients Relationship with client, time, training Ongoing support – bereavement counselling
Sensitive euthanasia can be accomplished Preparing clients, timing of appointment, special entrance and exit for clients, layout of consulting room, handling of animal, support of clients Unexpected euthanasia – breaking bad news Dealing with cadaver, billing for euthanasia
Services available to assist clients Pet bereavement counselling Pet crematoria.

Unit 315 Principles of veterinary nursing support for small animal patients

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

This unit is assessed by a centre-devised assignment and exam.

The assignment covers the following assessment criteria:

2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 6.1*, 6.2*, 6.3*, 6.4*

Candidates must explore the dynamics of nursing support for sick animals through a portfolio of case studies in which the candidate has actively and extensively participated in care. Through discussion the candidate must identify examples of best practice and areas for improvement.

Three case studies should be provided, covering a diverse range of medical care to include nursing support in infective case(s), chronic illness and terminal illness. A range of species should be covered. Candidates should supply case identifiers for the centre to check against practice records in order to prevent fabrication and plagiarism.

The assignment should be no more than 3,500 words in length and a score of 50% is required to pass.

For full details and a template assignment, please see the Assessment Pack.

The exam covers the following assessment criteria:

1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 6.1*, 6.2*, 6.3*, 6.4*

The time allowed for this exam is **90 minutes**, excluding reading time. This is a closed-book exam: no key texts are permitted in the exam room. Invigilation procedures must be followed throughout. A score of 65% is required to pass.

A mixture of multiple choice, short answer questions and scenario questions are permitted, which must cover all the assessment criteria outlined above.

For full details and a template examination, please see the Assessment Pack.

*Learning outcome 6 may be assessed by either centre-devised assignment or centre-devised exam

UAN:	H/601/7743
Level:	3
Credit value:	10
GLH:	40
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN16, RVN17 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	This unit prepares learners to provide first aid treatment to injured, and nursing care to critically ill small animals within a veterinary environment. It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.
Assessment	Centre-devised assignment – case study, centre-devised assignment – independent (centre-based) examination, portfolio (Nursing Progress Log)

Learning outcome
The learner will:
1. Understand the principles of small animal first aid
Assessment criteria
The learner can:
1.1 define the scope of first aid , mentioning legal entitlement to provide first aid to animals
1.2 explain the principles of first aid management and treatment , to include
<ul style="list-style-type: none"> • Safety of self and others • Models of casualty assessment • Safe methods of movement
1.3 demonstrate first aid treatment techniques , to include:
<ul style="list-style-type: none"> • Unconsciousness • Compromised airway (including CPR) • Haemorrhage • Fractures

- | | |
|-----|--|
| 1.4 | explain the first aid management of burns and ingestion of poison |
| 1.5 | explain what information should be given to a veterinary surgeon regarding a treated first aid casualty |

Scope of first aid

Meaning of first aid care

Legal difference between first aid and emergency veterinary treatment

Provisions of the Veterinary Surgeons Act

Principles of first aid management and treatment

Safe environment, safety of first aider and others

Systematic assessment of casualty eg airway, breathing, circulation, neurological status, other injuries

Methods of safe movement, emergency immobilisation, prevention of further injury

First aid treatment techniques

Demonstration, practical experience and testing using simulation and resuscitation mannequins where appropriate in the interests of animal welfare

First aid management of burns and ingestion of poison

Immediate treatment of burns and scalds, suitable first aid dressings

Common poisons eg metaldehyde, theobromine

History taking, immediate treatment

Veterinary poisons information service

Information should be given to a veterinary surgeon

Time and nature of injury, treatment given, condition of animal throughout, presenting person's contact details, owner details if known.

Learning outcome

The learner will:

2. Know how to support emergency veterinary care

Assessment criteria

The learner can:

- 2.1 explain the **concept of triage and identify situations** that constitute emergencies, to include communication with client, lay persons
- 2.2 explain how to **prepare for the admission of an emergency case**, to include consulting room, equipment, consumables and operating theatre
- 2.3 explain the **contents and maintenance of an emergency "crash box" or trolley**
- 2.4 explain how to **support the veterinary surgeon during resuscitation and stabilisation procedures.**

Concept of triage and identify situations

Communication with client/lay person

Systematic information gathering, use of protocols

Differentiate between commonly encountered emergency situations and those requiring attention through appointments in the immediate future

Prepare for the admission of an emergency case

Clearing working space, deferring non-urgent patients if necessary
Fetch emergency box, prepare IV fluids, swabs, dressings
Place general surgical set in autoclave/have pack ready

Contents and maintenance of an emergency “crash box” or trolley

Contents, routine checking and rotation of contents, replenishment after use

Support the veterinary surgeon during resuscitation and stabilisation procedures

Assist with stabilisation of case
Importance of maintaining organisation, record-keeping throughout resuscitation/emergency surgery
Safety: keep floor clear, keep track of equipment, sharps.

Learning outcome

The learner will:

3. Understand the principles of intravenous catheterisation

Assessment criteria

The learner can:

3.1 explain the **principles of intravenous cannulation**, to include:

- Indications
- Identification of access points and veins
- Selection of cannula
- Risks and complications

3.2 demonstrate the **safe and effective introduction of a peripheral intravenous catheter**

3.3 explain the **care of an intravenous catheter**, to include:

- Site care
- Maintaining patency

mentioning intermittent use, parenteral nutrition, central lines.

Principles of intravenous cannulation

Intravenous catheter types and the theory of catheter placement
Access points in different species
Risks: extravasation, thrombosis, infection

Safe and effective introduction of a peripheral intravenous catheter

Practical tuition and experience using simulation and animal patients, with regard for animal welfare

Care of an intravenous catheter

Site monitoring, hygiene, catheter fixing
Heparinisation, dealing with venous spasm, blocked catheter

Care of central lines Managing parenteral nutrition.

Learning outcome

The learner will:

- | |
|--|
| 4. Understand the nursing requirements of a critically ill or injured animal |
|--|

Assessment criteria

The learner can:

- | |
|---|
| 4.1 prepare accommodation for a critically ill patient, to include:- <ul style="list-style-type: none">• Types of accommodation• Environment• Access for observation and nursing• Bedding• Proximity of electrical supply and oxygen• Observation charts |
| 4.2 explain the nursing needs of a critically ill animal , to include: <ul style="list-style-type: none">• Breathing and cardiovascular function• Nutrition and fluid balance• Mobility• Hygiene• Maintaining body temperature• Pain and stress |
| 4.3 explain the principles of record keeping and reporting for critically ill animals. |

Nursing needs of a critically ill animal

Position in relation to respiratory function, oxygen therapy
--

Tube or parenteral feeding, nutritional requirements of critically ill animal, fluid therapy, use of infusion pumps

Physiotherapy:- prevention of contractures, pressure relief

Skin care: hygiene, prevention of maceration, matting

Temperature control:- warming or cooling techniques

Reduction of stress, management of pain

Principles of record keeping and reporting

Record-keeping in critical care, intensive care charts
--

Monitoring by appropriate personnel, recognising significant changes.

Learning outcome

The learner will:

- | |
|---|
| 5. Understand special intensive nursing care techniques |
|---|

Assessment criteria

The learner can:

- | |
|--|
| 5.1 explain the observations required of a critically ill patient , to include: <ul style="list-style-type: none">• Frequency• Vital signs• Blood pressure monitoring |
|--|

	<ul style="list-style-type: none"> • ECG • Neurological function
5.2	explain the principles of administering blood and blood products , to include: <ul style="list-style-type: none"> • Donors • Storage • Equipment and administration • Patient monitoring and complications
5.3	explain the principles of respiratory therapy , to include: <ul style="list-style-type: none"> • oxygen supplementation • tracheostomy • thoracic drains • pulse oximetry, blood gas analysis • Physiotherapy and postural drainage.

Observations required of a critically ill patient Patient monitoring:-vital signs, blood pressure, neurological observations, urine output Frequency of monitoring, effect of normal diurnal cycle eg on temperature Principles of administering blood and blood products Collection and storage of blood products Reasons for reactions, recognition, action to take Significance of transfusion rates Consequences of over transfusion Central venous pressure Principles of respiratory therapy Management of patient with critical thoracic trauma.
--

Learning outcome The learner will: 6. Know species-specific nursing requirements for small animals requiring intensive care
Assessment criteria The learner can: 6.1 summarise the species-specific intensive nursing requirements of patients , mentioning cats, dogs and exotics, to include: <ul style="list-style-type: none"> • trauma • major surgical procedures • critical medical conditions.

Species-specific intensive nursing requirements of patients Include specific nursing requirements of a range of trauma, critical post operative and medical conditions seen in veterinary practice.

Unit 316 Principles of small animal veterinary nursing emergency and critical care

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

The Nursing Progress Log (NPL) covers the following assessment criteria: 1.3, 3.2, 4.1

This unit is also assessed by a centre-devised assignment and exam.

The assignment covers the following assessment criteria: 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 6.1

Candidates must explore the dynamics of nursing support for sick animals through a portfolio of case studies in which the candidate has actively and extensively participated in care. Through discussion the candidate must identify examples of best practice and areas for improvement.

Three case studies should be provided, covering a diverse range of emergency and critical care that should include nursing support of emergency, trauma and intensive care cases. A range of species should be covered. Candidates should supply case identifiers for the centre to check against practice records in order to prevent fabrication and plagiarism.

The assignment should be no more than 3,500 words in length and a score of 50% is required to pass.

For full details and a template assignment, please see the Assessment Pack.

The exam covers the following assessment criteria:
1.1, 1.2, 1.4, 1.5, 2.3, 2.4, 3.1, 3.3, 5.2, 5.3, 6.1

The time allowed for this exam is 90 minutes, excluding reading time. This is a closed-book exam: no key texts are permitted in the exam room. Invigilation procedures must be followed throughout. A score of 65% is required to pass.

A mixture of multiple choice, short answer questions and scenario questions are permitted, which must cover all the assessment criteria outlined above.

For full details and a template examination, please see the Assessment Pack.

UAN:	M/601/7728
Level:	3
Credit value:	10
GLH:	40
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN25, RVN26, RVN27 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	This unit is intended to form part of a qualification leading to a regulated professional licence. As such it must be independently assessed.
Assessment	Portfolio (Nursing Progress Log)

Learning outcome
The learner will:
1. Be able to prepare, use and maintain anaesthetic equipment
Assessment criteria
The learner can:
1.1 demonstrate the set-up and checks required of
1.2 anaesthetic equipment, to include
<ul style="list-style-type: none"> • Endotracheal tubes • Circuits • Anaesthetic machines • Pollution control systems • Monitoring equipment
1.3 clean and care for anaesthetic equipment, to include the items set out in 1.1.

Learning outcome
The learner will:
2. Be able to assist with anaesthetic preparation and induction
Assessment criteria
The learner can:
2.1 prepare materials and equipment needed for induction of anaesthesia, to include:
<ul style="list-style-type: none"> • Consumables • Drugs and intravenous fluids

	<ul style="list-style-type: none"> • Laryngoscope • Endotracheal tubes
2.2	support the anaesthetist during anaesthetic induction, to include: <ul style="list-style-type: none"> • Restraint and positioning of the animal • Supply and management of equipment • Adjustment of gas flow and volatile agent
2.3	demonstrate safe and effective intubation technique
2.4	transfer an anaesthetised animal safely into the operating theatre.

Learning outcome	
The learner will:	
3.	Be able to monitor an animal during anaesthesia and recovery
Assessment criteria	
The learner can:	
3.1	observe and monitor an anaesthetised animal, to include: <ul style="list-style-type: none"> • Temperature, pulse, respiration • Level of consciousness • Muscle relaxation
3.2	record observations and make appropriate and accurate reports to the responsible veterinary surgeon
3.3	observe equipment during an anaesthetic, to include: <ul style="list-style-type: none"> • Gases and volatile agents • Circuits and tube • Monitoring equipment
3.4	adjust anaesthetic agents accurately according to veterinary instructions
3.5	position and monitor a patient during anaesthetic recovery, to include disconnection from anaesthetic equipment and extubation.

Unit 317 Practical monitoring of small animal veterinary anaesthesia

Supporting information

Teaching and learning guidance

This unit concerns the learning of practical skills and techniques as stipulated in the assessment criteria.

It is anticipated that techniques will be taught both in the college and practice environments, paying attention to safe and effective practice. Simulation may be used in teaching where appropriate, and in the interests of animal welfare.

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

The Nursing Progress Log (NPL) covers all of the unit's assessment criteria.

Unit 318

Practical peri-operative veterinary nursing support for small animals

UAN:	K/601/7730
Level:	3
Credit value:	5
GLH:	20
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN11, RVN15, RVN28 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit develops practical peri-operative nursing care skills relating to small animals within a veterinary environment.</p> <p>It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.</p>
Assessment	Portfolio (Nursing Progress Log)

Learning outcome
The learner will: 1. Be able to prepare a patient for surgery
Assessment criteria
The learner can: 1.1 admit animals for surgery, to include <ul style="list-style-type: none">• Handover from owner• Checking consent• Recording contact details• Create nursing record 1.2 prepare operation sites, to include: <ul style="list-style-type: none">• Care and use of clippers• Identification of site• First skin scrub• Foot bandaging.

