

Level 3 Diploma in Small Animal Veterinary Nursing (7457-33)

February 2022 Version 2.1

Qualification Handbook

Qualification at a glance

Subject area	Veterinary Nursing
City & Guilds number	7457-33
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 types	RCVS Day One Skills for Veterinary Nursing, Two written paper synoptic tests, Written paper Anatomy and Physiology test (Paper 3), OSCE practical exam, City & Guilds devised assignment
Approvals	Available to Centres who are currently approved for 7457-03 Level 3 Diploma in Veterinary Nursing (Small Animal). Fast-track form is available from the 7457 qualification page on the City & Guilds website. Fast-track application forms must be submitted to highpriorityqualifications@cityandguilds.com
Support materials	Centre exam guide
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 3 Diploma in Small Animal Veterinary Nursing	715	3600	7457-33	603/5101/9

Version and date	Change detail	Section
1.1 August 2019	First version	
1.3 October 2019	Font formatting and page numbers updated City & Guilds address updated	Throughout
1.4 November 2019	Requirements for clinical coaches updated IQA requirements updated	2. Centre Requirements
1.5 February 2020	Purpose statement updated Paper-based exams added for Knowledge tests	1. Introduction 4. Assessment
1.6 February 2020	Knowledge test exam times updated to 120 minutes	4. Assessment
1.7 March 2020	Knowledge test availability updated	4. Assessment
1.8 March 2020	Reference to students working as locums and vet nursing by-laws removed	Throughout
2.0 October 2021	Removed reference to e-volve exams as exams are paper-based only as of now	Throughout
2.1 February 2022	Updated time constraints section and removed reference to e-volve units	Throughout

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1 Introduction

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

Area	Description
OVERVIEW	
What does the qualification cover?	This Level 3 Diploma in Small Animal Veterinary Nursing recognises a range of practical skills and knowledge which will equip you to either seek employment or progress into further training within the Veterinary Nursing Industry specifically with small animals.

The units include:

- Understanding the Operational Requirements of a Veterinary Practice
- Anatomy and physiology for a small animal Veterinary Nursing Practice
- Professional relationships and communication for veterinary nursing practice
- Applied animal welfare, health and husbandry for veterinary nurses
- Infection Control in a Veterinary Practice
- Essentials of practical veterinary nursing care for hospitalised animals
- Supporting the Supply of Veterinary Medicines
- Veterinary Nursing Support for Laboratory Diagnostics
- Veterinary operating theatre practice
- Understand the essentials of veterinary nursing care for hospitalised animals
- Principles of Supporting Veterinary Anaesthesia
- Preparing for professional registration
- Principles of peri-operative veterinary nursing support for small animals
- Principles of veterinary nursing support for small animals
- Principles of small animal veterinary nursing emergency and critical care
- Practical monitoring of small animal veterinary anaesthesia
- Practical peri-operative veterinary nursing support for small animals
- Practical veterinary nursing support for small animals

The assessment of the includes practical assessment, knowledge assessments and externally set assignments

WHAT COULD THIS QUALIFICATION LEAD TO?

Why choose this qualification over similar qualifications?

It is 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. It is mandatory for those seeking entry to the RCVS Register to be in possession of an 'approved qualification'. The Level 3 Diploma in Small Animal Veterinary Nursing falls into this category.

How this qualification supports the identified outcome(s)?

This qualification allows you to progress directly into employment within the Veterinary Nursing Sector. You could also progress onto other higher-level qualifications within the sector.

WHO SUPPORTS THIS QUALIFICATION?

Employer/Higher Education Institutions

This qualification has been developed with support from the RCVS.

Further information

Further information on the qualification content and assessment is available on the 7457-33 webpage on the City & Guilds website www.cityandguilds.com

Structure

To achieve the 7457-33 **Level 3 Diploma in Small Animal Veterinary Nursing** learners must achieve **all** the mandatory units:

City & Guilds unit number	Unit title	GLH
360	Understand the operational requirements of a veterinary practice	40
361	Applied anatomy and physiology for small animal veterinary nursing practice	80
362	Professional relationships and communication for veterinary nursing practice	40
363	Applied animal welfare, health and husbandry for veterinary nurses	80
364	Infection control in veterinary practice	20
365	Essentials of practical veterinary nursing care for hospitalised animals	20
366	Supporting the supply of veterinary medicines	20
367	Veterinary nursing support of diagnostic imaging	40
368	Veterinary nursing support of laboratory diagnostics	20
369	Veterinary operating theatre practice	40
370	Understand the essentials of veterinary nursing care for hospitalised animals	40
371	Principles of supporting veterinary anaesthesia	40
372	Preparing for professional registration	35
373	Principles of peri-operative veterinary nursing support for small animals	40
374	Principles of Veterinary nursing support for small animals	40
375	Principles of small animal veterinary nursing emergency and critical care	40
376	Practical monitoring