Learning outcome
The learner will:
2. Provide immediate post-operative care
Assessment criteria
The learner can:
2.1 explain the requirements for handover from the operating theatre, to include surgical procedure, anaesthetic, observations at handover, treatment instructions
2.2 prepare a suitable nursing environment for a postoperative patient, taking into account species, condition and procedure
2.3 record post-operative observations, to include vital signs, pain, urine output, wound appearance and drainage, and respond appropriately
2.4 maintain and record fluid intake, to include intravenous fluids and oral intake
2.5 recognise pain and stress and take appropriate measures to reduce these, to include positioning, environment and analgesics.

Learning outcome
The learner will:
3. Deliver nursing requirements of the convalescent patient
Assessment criteria
The learner can:
3.1 plan, implement and evaluate care plans to address core nursing requirements during post-operative convalescence, to include: <ul style="list-style-type: none"> • fluid and nutrition • elimination • mobility, exercise • pain relief, alleviation of stress • wound management
3.2 care for surgical wounds to include: <ul style="list-style-type: none"> • observation • management of drainage • dressing and bandaging • removal of drains, closures • preventing interference.

Learning outcome
The learner will:
4. Provide species-specific nursing for patients before and following specific procedures
Assessment criteria
The learner can:
4.1 deliver species-specific peri-operative nursing care to patients, including cats, dogs and exotics, to include: <ul style="list-style-type: none"> • minor surgery • abdominal procedures • orthopaedic procedures.

Learning outcome
The learner will: 5. Be able to facilitate home convalescence
Assessment criteria
The learner can: 5.1 demonstrate effective care planning for discharge, to include condition of the patient and home circumstances 5.2 demonstrate effective communication with patients' owners, to include oral and written guidance, teaching of practical techniques (to include medication).

Unit 318 Practical peri-operative veterinary nursing support for small animals

Supporting information

Teaching and learning guidance

This unit concerns the learning of practical skills and techniques as stipulated in the assessment criteria.

It is anticipated that techniques will be taught both in the college and practice environments, paying attention to safe and effective practice. Simulation may be used in teaching where appropriate, and in the interests of animal welfare.

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

The Nursing Progress Log (NPL) covers all of the unit's assessment criteria.

UAN:	R/601/7737
Level:	3
Credit value:	5
GLH:	20
Relationship to NOS:	This unit relates to Veterinary Nursing NOS unit: RVN15 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit facilitates the acquisition of practical skills in the complex nursing of sick small animals within a veterinary environment.</p> <p>It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.</p>
Assessment	Portfolio (Nursing Progress Log)

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> 1. Be able to provide care for animals with a range of commonly encountered conditions
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> 1.1 plan, deliver and evaluate care for animals with a range of conditions, using an appropriate model or framework 1.2 provide an appropriate nursing environment, taking into account the patient's species, age condition and normal routines 1.3 demonstrate effective communication with the veterinary team in relation to the evaluation and review of nursing care.

Learning outcome
The learner will:
2. Be able to perform a range of complex nursing techniques in support of sick animals
Assessment criteria
The learner can:
2.1 demonstrate effective wound management techniques, to include <ul style="list-style-type: none"> • Accurate assessment • Taking swabs • Irrigation • Selection and application of dressings and retentive bandages • Client education
2.2 administer complex medications, to include: <ul style="list-style-type: none"> • Infused medications • Intravenous bolus medications
2.3 place and manage feeding tubes
2.4 manage indwelling urinary catheters, to include: <ul style="list-style-type: none"> • Placement of, and assistance with the placement of, urinary catheters • Catheter care
2.5 manage bowel function, to include <ul style="list-style-type: none"> • Administration of aperients • Enemata
2.6 demonstrate physiotherapy techniques, to include: <ul style="list-style-type: none"> • Thoracic coupage • Passive limb exercises • Active exercise.

Learning outcome
The learner will:
3. Be able to provide nursing care to patients requiring isolation
Assessment criteria
The learner can:
3.1 prepare isolation accommodation for an admission
3.2 limit the transfer of micro-organisms through:- <ul style="list-style-type: none"> • Effective hand hygiene • Protective clothing • Recognising and managing fomites • Restricting access to isolation accommodation
3.3 address the special needs of isolated patients, to include reduction of stress, company
3.4 clean isolation accommodation: <ul style="list-style-type: none"> • Daily cleaning regime • Terminal disinfection.

Learning outcome
The learner will: 4. Be able to provide appropriate home plans for chronically sick animals
Assessment criteria
The learner can: 4.1 demonstrate effective care planning for discharge, to include condition of the patient and home circumstances 4.2 demonstrate effective communication with patients' owners, to include oral and written guidance, teaching of practical techniques (to include medication).

Learning outcome
The learner will: 5. Be able to participate in a veterinary nursing clinic
Assessment criteria
The learner can: 5.1 identify suitable candidates for a nursing clinic in consultation with the veterinary surgeon 5.2 conduct effective consultations, to include: <ul style="list-style-type: none"> • History taking • Appropriate examination • Identifying cases for referral to the veterinary surgeon • Conduct of treatments • Communication with clients • Record-keeping.

Unit 319 Practical veterinary nursing support of small animal patients

Supporting information

Teaching and learning guidance

This unit concerns the learning of practical skills and techniques as stipulated in the assessment criteria.

It is anticipated that techniques will be taught both in the college and practice environments, paying attention to safe and effective practice. Simulation may be used in teaching where appropriate, and in the interests of animal welfare.

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

The Nursing Progress Log (NPL) covers all of the unit's assessment criteria.

Unit 320

Principles of peri-operative veterinary nursing support for horses

UAN:	M/601/7745
Level:	3
Credit value:	10
GLH:	40
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN11, RVN15, RVN28 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit facilitates understanding of peri-operative nursing care principles relating to horses within a veterinary environment.</p> <p>It is intended to support individuals working in equine veterinary practice and who are working towards professional registration as a veterinary nurse.</p>
Assessment	Centre-devised assignment – case study series

Learning outcome
The learner will: 1. Know how to prepare a patient for surgery
Assessment criteria
The learner can: 1.1 explain the information to be obtained from the animal's owner , to include starvation, normal routine, relevant veterinary history, contact details 1.2 summarise the legal requirements for consent to a surgical procedure , to include fee estimate, explanation, signature 1.3 explain the principles of withholding food and fluids prior to anaesthesia 1.4 describe requirements for clipping and skin preparation , to include: <ul style="list-style-type: none">• Care and use of clippers• Identification of site• First skin scrub• Shoe removal 1.5 explain the use of prophylactic medication, to include: Antibiotics, Tetanus toxoid and/or antitoxin, analgesia.

Information to be obtained from the animal's owner

Reason for admission

Contact details, animal's normal routine, including feeding and exercise

Period of starvation

General condition, any change since last consultation

Consent

Contact point and time to call given to owner

Legal requirements for consent to a surgical procedure

Legal requirements for consent to treatment

Contrast with concept of informed consent

Principles of withholding food and fluids prior to anaesthesia

Risk of reflux

Pulmonary acid aspiration syndrome

Varying period of withholding in special cases eg geriatric animals

Requirements for clipping and skin preparation

Aims of skin preparation, techniques and procedures:

Identification and marking of surgical site

Restraint and handling

Shoe removal

Clippers

Skin disinfectants/antiseptics

Swabbing technique.

Learning outcome

The learner will:

2. Understand the requirements for immediate post-operative care

Assessment criteria

The learner can:

- 2.1 explain the **requirements for handover from the operating theatre**, to include surgical procedure, anaesthetic, anaesthetic recovery, observations at handover, treatment instructions
- 2.2 interpret **post-operative observations**, to include vital signs, pain, urine output, wound appearance and drainage
- 2.3 explain the physiology, recognition and management of **post-operative shock**
- 2.4 explain how **post-operative fluid balance is maintained**, to include:
 - altered intake/output,
 - calculating fluid requirements,
 - maintaining intravenous infusion
- 1.5 summarise the **principles of effective post-operative pain management**.

Requirements for handover from the operating theatre

Preparation of suitable recovery accommodation

Transition from anaesthetic recovery to ward

Handover observations eg vital signs, wound integrity and discharge, time and quality of recovery, evidence of neuropathies or myopathies

Importance of communication and record keeping

Post-operative observations

Common post operative complications

Preventative measures

Nursing management

Immediate post-operative care:

Post-operative positioning and its influence on circulation and breathing

Pain monitoring

Monitoring – vital signs, wound, casts

Post-operative shock

Types of shock – cardiogenic, hypovolaemic, distributive

Physiology of hypovolaemic shock, compensatory mechanisms

Signs of shock

Arrest of haemorrhage

Fluid replacement

Complications

Post-operative fluid balance is maintained

Reasons for per-operative altered fluid balance

Calculation formulae

Gravity feed infusions and infusion pumps

Venous spasm, dealing safely with stopped infusion

Recognising extravasation

Principles of effective post-operative pain management

Analgesics commonly used peri and intra- operatively

Monitoring effective pain relief (physiological signs of pain)

Epidural analgesia, local/regional blocks.

Learning outcome

The learner will:

3. Understand nursing requirements of the convalescent horse

Assessment criteria

The learner can:

3.1 explain **core nursing requirements during post-operative convalescence**, to include:

- environment, accommodation
- fluid and nutrition
- defaecation and urinary output
- mobility, exercise
- pain relief, other medication, alleviation of stress

	<ul style="list-style-type: none"> • wound management
3.2	describe the principles of surgical wound care , to include: <ul style="list-style-type: none"> • normal healing • complications of healing • drains • dressing and bandaging • removal of drains, closures • preventing interference.

Core nursing requirements during post-operative convalescence Evaluation of the above, taking into account specific condition, age and general fitness Principles of surgical wound care Haematoma and bruising Differentiation of normal inflammation and infection Signs of wound breakdown Purpose, types and management of wound drainage Dressing types and their application, to include major groups of interactive dressings Aseptic dressing technique Purposes of bandaging (dressing retention/pressure/support) and techniques Casting materials and application/removal of casts Suture removal – principles for different suture types, staples.

Learning outcome The learner will: 4. Know nursing requirements for horses before and following specific surgical procedures
Assessment criteria The learner can: 4.1 summarise the peri-operative nursing requirements of horses , to include: <ul style="list-style-type: none"> • minor surgery • standing procedures • head and neck procedures • abdominal procedures • orthopaedic procedures.

Peri-operative nursing requirements of horses Include specific nursing requirements of range of common minor and major procedures seen in general equine veterinary practice
--

Learning outcome

The learner will:

5. Understand how to facilitate home convalescence

Assessment criteria

The learner can:

- 5.1 analyse the **factors to consider when planning for discharge**, to include condition of the patient and home circumstances, transport home
- 5.2 explain the **core requirements for a home care plan**
- 5.3 analyse the **requirements for effective discharge handover** to an owner.

Factors to consider when planning for discharge

Importance of owner concordance in the management of a patient within the home environment

The veterinary nurse's role in assisting clients whose horses require:-

Changes to their daily routine

Adaptations to the home environment

Administration of simple exercise/physiotherapy techniques

Observation and recording of clinical signs

Administration of drugs, to include implications for equine passport

Core requirements for a home care plan

The design of after care sheets using the principles developed within nursing care, taking into account:

Activity and exercise

Feeding

Elimination

Care of wounds, bandages

Administration of medication

Recognising complications

Seeking assistance and advice

Incorporation of the results of diagnostic tests, and their implications, into the design of nursing care plans

Requirements for effective discharge handover

Importance of assessing needs of owner before providing care plan:-

Understanding and engagement

Ability to provide care, suitable home environment

Economic situation

Effective communication.

Unit 320 Principles of peri-operative veterinary nursing support for horses

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

This unit is assessed by a centre-devised assignment.
The assignment covers all the Unit's assessment criteria:

Candidates must explore the dynamics of perioperative nursing support through a portfolio of case studies in which the candidate has actively and extensively participated in care. Through discussion the candidate must identify examples of best practice and areas for improvement.

Four case studies should be provided, covering minor, abdominal and orthopaedic peri-operative care, and both planned and emergency surgery. A range of species should be covered. Candidates should supply case identifiers for the centre to check against practice records in order to prevent fabrication and plagiarism.

The assignment should be no more than 5,000 words in length and a score of 50% is required to pass.

For full details and a template assignment, please see the Assessment Pack.

UAN:	F/601/7748
Level:	3
Credit value:	10
GLH:	40
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN15 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	This unit facilitates an understanding of the complex nursing of sick horses within a veterinary environment. It is intended to support individuals working in equine veterinary practice and who are working towards professional registration as a veterinary nurse.
Assessment	Centre-devised assignment – case study series, centre-devised assignment – independent (centre-based) examination

Learning outcome
The learner will: 1. Understand how pathology affects the normal function of an animal
Assessment criteria
The learner can: 1.1 describe the pathology of a range of commonly encountered medical disorders , to include: <ul style="list-style-type: none"> • Circulatory disorders • Respiratory disorders • Urinary tract disorders • Endocrine disorders • Neurological disorders • Alimentary tract disorders • Reproductive tract disorders • Musculoskeletal disorders • Disorders of the sense organs

- 1.2 explain the **effects of pathophysiological states and common pathologies** on the normal function of an animal, to include:
- Sensory impairment
 - Behaviour
 - Reduced mobility
 - Impaired nutrition
 - Metabolic disturbance
- 1.3 recognise the **significance of abnormal diagnostic test results** and the impact of these on nursing requirements.

Pathology of a range of commonly encountered medical disorders

To include degenerative, infective and neoplastic conditions commonly encountered in general practice
Presentation, diagnosis and veterinary treatment

Effects of pathophysiological states and common pathologies

Links to outcome 1.1. Identification of the potential nursing requirements of animals with medical disorders
Taking into account life-stage and general condition

Significance of abnormal diagnostic test results

Normal parameters, abnormalities
Diagnostic tests to include:

- Body fluids
- Blood tests
- Urine tests
- Trans-cellular fluid (peritoneal and synovial fluid).

Learning outcome

The learner will:

2. Understand how to plan and deliver care for horses with a range of commonly encountered conditions

Assessment criteria

The learner can:

- 2.1 evaluate **models and frameworks of nursing**, to include the Roper, Logan and Tierney (Activities of Living) model and the Orem (Self Care) model, in the veterinary nursing context
- 2.2 apply appropriate **models or frameworks to assess animals, plan, implement and evaluate nursing care**
- 2.3 demonstrate the **application of an evidence base to care planning and delivery**.

Models and frameworks of nursing

Suitability of established “human” nursing models to the veterinary situation
Interpretation and adaptation of models
Including psychological and social factors in care planning

Models or frameworks to assess animals, plan, implement and evaluate nursing care

Care planning for patients with a range of commonly encountered conditions taking into account the influence of environmental, physical and psychological factors:

Circulatory disorders

Respiratory disorders

Urinary tract disorders

Endocrine disorders

Neurological disorders

Alimentary tract disorders

Reproductive tract disorders

Muscular-skeletal disorders

Disorders of the sense organs

Application of nursing techniques:-

Assisted feeding, tube feeding

Parenteral feeding

Urinary catheter management and care

Enemata

Fluid therapy and intravenous catheter care

Drug therapy, including the administration of cytotoxic treatment

Physiotherapy

Complementary therapies

Application of an evidence base to care planning and delivery

Sources of information to support nursing practice

Evidence-based versus tradition/common practice

Reading and evaluating literature

Critical analysis.

Learning outcome

The learner will:

3. Understand the principles of wound healing and care

Assessment criteria

The learner can:

- 3.1 explain the **process of wound healing**, to include healing by first intention and delayed healing
- 3.2 summarise factors that may impede healing, to include: poor perfusion, poor nutrition, infection, patient or client interference
- 3.3 explain the **principles of management for chronic wounds**, to include moist healing
- 3.4 appraise the **use of different dressing materials** in the veterinary situation, to include traditional materials, interactive dressings.

Process of wound healing

Physiology of healing

1st intention, 2nd intention, delayed primary suture

Recognising stages of healing

Granulation tissue

Nutrition and wound healing

Principles of management for chronic wounds

Factors that delay healing, effects of moisture, temperature

Debridement – chemical and surgical

Use of cleansing solutions, effect on healing

Recognising colonisation and infection

Indications for antibiotic therapy

Use of interactive dressings

Use of different dressing materials

Functions of a wound dressing

Properties of an ideal dressing

Dressing types and their application, to include major groups of interactive dressings

Removal and disposal of soiled dressings.

Learning outcome

The learner will:

4. Understand the principles of isolation nursing

Assessment criteria

The learner can:

4.1 explain **reasons for isolation nursing**, to include infection and compromised immunity

4.2 explain the **requirements for isolation accommodation**, to include design and preparation for an admission

4.3 summarise required **conduct of staff in relation to isolated cases**, to include:

- Protective clothing and hand hygiene
- Fomites
- Access to isolation accommodation

4.4 explain the special needs of isolated patients, to include reduction of stress, company.

Reasons for isolation nursing

Define isolation, quarantine and “barrier” nursing

Reasons for patient isolation

Requirements for isolation accommodation

Location in practice, flow of personnel, ease of cleaning and removal of waste

Condition of patient – barrier or reverse barrier nursing presence of diarrhoea; infected lesions, recumbent or mobile

Bedding materials, use of disposables, placement of waste bins, gloves, aprons, footwear

Conduct of staff in relation to isolated cases

Planning of patient contact – avoiding unnecessary entry to isolation facility

Correct use of PPE, methodical hand hygiene

Consideration of fomites – equipment, staff items (pens, notebooks)
head collars, rugs, bedding
Access by essential staff, avoiding unnecessary traffic/contact
Educating lay staff and owner.

Learning outcome

The learner will:

5. Understand how to facilitate effective home and follow-up care for horses with long-term illness

Assessment criteria

The learner can:

- 5.1 explain the **importance of client concordance in the home management of a patient** and identify factors that may inhibit this
- 5.2 evaluate **strategies for maintaining and improving client concordance with home care plans**.

Importance of client concordance in the home management of a patient

Importance of assessing needs of owner before providing home care plan:

Understanding of illness and engagement with treatment aims

Expectations in relation to terminal illness eg malignancy, old age

Ability to provide care, suitable home environment

Economic situation

Effective communication

Strategies for maintaining and improving client concordance with home care plans

Frequency of follow-up

Points of contact; named nurse or vet

Achievable goals, compromises.

Learning outcome

The learner will:

6. Understand how to support a client through grief and loss

Assessment criteria

The learner can:

- 6.1 explain the **psychological processes of loss and grieving** and summarise how these may impact on communication with a client
- 6.2 evaluate the **nurse's role in breaking bad news to clients**
- 6.3 explain how **sensitive euthanasia can be accomplished** within a busy veterinary practice
- 6.4 evaluate **services available to assist clients to cope with loss**.

Psychological processes of loss and grieving

Grieving process, stages of grieving, anger as a natural reaction to loss

Nurse's role in breaking bad news to clients

Relationship with client, time, training
Ongoing support – bereavement counselling

Sensitive euthanasia can be accomplished

Preparing clients, special entrance and exit for clients, handling of animal, support of clients

Euthanasia services: knackers yards, hunt kennels

Unexpected euthanasia – supporting the client

Dealing with cadaver, billing for euthanasia, crematoria

Services available to assist clients to cope with loss

Bereavement counselling

Knackers.

Unit 321 Principles of veterinary nursing support for equine patients

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

This unit is also assessed by a centre-devised assignment and exam.

The assignment covers the following assessment criteria:

2.1, 2.2, 2.3, 5.1, 5.2, 5.3

Candidates must explore the dynamics of nursing support for sick animals through a portfolio of case studies in which the candidate has actively and extensively participated in care. Through discussion the candidate must identify examples of best practice and areas for improvement.

Three case studies should be provided, covering a diverse range of medical care that should include the nursing support in an infective case(s), chronic illness and terminal illness. Candidates should supply case identifiers for the centre to check against practice records in order to prevent fabrication and plagiarism.

The assignment should be no more than 3,500 words in length and a score of 50% is required to pass.

For full details and a template assignment, please see the Assessment Pack.

The exam covers the following assessment criteria:

1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 6.1, 6.2, 6.3, 6.4

The time allowed for this exam is **90 minutes**, excluding reading time. This is a closed-book exam: no key texts are permitted in the exam room. Invigilation procedures must be followed throughout. A score of 65% is required to pass.

A mixture of multiple choice, short answer questions and scenario questions are permitted, which must cover all the assessment criteria outlined above.

For full details and a template examination, please see the Assessment Pack.

UAN:	A/601/7750
Level:	3
Credit value:	10
GLH:	40
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN16, RVN17 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	This unit prepares learners to provide first aid treatment to injured, and nursing care to critically ill horses within a veterinary environment. It is intended to support individuals working in equine veterinary practice and who are working towards professional registration as a veterinary nurse.
Assessment	Portfolio (Nursing Progress Log), centre-devised assignment – Case study series, centre-devised assignment – Independent (centre-based) examination

Learning outcome
The learner will:
1. Understand the principles of equine first aid
Assessment criteria
The learner can:
1.1 define the scope of first aid , mentioning legal entitlement to provide first aid to horses
1.2 explain the principles of first aid management and treatment , to include
<ul style="list-style-type: none"> • Safety of self and others • Models of casualty assessment • Safe methods of movement
1.3 demonstrate first aid treatment techniques , to include:
<ul style="list-style-type: none"> • Haemorrhage and wounds • Musculo-skeletal injuries • Cast horse • Severe abdominal pain

- 1.4 explain the **first aid management of burns and ingestion of poison**
- 1.5 explain what **information should be given to a veterinary surgeon regarding a treated first aid casualty**.

Scope of first aid

Meaning of first aid care

Legal difference between first aid and emergency veterinary treatment

Provisions of the Veterinary Surgeons Act

Principles of first aid management and treatment

Safe environment, safety of first aider and others

Systematic assessment of casualty eg airway, breathing, circulation, neurological status, other injuries

Methods of safe movement, emergency immobilisation, prevention of further injury

First aid treatment techniques

Demonstration, practical experience and testing using simulation where appropriate in the interests of animal welfare

First aid management of burns and ingestion of poison

Immediate treatment of burns and scalds, suitable first aid dressings

Common poisons e.g ragwort, yew

History taking, immediate treatment

Veterinary poisons information service

Information should be given to a veterinary surgeon regarding a treated first aid casualty

Time and nature of injury, treatment given, condition of animal throughout, first aider contact details, owner details if known.

Learning outcome

The learner will:

2. Know how to support emergency veterinary care

Assessment criteria

The learner can:

- 2.1 explain the **concept of triage and identify situations that constitute emergencies**, to include communication with client, lay persons
- 2.2 explain how to **prepare for the admission of an emergency case**, to include admission area, equipment, consumables and operating theatre
- 2.3 explain the **contents and maintenance of an emergency "crash box" or trolley**
- 2.4 explain how to **support the veterinary surgeon during resuscitation and stabilisation procedures**.

Concept of triage and identify situations that constitute emergencies

Communication with client/lay person

Systematic information gathering, use of protocols

Differentiate between commonly encountered emergency situations and those requiring attention through appointments in the immediate future

Prepare for the admission of an emergency case

Clearing working space, deferring non-urgent patients if necessary
Fetch emergency box, prepare IV fluids, swabs, dressings
Place general surgical set in autoclave/have pack ready

Contents and maintenance of an emergency “crash box” or trolley

Contents, routine checking and rotation of contents, replenishment after use

Support the veterinary surgeon during resuscitation and stabilisation procedures

Assist with stabilisation of case
Importance of maintaining organisation, record-keeping throughout resuscitation/emergency surgery
Safety: keep floor clear, keep track of equipment, sharps.

Learning outcome

The learner will:

3. Understand the principles of intravenous catheterisation

Assessment criteria

The learner can:

3.1 explain the **principles of intravenous cannulation**, to include:

- Indications
- Identification of access points and veins
- Selection of cannula
- Risks and complications

3.2 explain the **care of an intravenous catheter**, to include:

- Site care
- Maintaining patency.

Principles of intravenous cannulation

Intravenous catheter types and the theory of catheter placement
Access points in different species
Risks: extravasation, thrombosis, infection

Care of an intravenous catheter

Mentioning intermittent use, parenteral nutrition, central lines
Site monitoring, hygiene, catheter fixing
Heparinisation, dealing with venous spasm, blocked catheter
Care of central lines
Managing parenteral nutrition.

Learning outcome
The learner will:
4. Understand the nursing requirements of a critically ill or injured horse
Assessment criteria
The learner can:
4.1 prepare accommodation for a critically ill patient, to include:- <ul style="list-style-type: none"> • Types of accommodation • Environment • Access for observation and nursing • Bedding • Availability of electrical supply • Observation charts
4.2 explain the nursing needs of a critically ill horse , to include: <ul style="list-style-type: none"> • Breathing and cardiovascular function • Nutrition and fluid balance • Mobility • Hygiene • Maintaining body temperature • Pain and stress
4.3 explain the principles of record keeping and reporting for critically ill animals.

Nursing needs of a critically ill horse
Position in relation to respiratory function, oxygen therapy, Tube or parenteral feeding, nutritional requirements of critically ill animal, fluid therapy, use of infusion pumps
Physiotherapy: prevention of contractures, pressure relief, support/slings in limb injury
Skin care: hygiene, prevention of maceration
Temperature control: warming or cooling techniques
Reduction of stress, management of pain
Principles of record keeping and reporting
Record-keeping in critical care, intensive care charts
Monitoring by appropriate personnel, recognising significant changes.

Learning outcome
The learner will:
5. Understand special intensive nursing care techniques
Assessment criteria
The learner can:
5.1 explain the observations required of a critically ill patient , to include: <ul style="list-style-type: none"> • Frequency

	<ul style="list-style-type: none"> • Vital signs • ECG • Neurological function
5.2	explain the principles of administering blood and blood products , to include: <ul style="list-style-type: none"> • Donors • Storage • Equipment and administration • Patient monitoring and complications
5.3	explain the principles of respiratory therapy , to include: <ul style="list-style-type: none"> • oxygen supplementation • tracheostomy • thoracic drains • pulse oximetry, blood gas analysis.

Observations required of a critically ill patient

Patient monitoring: vital signs, blood pressure, neurological observations, urine output, faecal output

Blood gas analysis

Frequency of monitoring

Principles of administering blood and blood products

Collection and storage of blood products

Reasons for reactions, recognition, action to take

Significance of transfusion rates

Consequences of over transfusion

Central venous pressure

Principles of respiratory therapy

Management of patient with critical thoracic trauma.

Learning outcome

The learner will:

6. Know nursing requirements for equine requiring intensive care

Assessment criteria

The learner can:

6.1 summarise the **species-specific intensive nursing requirements of horses**, to include:

- trauma
- major surgical procedures
- critical medical conditions.

Species-specific intensive nursing requirements of horses

Include specific nursing requirements of a range of trauma, critical post operative and medical conditions seen in veterinary practice.

Unit 322 Principles of equine veterinary nursing emergency and critical care

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

The Nursing Progress Log (NPL) covers the following assessment criteria: 1.3, 4.1, 6.1

This unit is also assessed by a centre-devised assignment and exam.

The assignment covers the following assessment criteria: 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 6.1

Candidates must explore the dynamics of nursing support for sick animals through a portfolio of case studies in which the candidate has actively and extensively participated in care. Through discussion the candidate must identify examples of best practice and areas for improvement.

Three case studies should be provided, covering a diverse range of emergency and critical care that should include the nursing support of emergency, trauma and intensive care cases. A range of species should be covered. Candidates should supply case identifiers for the centre to check against practice records in order to prevent fabrication and plagiarism.

The assignment should be no more than 3,500 words in length and a score of 50% is required to pass.

For full details and a template assignment, please see the Assessment Pack.

The exam covers the following assessment criteria:

1.1, 1.2, 1.4, 1.5, 2.3, 2.4, 3.1, 3.2, 5.2, 5.3, 6.1

The time allowed for this exam is **90 minutes**, excluding reading time. This is a closed-book exam: no key texts are permitted in the exam room. Invigilation procedures must be followed throughout. A score of 65% is required to pass.

A mixture of multiple choice, short answer questions and scenario questions are permitted, which must cover all the assessment criteria outlined above.

For full details and a template examination, please see the Assessment Pack.

UAN:	F/601/7751
Level:	3
Credit value:	10
GLH:	40
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN15 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit addresses the key specialist nursing requirements of equine neonates.</p> <p>It is intended to support individuals working in equine veterinary practice and who are working towards professional registration as a veterinary nurse.</p>
Assessment	<p>Portfolio (Nursing Progress Log), centre-devised assignment – Case study series, centre-devised assignment – independent (centre-based) examination</p> <p>Nb: Some of the procedures that must be demonstrated in the assessment outcomes of this unit are legally restricted to those enrolled with the RCVS as student veterinary nurses (Veterinary Surgeons Act 1966, Schedule 3)</p>

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> 1. Understand normal foal physiology and development
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> 1.1 explain key differences between the major body systems of neonates, foals and adult horses 1.2 explain the development of immunity in equine neonates, to include significance for nursing care 1.3 describe the normal adaptive behaviour and reflexes of a newborn foal.

Key differences between the major body systems of neonates, foals and adult horses

Immune system
Cardiovascular system
Respiratory system
Renal system
Gastro-intestinal system
Temperature control

Development of immunity in equine neonates

Passive immunity, significance of colostrum
Importance of hygiene

Normal adaptive behaviour and reflexes of a newborn foal

Righting and suck reflexes
Standing
Urination, passing of meconium
Behaviour.

Learning outcome

The learner will:

2. Understand foal nutrition and feeding

Assessment criteria

The learner can:

- 2.1 summarise the **process of lactation in the mare**, to include:
 - Nutritional requirements of mare
 - Physiology of milk production and let-down
 - Constituents of colostrum and milk
- 2.2 explain the **requirements of foal weaning**, to include
 - feed requirements
 - separation from the mare
 - monitoring
- 2.3 explain the **nursing requirements of an orphan foal**, to include:
 - Feeding and nutrition
 - Socialisation.

Process of lactation in the mare

Mammary function, hormonal control of lactation
Milk let-down, painful udders, mastitis
Agalactia
Constituents of colostrum and milk
Milking

Requirements of foal weaning

Milk requirements
Development of intestinal function
Weaning:- age, feed requirements
Removing the mare
Monitoring growth rate.

Nursing requirements of an orphan foal

Use of milk replacers, bucket feeding
Vitamin/mineral supplements
Equine company.

Learning outcome

The learner will:

3. Understand the routine veterinary care of normal foals

Assessment criteria

The learner can:

3.1 explain **requirements for handling and foot care**, to include:

- Catching and restraint
- Farriery requirements

3.2 summarise the **reasons, and normal protocols, for parasite control in foals**

3.3 summarise the **normal vaccination protocols** for foals

3.4 explain the **protocols and requirements for breed registration**, to include Weatherbys.

Requirements for handling and foot care

Early handling, safe techniques, foot care

Reasons, and normal protocols, for parasite control in foals

Worming protocols

Paddock management

Normal vaccination protocols

Vaccine and protocols

Protocols and requirements for breed registration

Breeds, markings, colours

Breed societies

Blood sampling, microchipping

Foal registration

Passports.

Learning outcome

The learner will:

4. Understand the nursing requirements of sick foals

Assessment criteria

The learner can:

4.1 explain the **accommodation requirements for nursing foals**, to include bedding, temperature, infection control

4.2 explain the **essential nursing requirements of recumbent foals** to include:

- Hygiene, infection control
- Positioning, skin care
- Maintaining temperature

	<ul style="list-style-type: none"> • Nutrition and fluids • Umbilical and eye care • Physiotherapy
4.3	<p>explain the nursing support of foals undergoing investigations and supportive therapies, to include:</p> <ul style="list-style-type: none"> • Blood sampling • Diagnostic imaging • Parenteral fluids and nutrition • Tube feeding • Oxygen therapy • Urinary catheterization.

<p>Accommodation requirements for nursing foals Bedding materials, foot dips, hand-washing</p> <p>Essential nursing requirements of recumbent foals Conditions affecting sick foals: disturbed adaptive processes, developmental conditions, infections, immunological conditions</p> <p>Monitoring: vital signs, urine output, behaviour</p> <p>Temperature control: ambient temperature, use of rug, bandages</p> <p>Position: respiratory function, pressure relief, change of bedding</p> <p>Physiotherapy: prevention of flexural deformity, introducing exercise</p> <p>Feeding, urination, defaecation, to include administration of enemata</p> <p>Care planning and record-keeping</p> <p>Nursing support of foals undergoing investigations and supportive therapies Stabilisation of sick foal Fluid requirements Blood pressure monitoring, pulse oximetry Administration of blood and plasma IgG monitoring - include importance of passive transfer of immunity, use of donor colostrum and donor plasma; implications of low IgG for future health.</p>

Learning outcome
The learner will:
5. Be able to provide nursing care to a sick foal
Assessment criteria
The learner can:
5.1 prepare and maintain a suitable nursing environment for a sick foal
5.2 provide essential nursing care for a sick foal
5.3 manage and maintain supportive veterinary therapies

5.4	monitor sick neonates, to include interpretation and appropriate reporting of observations
5.5	provide appropriate support and information to owners.
<p>This outcome concerns the application of practical skills and techniques as stipulated in the assessment criteria. It is anticipated that techniques will be taught both in the college and practice environments, paying attention to safe and effective practice. Simulation may be used in teaching where appropriate, and in the interests of animal welfare.</p>	

Unit 323 Principles of equine neonatal care

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

The Nursing Progress Log (NPL) covers the following assessment criteria: 5.1, 5.2, 5.3, 5.4, 5.5

This unit is also assessed by a centre-devised assignment and exam.

The assignment covers the following assessment criteria: 4.1, 4.2, 4.3

Candidates must explore the dynamics of nursing support for sick foals through a portfolio of case studies in which the candidate has actively and extensively participated in care. Through discussion the candidate must identify examples of best practice and areas for improvement.

Three case studies should be provided, covering a diverse range of care that should include the nursing support of neonates and foals requiring medical and peri-operative care. A range of species should be covered. Candidates should supply case identifiers for the centre to check against practice records in order to prevent fabrication and plagiarism.

The assignment should be no more than 3,500 words in length and a score of 50% is required to pass.

For full details and a template assignment, please see the Assessment Pack.

The exam covers the following assessment criteria:
1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4

The time allowed for this exam is **90 minutes**, excluding reading time.
This is a closed-book exam: no key texts are permitted in the exam room.
Invigilation procedures must be followed throughout. A score of 65% is required to pass.

A mixture of multiple choice, short answer questions and scenario questions are permitted, which must cover all the assessment criteria outlined above.

For full details and a template examination, please see the Assessment Pack.

Unit 324

Practical peri-operative veterinary nursing support for horses

UAN:	A/601/7747
Level:	3
Credit value:	5
GLH:	20
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN8, RVN11, RVN15, RVN28 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit prepares learners to provide peri-operative nursing care to horses within a veterinary environment.</p> <p>It is intended to support individuals working in equine veterinary practice and who are working towards professional registration as a veterinary nurse.</p>
Assessment	Portfolio (Nursing Progress Log)

Learning outcome
The learner will: 1. Be able to prepare a patient for surgery
Assessment criteria
The learner can: 1.1 admit animals for surgery, to include <ul style="list-style-type: none">• Handover from owner• Checking consent• Recording contact details• Create nursing record 1.2 prepare operation sites, to include: <ul style="list-style-type: none">• Care and use of clippers• Identification of site• First skin scrub• Removal of shoes.

Learning outcome
The learner will:
2. Be able to provide immediate postoperative care
Assessment criteria
The learner can:
2.1 receive a handover from the recovery area, to include surgical procedure, anaesthetic, observations at handover, treatment instructions
2.2 prepare accommodation for a post-operative patient, taking into account condition and procedure
2.3 record post-operative observations, to include vital signs, pain, urine output, wound appearance and drainage, and respond appropriately and record fluid intake, to include intravenous fluids and oral intake
2.4 recognise pain and stress and take appropriate measures to reduce these, to include environment, company and analgesics.

Learning outcome
The learner will:
3. Be able to provide care for convalescent patients
Assessment criteria
The learner can:
3.1 plan, implement and evaluate care plans to address core nursing requirements during post-operative convalescence, to include: <ul style="list-style-type: none"> • fluid and nutrition • elimination • mobility, exercise • pain relief, alleviation of stress • wound management
3.2 care for surgical wounds to include: <ul style="list-style-type: none"> • observation • management of drainage • dressing and bandaging • removal of drains, closures • preventing interference.

Learning outcome
The learner will:
4. Be able to provide nursing for patients before and following specific procedures
Assessment criteria
The learner can:
4.1 deliver specific peri-operative nursing care to horses, to include: <ul style="list-style-type: none"> • minor surgery • standing surgery • head and neck procedures • abdominal procedures • orthopaedic procedures.

Learning outcome
The learner will: 5. Be able to facilitate home convalescence
Assessment criteria
The learner can: 5.1 demonstrate effective care planning for discharge, to include condition of the patient, transport home and home circumstances 5.2 demonstrate effective communication with patients' owners, to include oral and written guidance, teaching of practical techniques (to include medication).

Unit 324 Practical peri-operative veterinary nursing support for horses

Supporting information

Teaching and learning guidance

This unit concerns the learning of practical skills and techniques as stipulated in the assessment criteria.

It is anticipated that techniques will be taught both in the college and practice environments, paying attention to safe and effective practice. Simulation may be used in teaching where appropriate, and in the interests of animal welfare.

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

The Nursing Progress Log (NPL) covers all of the Unit's assessment criteria.

UAN:	J/601/7749
Level:	3
Credit value:	5
GLH:	20
Relationship to NOS:	This unit relates to Veterinary Nursing NOS units: RVN15 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim:	<p>This unit prepares learners to provide complex nursing care to sick horses within a veterinary environment.</p> <p>It is intended to support individuals working in equine veterinary practice and who are working towards professional registration as a veterinary nurse.</p>
Assessment	Portfolio (Nursing Progress Log)

Learning outcome

The learner will:

1. Be able to provide care for horses with a range of commonly encountered conditions

Assessment criteria

The learner can:

- 1.1 plan, deliver and evaluate care for animals with a range of conditions, using an appropriate model or framework
- 1.2 provide an appropriate nursing environment, taking into account the patient's species, age, condition and normal routines
- 1.3 demonstrate effective communication with the veterinary team in relation to the evaluation and review of nursing care.

Learning outcome

The learner will:

2. Be able to perform a range of complex nursing techniques in support of sick horses

Assessment criteria

The learner can:

- 2.1 demonstrate effective wound management techniques, to include
 - Accurate assessment

	<ul style="list-style-type: none"> • Taking swabs • Irrigation and drains • Selection and application of dressings and supportive bandages • Client education
2.2	administer complex medications, to include: <ul style="list-style-type: none"> • Infused medications • Intravenous bolus medications
2.3	manage naso-gastric catheters or feeding tubes
2.4	manage indwelling urinary catheters, to include: <ul style="list-style-type: none"> • Placement of, and assistance with the placement of, urinary catheters • Catheter care
2.5	manage bowel function, to include <ul style="list-style-type: none"> • Administration of prokinetics and faecal softeners
2.6	demonstrate physical therapy techniques, to include: <ul style="list-style-type: none"> • Active exercise • Limb support • Foot/frog support.

Learning outcome
The learner will:
3. Be able to provide nursing care to patients requiring isolation
Assessment criteria
The learner can:
3.1 prepare isolation accommodation for an admission
3.2 limit the transfer of micro-organisms through: <ul style="list-style-type: none"> • Effective hand hygiene • Protective clothing • Recognising and managing fomites • Restricting access to isolation accommodation
3.3 address the special needs of isolated patients, to include reduction of stress, company
3.4 clean isolation accommodation: <ul style="list-style-type: none"> • Daily cleaning regime • Terminal disinfection.

Learning outcome
The learner will:
4. Be able to provide appropriate home care plans for chronically sick horses
Assessment criteria
The learner can:
4.1 demonstrate effective care planning for discharge, to include condition of the patient and home circumstances
4.2 demonstrate effective communication with patients' owners, to include oral and written guidance, teaching of practical techniques (to include medication).

Unit 325 Practical veterinary nursing support of equine patients

Supporting information

Teaching and learning guidance

This unit concerns the learning of practical skills and techniques as stipulated in the assessment criteria.

It is anticipated that techniques will be taught both in the college and practice environments, paying attention to safe and effective practice. Simulation may be used in teaching where appropriate, and in the interests of animal welfare.

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Assessment

The Nursing Progress Log (NPL) covers all of the Unit's assessment criteria.



Appendix 1 Relationships to other qualifications

Links to other qualifications

NB: For QCF qualifications, mapping to NOS should be included in each unit.

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**

Appendix 2 Student guide and materials

Personal information

Please complete the following details; you will need to refer to these throughout your veterinary nurse training.

Name:

**RCVS enrolment
number:**

Date of enrolment:

**Approved Centre
(college or
university):**

**Centre telephone
number and email
address:**

Head of centre:

Programme leader:

**Training practice
(TP) number:**

**TP address and
telephone number:**

Clinical coach:

**Training Practice
Principal:**

City & Guilds:

Telephone: 0844 543 0033
Email: learnersupport@cityandguilds.com
Web: www.cityandguilds.com

RCVS:

Telephone: 0207 2020 788
Fax: 0207 2222 004
Email: vetnursing@rcvs.org.uk
Web: www.rcvs.org.uk

1 Being a student veterinary nurse

The Royal College of Veterinary Surgeons (RCVS) is relevant to you, as a student veterinary nurse. The RCVS is the professional regulatory body for veterinary surgeons and veterinary nurses. This means that the RCVS protects the public interest and animal welfare through assuring professional standards. In the case of veterinary nurses, the RCVS maintains a List (Register) of veterinary nurses and sets the standard of training for nurses intending to register.

Qualifying to be a veterinary nurse

In order to become eligible to register as a veterinary nurse on the RCVS Register of Veterinary Nurses you must complete qualifications that are recognised by the Royal College of Veterinary Surgeons as the professional regulator. These can be:

- Vocational qualifications awarded by City & Guilds (eg Level 3 Diploma in Veterinary Nursing)
- or**
- A degree or HND approved by the RCVS for entry to the Register

In addition, you must complete the required period of practical training set out in the Veterinary Nursing Bye-laws that are laid down by the RCVS as a professional regulatory body.

If you are a vocational student, you will need to complete the Level 3 Diploma in Veterinary Nursing.

In addition to your qualifying awards, the RCVS regulatory bye-laws require that you must also undertake a minimum period of training as follows:

- Overall period of training. This must be a minimum of 85 weeks (2,990 hours) excluding annual leave or absence, and includes all elements of your training ie your educational programme and practical training.
- Practical training. The overall period of training must include a minimum period of 51 weeks (1,800 hours) of employment or educational placement in an approved training practice.

You may complete your training on a part time basis, however you will need to complete the part time equivalent of the above periods e.g. if you work 30 hours per week you will need to complete 110 weeks. You cannot complete your practical training in any less than 51 weeks regardless of the hours you work.

A full time week is deemed to be 35 hours or more. The hours must be your contracted (or programmed) hours; you cannot count overtime or on-call hours or locum work.

You must keep an accurate record of your training (see below) as this will be needed when you come to register as a qualified veterinary nurse.

Enrolment

As a student veterinary nurse you are enrolled, via your approved centre, by City & Guilds for a period of up to six years. Your enrolment serves two important purposes:

- Your enrolment serves as a record of your legal status as a student veterinary nurse and gives you dispensation to undertake aspects of nursing care and animal treatment, under supervision that are covered by Schedule 3 of the Veterinary Surgeons Act 1966.

Record of training

You must ensure that your Record of Training form is correctly completed according to the instructions and is kept up-to-date at all times. It must be accurately dated and signed by your training principal.

It is especially important to ensure that your card is up-to-date and signed before you leave a training practice. It may be difficult to obtain signatures in retrospect if you fail to do this. The RCVS will need your Record of Training in order to enter you on the Register of Veterinary Nurses once you have completed your training. You should note that the RCVS routinely audits and verifies signatures on records of training.

Moving to another training practice

RCVS centres approve affiliated training practices to support veterinary nursing learners. They therefore must agree the enrolment of new students and the acceptance by a training practice of any student moving from another practice and/or centre part-way through training.

You must inform both your centre and the RCVS before you move to another practice during your training. Such a move may mean that you have to transfer to another centre. If you fail to make arrangements for this before you change your employer, you may seriously disrupt, or even curtail, your training. The offer of employment by a training practice is no guarantee that you may continue with your qualification. A form to notify your intended change of training practice can be found in section 6.

If you wish to move to another TP affiliated to your current centre, you must still notify the head of centre and obtain his/her agreement to your move.

Schedule 3 of the Veterinary Surgeons Act 1966

You must always ensure that the veterinary staff you work with know that you are a student. This is especially important if you work with locum staff who may not know you very well, or you go to work in a different branch of your practice. In this way you will be better supported as a trainee and are less likely to find yourself being asked to undertake work that is beyond your competence. You must always introduce yourself clearly to clients so

that they know you are a student. Be careful not to mislead clients into thinking that you are a qualified veterinary nurse.

As an enrolled student veterinary nurse you must always work under the supervision of qualified veterinary staff who must be veterinary surgeons or Registered Veterinary Nurses. You may provide nursing care for animals under the direction of the veterinary surgeon in charge of the case and under the supervision of other qualified members of the veterinary team.

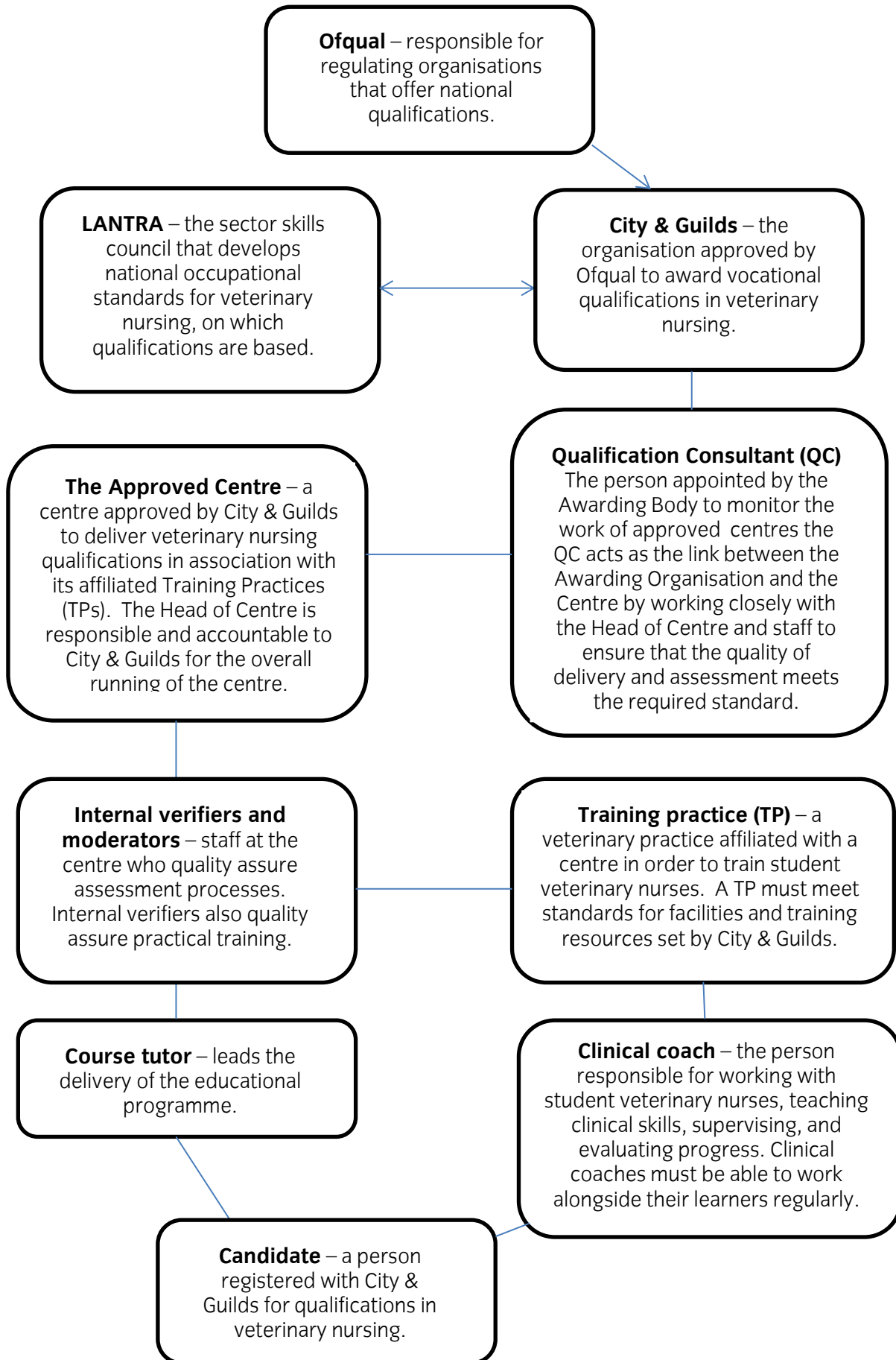
You also may provide medical treatments (such as administering medicines) and undertake minor surgical procedures (such as the suturing of a minor wound) for animals. This is a special dispensation afforded veterinary nurses under Schedule 3 of the Veterinary Surgeons Act 1966 and is commonly known as “Schedule 3 work”. As a student veterinary nurse, you must always ensure that you are supervised by a veterinary surgeon or a Registered or Listed veterinary nurse when undertaking such work.

You may only undertake Schedule 3 work in your training practice. You must not undertake Schedule 3 work if working at a practice that is not a TP, or when working in your own time as a locum.

If you cease to be a student veterinary nurse, either because you leave training or because you have completed training but have not registered on the RCVS Register of qualified nurses, you will lose your legal entitlement to undertake Schedule 3 work, even though you may be competent to do so.

RCVS will suspend your enrolled status if it becomes evident that you are no longer actively working towards qualification.

Who's who in City & Guilds Veterinary Nursing qualifications



2 Training in clinical practice

About your practical training

This section will help you prepare for time learning in clinical veterinary practice. During this time you will be working towards practical competence as a veterinary nurse.

Over the course of your qualification you will be required to demonstrate your competence in a series of “day one” clinical skills that are expected of all qualified nurses when they join the RCVS register. These skills are based on the Veterinary Nursing National Occupational Standards and are set out in the assessment criteria of the Diploma units.

As you progress through your practical training, you will be expected to complete an electronic **Nursing Progress Log (NPL)** which will log your competence within the required clinical skills.

Your practical training progress and NPL will be supervised by a **Clinical Coach**. More details about his/her role are set out in the table below. It is very important that your clinical coach regularly spends time with you that is focused on your practical learning. The RCVS stipulates that a minimum of three hours per week must be spent actively engaging in training activities. Examples of such activity are:

- Demonstrating practical skills
- Supervising new skills
- Case discussions
- Evaluating progress and planning experience.

People involved in your practical training

The following table sets out the role of everyone involved in your practical training – including you.

You, the candidate	<ul style="list-style-type: none">• You will be enrolled as a student veterinary nurse with the RCVS, through your centre or university and be worked in an approved training practice (TP) or auxiliary training practice (aTP)¹ either as an employee or during educational placement• You will have your own unique enrolment number and enrolment date• As you work in your TA and gain experience, you will complete your NPL which will demonstrate your competence in the necessary clinical skills
Your clinical coach	<ul style="list-style-type: none">• Your clinical coach is either an experienced registered veterinary nurse (RVN) or veterinary surgeon (MRCVS), who has received suitable training from your centre. Your clinical coach will ensure that you are supported and guided appropriately in order to gain experience and achieve competence in the clinical skills contained within the NPL• You will be allocated one clinical coach within your TP who will work alongside you and will co-ordinate other members of the practice team who contribute to your practical training• Your clinical coach will introduce you to the requirements of both the qualification and to your TP. He/she will help you plan how to achieve the practical aspects of your qualification through tutorials, skills matching, coaching, guiding and supporting you throughout the duration of your practical training. Your clinical coach will also supervise completion of your NPL• Your clinical coach may, from time to time, allocate you an expert witness within your TP to provide tuition, support and guidance within specific areas of your practical training
Expert witnesses in your TP	<ul style="list-style-type: none">• An expert witness is an experienced person within your TP who can contribute significantly to your practical training in their specific area of expertise e.g. reception duties, nursing clinic• An expert witness will provide you with guidance, support and training in a given skill or set of skills. However, it is your allocated clinical coach who is responsible for agreeing competency and signing off the NPL

¹ Both training practices and auxiliary training practices will be referred to as TPs throughout unless there is a specific reason to distinguish them

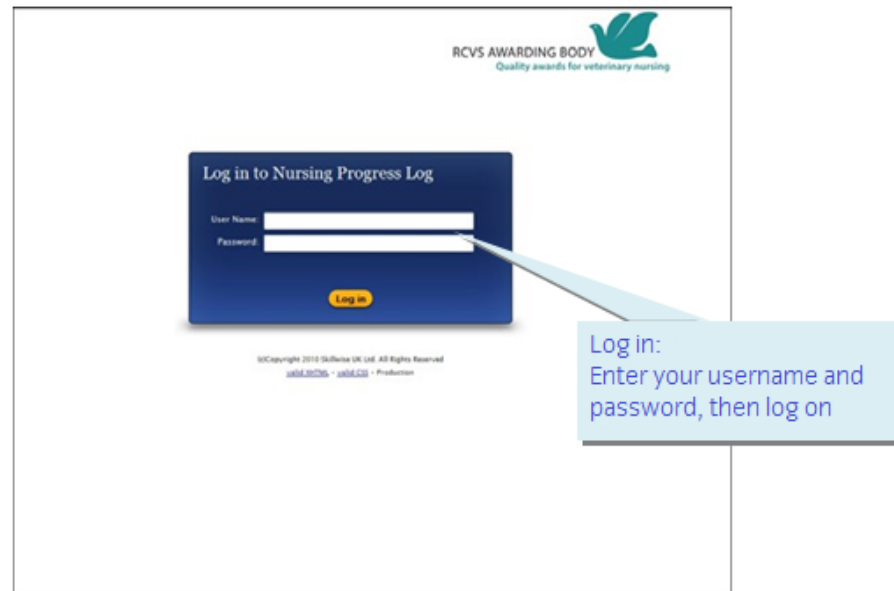
Your clinical tutor	<ul style="list-style-type: none"> • Your clinical tutor is an experienced member of the teaching team employed by the centre delivering your qualification • Tutors are either registered veterinary nurses or veterinary surgeons who have received suitable training from your centre in order to contribute to your practical training • Your clinical tutor may, from time to time, sign off practical competencies within your NPL that you have achieved during course delivery at college
Your verifier	<ul style="list-style-type: none"> • Your verifier is a member of the centre team experienced in quality assurance processes • Your verifier will periodically sample your NPL to check on your progress and achievement to ensure that you are receiving the coaching and support required to enable you to progress through your qualification • As part of the quality assurance processes, on completion of a full NPL unit, the verifier may observe your practical skills themselves which will provide useful feedback to your clinical coach on the competencies you have achieved. This may be done either in the TP or at college.
Your external quality assurer	<ul style="list-style-type: none"> • City & Guilds External Quality Assurers will visit your centre on an annual basis. Part of these Quality Assurance visits will include sampling of the NPL on a risk based approach. This will include checks to ensure the Quality Assurance process is being completed and monitored.

Working with the Nursing Progress Log

When you enrolled with the RCVS, you will have received login details from the centre allowing access to the electronic Nursing Progress Log. This log will enable you to evidence your progression with and competence in the required clinical skills.

The following notes will help you to navigate the NPL; there are also guidance notes with the NPL online for both you and your clinical coach.

The NPL login screen:



The NPL is based on a list of “day one” clinical skills. These are the essential skills that you must have in order to register as a qualified veterinary nurse and they are based on the Veterinary Nursing Occupational Standards and the RCVS Day 1 Competences for Veterinary Nursing. You can access the skills list from either the “Progress Log” at the top of the page and following the instructions, or by clicking on a specific unit on the progress bar chart.

Once logged on, you will first see your home page. The screen looks like this:

My account
Click here to change your password

Welcome Kurt Jacobs | [My Account](#) | [Sign Out](#)

RCVS AWARDING BODY
Quality awards for veterinary nurses

Feedback
from your coach including:
- General comments on your progress
- Denied competencies

Student Home
Progress Log

Competence claims to that have been rejected:

Date Logged	Unit: Skill	Description	Logged by	Additional
09/08/2010	VN1: Skill No. 2	Clinical Coach rejects competence in the skill	Clinical Coach: Andre Pretorius	Open Skill

Key:

- Not Commenced
- Skill Demonstrated by Coach
- Skill Demonstrated by Student
- Competence Claimed for Skill
- Student Competent in Skill

Colour key for progress chart

This demonstrates your progress against that of your student group

Unit titles
Click here to access the units

Unit Description	Total	Peer	Progress
VN1 Understanding the operational requirements of a vete...	6	0	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
VN2 Professional relationships and communication for vet...	2	0	<div style="width: 50%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
VN3 Comparative functional anatomy for veterinary nurses	4	0	<div style="width: 25%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
VN4 Applied animal welfare, health and husbandry for vet...	1	0	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
VN5 Infection control in veterinary practice	2	0	<div style="width: 50%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
VN7 Essentials of practical veterinary nursing care for ...	1	0	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
VN8 Supporting the supply of veterinary medicines	1	0	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
VN9 Veterinary Nursing Support of Diagnostic Imaging	1	0	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
VN10 Veterinary nursing support of laboratory diagnostic...	1	0	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
VN11 Supporting veterinary operating theatre practice	0	0	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
SAVN13 Practical monitoring of small animal veterinary a...	0	0	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
SAVN15 Practical peri-operative veterinary nursing suppo...	0	0	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
SAVN17 Practical veterinar... nursing support of small ani...	0	0	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
SAVN18 Principles of sm... animal veterinary nursing eme...	0	0	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
EQVN21 Practical per... ative veterinary nursing suppo...	0	0	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
EQVN23 Practical ...ary nursing support of horse nat...	0	0	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
EQVN24 Princir... ine veterinary nursing emergency...	0	0	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>
EQVN25 ... neonatal care	0	0	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #0000ff, #00ff00, #ffff00, #cccccc);"></div>

Progress chart
gives information on:
- Skills demonstrated by your coach
- Skills demonstrated back by you
- Competence claimed by you
- Competence confirmed by your clinical coach.

On entering a unit page, you will see that each unit is made up of a series of practical skills. These pages contain a lot of information which is shown below:

The screenshot shows the RCVS AWARDING BODY student progress log interface. At the top, there is a navigation bar with 'Student Home' and 'Progress Log' tabs. Below this, a 'Make your selections:' section shows the student's name 'Kurt Jacobs' and the selected unit 'VN2 Professional relationships and communication for veterinary nursing practice'. A callout points to the 'Add Note' button, stating 'Number of activities logged against each skill'. Another callout points to the 'Progress Logged by Student: 3' indicator, stating 'Number of skills logged against the whole unit'. The main table lists skills with columns for 'Date Logged', 'Date Occurred', 'Description', 'Ref Acc', 'Logged by', and 'Additional'. Callouts explain that stars indicate progress with each skill and that a box indicates whether a reflective account has been logged.

Date Logged	Date Occurred	Description	Ref Acc	Logged by	Additional
15/07/2010	01/07/2010	Clinical Coach demonstrated skill to student		Clinical Coach: Andre Pretorius	
15/07/2010	02/07/2010	Skill demonstrated to Clinical Coach		Clinical Coach: Andre Pretorius	

The NPL has five stages to be completed:

- Demonstration your clinical coach demonstrates the skill to you
- “show back” you demonstrate the skill back to the clinical coach
- logging experience you log each time you have performed the skill and therefore gained more experience
- claim competence you claim competence in a skill once you feel ready
- sign off your coach confirms or denies competence of the skill

The first two stages will ensure that you receive full training and instruction for each nursing skill. You will also be given the opportunity to demonstrate that you can carry out the skill under supervision in order to gain more experience safely.

These initial stages are logged by your clinical coach. When these two stages are complete the skill is “unlocked” so that you can start logging your experiences. Once the skill is unlocked, you will see the “add note”

button will appear underneath the skill. On completion of each stage a star will be highlighted.

In order to enter a new skill experience or to claim competence you click on the “add note” button. You select the appropriate option from the drop down box, complete the date (which must be within two weeks of the skill being carried out) and complete the description of note with details of how the skill can be referenced to for audit purposes eg a case reference. Remember, for data protection purposes you must not enter client details but rather a code by which you can easily locate the appropriate documentation should it be required for audit.

This is the “add note” screen:

The screenshot shows the 'Add Note' screen for the RCVS Awarding Body. The page has a header with 'Welcome Kurt Jacobs | My Account | Sign Out' and the RCVS logo. Below the header are tabs for 'Student Home' and 'Progress Log'. The main section is titled 'Note Information:' and contains a dropdown menu for 'Add Experience', a date field set to '04/08/2010', a text field for 'Description of activity' with the value 'Appointment made for cat - Sam for checkup', and an 'Optional reflective account' field. There are 'Save' and 'Cancel' buttons. Below this is a text area for 'Write your comment within 1024 characters'. At the bottom, there is a table showing progress for 'Unit: VN2 Professional relationships and communication for veterinary nursing practice'. The table has columns for 'Date Logged', 'Date Occurred', 'Description', 'Ref Acc', 'Logged by', and 'Additional'. It shows two entries for '1) Make appointments for consultation'. To the right of the table is a 'Total Progress Logged by Student' section showing 'Skill activity items logged: 2' and 'Average Items Logged by Peers: NULL' with a star rating. Callouts provide instructions: 'Enter the date you practiced the skill. Important - this field will not let you back date experience more than two weeks.', 'Select either "add new experience" or "claim competence"', 'Give a description of what you did and the case reference number for audit purposes', 'Reflect on the skill you are practicing; add general comments, what went well/not so well etc.', and 'Save the data you entered'.

Enter the date you practiced the skill. **Important** - this field will not let you back date experience more than two weeks.

Select either "add new experience" or "claim competence"

Give a description of what you did and the case reference number for audit purposes

Reflect on the skill you are practicing; add general comments, what went well/not so well etc.

Save the data you entered

Date Logged	Date Occurred	Description	Ref Acc	Logged by	Additional
15/07/2010	01/07/2010	Clinical Coach demonstrated skill to student		Clinical Coach: Andre Pretorius	
15/07/2010	02/07/2010	Skill demonstrated to Clinical Coach		Clinical Coach: Andre Pretorius	

The “add note” screen also contains an optional “reflective account” field that allows you to reflect upon the skill you are practising and make comments on how you are progressing, what went well or not so well etc.

Sometimes you may practise several skills in looking after a single case. If this happens you can select several skills within a given unit and log one case reference for audit (in the description of note) and one reflective account relevant to all the skills you practised. This feature is only available for the logging of experiences and will be individual to each student and the cases you are nursing.

When you are confident that you have reached the required competence you can select the “competence claimed” option from the drop down list

and complete the required fields. Once you have saved this selection, the tool will automatically alert your clinical coach that you are now waiting to have competence confirmed for one or more skills. Completion of this stage will highlight the 3rd star for that skill.

Competence means that you are consistently able to carry out a skill correctly, safely and confidently in a variety of different situations under supervision. Under supervision in this context means that there is either a veterinary surgeon or a qualified veterinary nurse present in the practice, and able to assist you, if it becomes necessary.

When your clinical coach has confirmed competence, the 4th star will be highlighted, indicating that the skill is now achieved. The skill will now be shown with all logged data minimised and all stars highlighted.

If your clinical coach does not confirm competence, you will be alerted on your home page (Claims to competence that have been rejected). When you click on to these and open message you will receive initial feedback from your coach telling you why competence was denied. This feedback will form the basis of discussions with your clinical coach in order to help you to progress.

If you have entered an experience by mistake, you can remove it by clicking on the “remove” button next to the appropriate entry. This will not delete the entry entirely from the log, but will strike a line through it to indicate that it has been removed.

As you complete the skills within each unit, you will see that the bar chart on your home page reflects the progress you are making. You can see how well you are performing against your peers and, where necessary, identify areas in which you may be making comparatively slow progress and require extra training and support.

Planning your practical learning

In order to make good progress with your qualification, it is important to plan for the skills and experience you need to gain. This planning will need to be revisited on a regular basis with you clinical coach, taking into account your NPL progress.

All of the skills in the NPL relate to the **National Occupational Standards** for veterinary nursing (NOS) and the RCVS Day 1 Competences for Veterinary Nursing. Using the NOS as a reference tool will help you to gauge your progress in more detail. When working in practice, you will be concentrating on acquiring skills, however the NOS also set out the knowledge and understanding required of a qualified veterinary nurse, and which you will acquire through your qualification.

Three key steps will assist you in planning how to achieve the necessary veterinary nursing skills:

- Step 1** Matching your skills
- Step 2** Making decisions about learning and assessment
- Step 3** Planning the detail

Step 1 – Matching your skills

Make a list of all the work you currently undertake in your TP on a daily basis. Work logically through the day so you don't omit anything. Next, on your own or with your clinical coach, use the skills match grid on page 16 to go through your list and look at where your daily work activities feature within the different qualification units. Filling in the grid will give you a good indication of where your strengths and weaknesses lie, and where you need to concentrate on learning and gaining experience.

Step 2 – Making decisions about learning and assessment

As you start to plan your practical training, you and your clinical coach will need to address a series of simple questions. These are:

- which skills shall I prioritise?
- what teaching do I need?
- who is the best person to help me?
- do I need to be assigned to work in a particular area (for example reception, theatre, X-ray, isolation)?
- when shall I review my progress?

Remember your NPL is primarily there to help you to learn and progress in the way that's best for you; it isn't a competition or a test. Your clinical coach will judge you 'competent' or 'not yet competent'. If you are judged 'not yet competent', you will need to work with your clinical coach and the practice team to help improve your skills.

Step 3 – Planning the detail

You have progressed a long way towards making a plan with goals for achieving your nursing skills. You and your clinical coach will now need to record your learning plan. You may think that this is all up to your clinical coach, but in fact you know best what you do in your daily routines. So, it is important that you work out your plan together.

Here are some hints and tips on more detailed planning:

- why not try to plan how you intend to complete whole units – it may be that in some areas you are more experienced, whilst in others you need to plan for further training and development (as set out above). You can set target dates for reviewing your training progress and an ultimate target date for when you intend to have evidence to show that you are competent across all the skills within that unit.
- do not confine plans to providing evidence for one specific unit or skill– the chances are your daily duties present opportunities for experience in several units/skills.

To plan successfully, remember:

What?	Who?	Where?	How?	When?
-------	------	--------	------	-------

What are you going to do?

Who will be involved (e.g. clients, colleagues)?

Where will you gain experience?

How will you (and your clinical coach or supervisor) need to organise your time?

When will your experience take place and when will it be reviewed?

Also: consider any special requirements, for example shift patterns – you may need to change shifts to gain the necessary experience.

Finally, it is important to remember that you are responsible for building your skills and gaining practical experience. Your clinical coach and practice team will guide you and help you maintain progress and you will work with them to complete your NPL and progress towards your qualification. However, it is ultimately your responsibility to make the best of learning opportunities, make good progress and seek help and guidance when you need it.

Your centre or employer may set specific goals for the completion of your qualification. These will be discussed with you and you will be expected to make progress accordingly. If, for any reason, you cannot maintain your expected progress you should discuss this with your centre and employer, or placement supervisor, at the earliest opportunity.

3 Courses, assessment and certification

OSCE examination arrangements

The Level 3 Diploma in Veterinary Nursing OSCE is the final examination for the qualification. This means that learners must pass this assessment in order to gain the Diploma in addition to achieving all of the relevant core and pathway units. OSCEs are taken in the context of either the equine or small animal pathway (or both).

The OSCE consists of 12 stations, each one 6 minutes long. Learners are required to pass a **minimum** of 8 stations. Within each station are a number of key steps. Candidates must achieve these key steps in order to pass the station. It is the centres responsibility to ensure candidates are adequately prepared for the examination and familiar with the key steps.

To be eligible to enter the OSCE examination, you must:

- be registered for the Level 3 Diploma in Veterinary Nursing
- have achieved the Nursing Progress log (NPL)
- have achieved all City & Guilds unit examinations
- have achieved all centre based unit assessments and examinations.

Attending examinations

You must ensure that you plan your journey to the examination centre allowing additional time for unforeseen delays. It is recommended that you plan to arrive at least 30 minutes prior to your reporting time and that you allow time for parking if arriving by car. If you are delayed you should inform the centre as soon as possible. For this reason it is essential that you have your detailed instructions and contact details for the centre with you.

If you are unavoidably delayed, we will make every effort to enable you to take your examination. However this may be on another day and/or at another examination centre depending on the appointments available and, depending on the circumstances, you may be asked to pay an additional fee.

You should attend your OSCE examination in uniform. This should be clean and neat; your hair and personal presentation should reflect the requirement for good hygiene along with other health and safety considerations in clinical practice. Examiners may refuse admission to candidates who are unsuitably dressed for clinical work. You will be required to wear a laboratory coat or an apron for the laboratory section. These will be provided for you; alternatively you may wish to take your own. Jewellery should not be worn.

You must take photographic identification e.g. driving license to the exam with you.

Your mobile telephone must be switched off and left outside the examination room along with your bag and outdoor clothing. The examination invigilators will ensure that these items are safely stored whilst you are being examined.

Calculators will be provided for OSCE stations where necessary.

If you wish to take a bottle of water into the exam room with you, it must be a sports cap bottle to avoid spillages and the label must be removed.

Small, medium and large latex powder-free gloves are provided for the stations that require gloves. If you cannot use these gloves for any reason you must ask your centre to ask City & Guilds' permission at point of entry if they can provide your own.

Resitting an examination

You are permitted a maximum of four attempts at each examination. If you need to resit an examination for the fourth time, you must apply to your centre for permission to do so. Before you are allowed to enter on a fourth occasion, you will be asked to demonstrate that you are undertaking a programme of revision and re-training as deemed suitable by your centre. This measure is in place to ensure that you are adequately prepared to resit the examination on a fourth and final occasion.

Should you fail an examination on four occasions, the RCVS must be notified and your award registration and enrolment as a student veterinary nurse will be terminated. However, you may re-register for the qualification, normally after a minimum period of one year. The RCVS must be notified when you re-register. In order to do this you must satisfy your centre that you have made tangible efforts to address your learning needs since your first enrolment, and are therefore in a substantially better position to achieve the qualification.

Certification

You will be eligible to receive your qualification certificate as soon as you have been satisfactorily assessed in all units.

You should note that the time taken from receiving your final assessment result to the arrival of your certificate includes your centre's processes as well as those of the Awarding Body and may take up to eight weeks.

4 Entry to the RCVS Register of Veterinary Nurses

Qualifying to enter the Register

You may apply to enter the RCVS Register of Veterinary Nurses once you have achieved a qualifying award ie:

- achieved your Level 3 in Diploma in Veterinary Nursing
- or**
- achieved your accredited course of higher education (not covered in this document)

You must also have completed the period of training stipulated in the RCVS regulatory Veterinary Nursing Bye-laws as follows:

- the total length of your training, including your college course, must be at least 2990 hours
- this period must include a minimum of 1800 hours of employment or educational placement in a training practice (TP).

If you have undertaken part-time training, you must complete the equivalent of this time.

Time spent in practice must be based on your contracted hours, or the hours timetabled by your university or college as practice placement. You may not include overtime, on-call hours or locum work.

The RCVS will require your completed Record of Training form (see section 7) in order to register you on the List of Veterinary Nurses. Ensure that you keep this record up-to-date throughout your training and that it contains the correct signatures. The RCVS audits records of training, which includes the verification of signatures.

The RCVS will remove you from the database of student veterinary nurses once you have completed your qualifying awards (either vocational or higher education) and have completed the required period of training. This means that, unless you list as a qualified nurse, you will no longer be entitled to undertake Schedule 3 work.

Ceasing to be a student veterinary nurse

As a student veterinary nurse you have a dispensation, under Schedule 3 of the Veterinary Surgeons Act, to undertake certain acts of veterinary surgery under supervision in order to further your training. Once you have qualified to enter the Register of Veterinary Nurses you no longer require this dispensation and the RCVS will accordingly remove you from the database of student veterinary nurses.

If you do not apply to register when you have qualified to do so, the RCVS will notify you, and your last known employer (if applicable), that you are

about to be removed from the student database and will no longer be in a position to undertake Schedule 3 work under supervision. This normally occurs if you do not register within three months of qualifying to do so.

If you have not completed your mandatory period of practical training by the time you have achieved your level 3 vocational award or your qualifying degree, please contact the RCVS. If this is the case we will maintain (or extend) your student enrolment in order that you may complete your qualifying hours.

Former student nurses who do not enter the Register within five years of qualification will be required to undertake a Period of Supervised Practice in accordance with the Veterinary Nursing Bye-laws should they subsequently wish to become registered.

Working as a registered veterinary nurse

Once you have been registered on the RCVS List of Veterinary Nurses, you may:

- undertake delegated acts of veterinary surgery under veterinary direction according to the provisions of Schedule 3 of the Veterinary Surgeons Act 1966
- supervise the work of student veterinary nurses.

You must abide by the RCVS Guide to Professional Conduct for Veterinary Nurses and ensure that you keep up-to-date with any changes to the Guide.

You will be required to pay an annual retention fee to maintain your veterinary nurse registration. At the time of writing, the due date for the veterinary nursing annual retention fee is 1 November each year. You will be sent a registration card each year, which confirms your registered status and can be shown to your employer.

Once registered, you may use the post-nominal letters RVN (registered veterinary nurse).

5 Guidance on Schedule 3 of the Veterinary Surgeons Act 1966

Veterinary nurses and the Veterinary Surgeons Act 1966

Introduction

1. Under the Veterinary Surgeons Act 1966 the general rule is that only a veterinary surgeon may practise veterinary surgery. There are, however, a number of exceptions to this rule, and two of them concern veterinary nurses. This note explains the law as it applies to them.

Definition of veterinary surgery

2. Veterinary surgery as defined in the Act "means the art and science of veterinary surgery and medicine and, without prejudice to the generality of the foregoing, shall be taken to include-
 - (a) the diagnosis of diseases in, and injuries to, animals including tests performed on animals for diagnostic purposes;
 - (b) the giving of advice based upon such diagnosis;
 - (c) the medical or surgical treatment of animals; and
 - (d) the performance of surgical operations on animals."

What can be done by people other than veterinary surgeons

3. Schedule 3 to the Act allows anyone to give first aid in an emergency for the purpose of saving life and relieving suffering. The owner of an animal, or a member of the owner's household or employee of the owner, may also give it minor medical treatment. There are a number of other exceptions to the general rule, mainly relating to farm animals, in addition to the exceptions which apply to veterinary nurses. These are explained below.

What can be done by veterinary nurses

4. Veterinary nurses, like anyone else, may give first aid and look after animals in ways which do not involve acts of veterinary surgery. In addition, veterinary nurses may do the things specified in paragraphs 6 and 7 of Schedule 3 to the Veterinary Surgeons Act 1966 as amended by the Veterinary Surgeons Act 1966 (Schedule 3 Amendment) Order 2002. The text of these paragraphs is set out below.

Registered or Listed veterinary nurses

5. Paragraph 6 applies to veterinary nurses whose names are entered on the list maintained by RCVS. They may administer "any medical treatment or any minor surgery (not involving entry into a body cavity)" under veterinary direction.

6. The animal must be under the care of a veterinary surgeon and the treatment must be carried out at his or her direction. The veterinary surgeon must be the employer of the veterinary nurse or be acting on behalf of the nurse's employer.
7. The directing veterinary surgeon must be satisfied that the veterinary nurse is qualified to carry out the treatment or surgery. RCVS will advise from time to time on veterinary nursing qualifications which veterinary surgeons should recognise.
8. The RCVS Register of Veterinary Nurses, commenced in 2007, is a part of the List within which registrants have agreed to abide by the Guide to Professional Conduct for Veterinary Nurses and thus be professionally accountable. Listed veterinary nurses have not made this commitment but retain the dispensations afforded by Schedule 3.
9. All Registered or Listed veterinary nurses (VNs) are qualified to administer medical treatment or minor surgery (not involving entry into a body cavity), under veterinary direction, to all the species which are commonly kept as companion animals, including exotic species so kept. Unless they hold further qualifications they are not qualified to treat the equine species, wild animals or farm animals. Registered or Listed veterinary nurses who hold the RCVS Certificate in Equine Veterinary Nursing (EVNs) are qualified to administer medical treatment or minor surgery (not involving entry into a body cavity), under veterinary direction, to any of the equine species - horses, asses and zebras.
10. A veterinary nurse should only carry out a particular act of veterinary surgery if she or he is competent to do so and has the necessary experience to deal with any problems which may arise. Where appropriate, a veterinary surgeon should be available to respond to a request for help. A veterinary nurse may only carry out acts of veterinary surgery under the direction of a veterinary surgeon, who is accountable for what is done and should ensure that it is covered by professional indemnity insurance.

Student veterinary nurses

11. Paragraph 7 of the Schedule applies to student veterinary nurses. A student veterinary nurse is someone enrolled for the purpose of training as a veterinary nurse at an approved training and assessment centre (Centre) or a veterinary practice approved by such a centre (TP). This does not include those who are undertaking the Animal Nursing Auxiliary or Veterinary Care Assistant qualifications, or any other animal-related or in-house training.
12. A student veterinary nurse may administer "any medical treatment or any minor surgery (not involving entry into a body cavity)" under veterinary direction.
13. The animal must be under the care of a veterinary surgeon and the treatment must be carried out at his or her direction. The veterinary surgeon must be the employer of the veterinary nurse or be acting on behalf of the nurse's employer.

14. The treatment or minor surgery must be carried out in the course of the student veterinary nurse's training. In the view of the RCVS, such work should be undertaken only for the purpose of learning and consolidating new skills.
15. The treatment or surgery must be supervised by a veterinary surgeon or a Registered or Listed veterinary nurse. In the case of surgery the supervision must be direct, continuous and personal.
16. In the view of RCVS, a veterinary surgeon or Registered or Listed veterinary nurse can only be said to be supervising if they are present on the premises and able to respond to a request for assistance if needed. "Direct, continuous and personal" supervision requires the supervisor to be present and giving the student nurse his or her undivided personal attention. These definitions are set out in the RCVS Guide to Professional Conduct.

What is a medical treatment or minor surgical procedure?

17. The RCVS is often asked to provide a definitive list of procedures that can legally be delegated under Schedule 3. The medical treatment or minor surgery allowed by Schedule 3 includes anything that requires a veterinary diagnosis and intervention. It would be almost impossible to list all procedures allowed, because the delegation of veterinary procedures, even minor medical procedures, will involve consideration of all the circumstances, not just the procedure itself. However, broad guidance on what is allowed, and specific advice, can be sought from the RCVS.
18. The Act does not provide a list of minor surgery and medical treatment that can be delegated. As stated above, this is because it would be impossible to say with any certainty that a given procedure would, in every event, be safe to delegate. Whilst Schedule 3 does not provide a definitive list of permitted delegations, three key factors ought to be considered by the delegating veterinary surgeon:
 - The nature of the procedure (or treatment) ie its level of complexity
 - The individual animal concerned ie species, condition, likelihood of complications, owner's wishes
 - The qualifications of the person being delegated to ie Listed or enrolled student veterinary nurse (or in the case of a minor treatment, a lay person) specific training, experience, confidence, willingness to accept delegation and the availability of someone more qualified to step in if needed
19. Should a delegation decision become the subject of litigation, or a professional conduct complaint, a court (or an RCVS disciplinary panel) would consider the 'reasonableness' of the veterinary surgeon's actions. A clearly reasoned decision, taken having followed a logical and well-documented process, should therefore be behind every delegation of a veterinary treatment or procedure to a non-veterinary surgeon.

What can a student veterinary nurse do?

20. Student veterinary nurses are included in the legislation because they need to learn, and become competent in, clinical skills. The Act recognises this and therefore stipulates that they must work under the supervision of a veterinary surgeon or Listed veterinary nurse. Once again, the RCVS Guide to Professional Conduct states what is meant by 'supervision'. Provided that they are properly supervised, student veterinary nurses can, in the course of their training, do anything that may be delegated to a Listed veterinary nurse, i.e. they may undertake delegated treatments in order to learn.
21. Where a student veterinary nurse has reservations about undertaking a delegated procedure he/she must discuss this with either the delegating veterinary surgeon or a qualified colleague. Reservations might, for example, include doubts about his/her own competence, the degree of supervision/assistance available, the complexity of the procedure or the condition of the animal.

6 Notification of student changes of address, employment and/or request to transfer centre

If your address is changing, please complete Part A only and return to the RCVS, ensuring that your centre also knows you are moving.

If you are moving to a different training practice and/or centre, complete all sections of the form.

If you are intermitting or discontinuing training, complete parts A and B only and return to the RCVS. When you recommence your qualification a new form, confirming your new training practice and centre, must be sent to the RCVS to re-activate your enrolment.

Your Record of Training must be updated and signed accordingly.

Failure to notify the RCVS of a change of Centre or Training and Assessment Practice may compromise your qualification.

Section A – Student details			
Name		Enrolment number	
Address			
Postcode			
Has your address changed?	Yes/No	If you answered yes, please give your previous address below	
Previous address			
Postcode			
Are you moving to a different training practice?	Yes/No	If you answered yes, please complete sections B and C below	

(sections B and C are overleaf)

Section B – Current centre and training practice			
Centre name		Centre number	
Training practice		TP number	
Practice address			
Postcode			
Date of leaving			
Signature of Practice Principal		Date	
Name (please print)			

Section C – Receiving centre and training practice			
Centre name		Centre number	
Training practice		TP number	
Practice address			
Postcode			
Date of joining			
Signature of Practice Principal		Date	
Name (please print)			
Signature of Head of Centre		Date	
Name (please print)			

Receiving Head of Centre's Declaration

I confirm that the candidate is registered for an RCVS-approved qualification, and will, as an integral and planned element of their programme of studies, be provided with clinical placements at training practices affiliated to this centre, or training practices otherwise approved by me as suitable environments for training and assessment.

- I recognise my obligation to ensure the candidate for whom application is being made will:
 - i. be placed or employed for a minimum of 60 weeks (2,100 hours) in clinical veterinary practice with an appropriate caseload and facilities
 - ii. be supported in practice and assessed to meet the Veterinary Nursing National Occupational

Standards.

- iii. be provided with day to day supervision of his/her work as a student veterinary nurse both in relation to developing his/her competence and in accordance with the requirements of Schedule 3 of the Veterinary Surgeons Act.
- iv. be required to undertake, and achieve, all units or modules deemed a compulsory part of the approved programme leading to qualification as a veterinary nurse.

- I confirm that the applicant's passport / national identity card or birth and official change of name

I, as head of centre, approve the submission of this application for transfer of centre/training practice			
Signature:		Date	
Name (print):			

Student's Declaration

I confirm that the details above are correct and that I wish to change centre/training practice. I understand that work completed to date will be reviewed by the new centre and may not be accepted by the receiving centre part way through my training. I understand that this may affect the time it takes me to complete my training and that I may be required to complete additional assessments in order to achieve my qualification and be eligible to enter the Register of Veterinary Nurses.

Signature:		Date	
Name (print):			

7 Record of Veterinary Nurse Training

This document provides a record of a student's time spent in veterinary nurse training. Training must take place over a period of:

Total training time (minimum): 94 weeks (3,290 hours)

Time spent in clinical practice (minimum): 60 weeks (2,100 hours)

or the part-time equivalent of the above as set out in the RCVS Veterinary Nursing Bye-laws. This period **excludes** annual leave and absence.

This record must be kept up-to-date by the student and countersigned by:

- The Principal of the veterinary practice where the student is employed or on placement and
- The Head of Centre

It must be signed:

- When the student leaves employment or placement at a training and assessment practice (TP). and
- When the student completes attendance of a course in support of a vocational or higher education award

The signatory should ensure that the dates of commencement and termination are correctly entered. Periods of annual leave and absence must be deducted from the total number of full weeks spent in each placement or employment.

Changes of address and of employment must be notified in writing by the student to the RCVS and to their Centre. (see section 6)

This Record of Training is the property of the Royal College of Veterinary Surgeons, Belgravia House, 62 – 64 Horseferry Road, London SW1 2AF. It must be kept up to date by the student and be produced to the RCVS on request. Signatures are routinely checked and audited.

Surname			Enrolment number				Date of enrolment			
Forename(s)			Full time student		Employed/trainee (hours/week)		Vocational		Higher education	
Name and address of Training Practice	Period of employment or practical placement as an enrolled student		Hours per week (excluding on call or overtime)	Number of weeks	Absences during this period (days)	Full weeks counting towards training (days)	Signature of Training Practice Principal I certify that, to the best of my knowledge and belief, the above named student completed the period of clinical training indicated in column C		Date	
							Print name			
							Print name			
							Print name			
							Print name			
I hereby confirm that the student named above has completed a minimum of 60 weeks (equivalent to 2,100 hours) in practice placements as set out above					Signature of head of centre					

Name	
Enrolment No	

Record of annual leave and other absence			
A record of all periods of annual leave and absence must be kept. These periods must not be counted towards time spent in training.			
Date	Days	Reason	Signature of Principal/Head of Centre

Record of veterinary nurse education			
This provides a record of the student's educational programme. This should be completed each term and signed by the centre.			
Centre		Centre no	
Commenced (date)		Completed (date)	
Centre		Centre no	
Commenced (date)		Completed (date)	

Title of course / term no	Dates attended (from-to)	No. of days attended	Signature of Head of Centre

This is an important document

It provides evidence of training required by the royal college of veterinary surgeons in order to process an application to register on the List of Veterinary Nurses. The information and signatures herein will be subject to audit checks.

8 Skills match grid

Candidate name		Enrolment number						
		How often do I do this activity?			How strong are my skills in this activity?			Ready for assessment Y/N
		Often	Sometimes	Never	Strong	Fair	Weak	
Unit title								
Core units								
	Understanding the operational requirements of a veterinary practice							
	Professional relationships and communication for veterinary nursing practice							
	Applied functional anatomy for veterinary nursing practice							
	Applied animal welfare, health and husbandry for veterinary nurses							
	Infection control in veterinary practice							
	Essentials of practical veterinary nursing care for hospitalised animals							
	Supporting the supply of veterinary medicines							
	Veterinary nursing support of diagnostic imaging							
	Veterinary nursing support of laboratory diagnostics							
	Supporting veterinary operating theatre practice							
Small animal pathway units								
	Practical monitoring of small animal veterinary anaesthesia							
	Practical peri-operative nursing support for small animals							

	Practical veterinary nursing support of small animal patients							
	Principles of small animal veterinary nursing emergency and critical care							
Equine pathway units								
	Practical peri-operative nursing support for horses							
	Practical veterinary nursing support of equine patients							
	Principles of equine veterinary nursing emergency and critical care							
	Principles of equine neonatal care							

Skills match start plan for training and development	Target dates for review	Comment and reflection			Date
Candidate signature		Date			
Clinical coach signature		Date			

Skills match start plan for training and development	Target dates for review	Comment and reflection		Date
Candidate signature		Date		
Clinical coach signature		Date		

Appendix 3 Reading List

- BSAVA Textbook of Veterinary Nursing - 5th Edition Edited by B Cooper, E Mullineaux, L Turner ISBN 9781905319268
- The Complete Textbook of Veterinary Nursing – 2nd Edition Victoria Aspinall ISBN 9780702053672 BSAVA Manual of Practical Veterinary Nursing – Elizabeth Mullineaux & M Jones ISBN 9780905214917
- BSAVA Manual of Small Animal Anaesthesia and Analgesia – 2nd Edition Edited by C Seymour, R Gleed ISBN 978-0905214481
- Equine Veterinary Nursing Manual – 2nd Edition K Coumbe ISBN 978040656556
- A-Z Handbook for Veterinary Nursing – A Lomas, A Magee & C Wilson ISBN 1904627994
- Anaesthesia for Veterinary Nurses – L Welsh ISBN 9781405186735
- Ethics, Law and the Veterinary Nurse- S Pullen & C Gray ISBN 9780750688444
- Introduction to Veterinary Anatomy and Physiology Textbook – 2nd Edition V Aspinall & M Cappello ISBN 9780702029387
- Introduction to Veterinary Anatomy and Physiology Revision Aid – S Bowden ISBN 97807029370
- Veterinary Pharmacology- A Practical Guide- A Rock ISBN 0750688628
- Clinical Procedures in Veterinary Nursing – 2nd Edition V Aspinall ISBN 9780080452661
- Dictionary of Veterinary Nursing – DR Lane, S Guthrie & S Griffith ISBN 9780080452654
- Calculations for Veterinary Nurses – M Moore & N Palmer ISBN 978063205498
- Veterinary Practice Management – A Practical Guide – 2nd Edition M Shilcock & G Stuchfield ISBN 9780702029202
- Small Animal Nutrition – S Agar ISBN 075064575-x

This list is not exhaustive and provided as a minimum requirement that centres can refer to. It is the responsibility of the centre to ensure they keep up to date with revised versions.



Appendix 4 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

City & Guilds
Believe you can



www.cityandguilds.com

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards and Day 1 Competences for Veterinary Nursing are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2413

www.cityandguilds.com

HB-01-7457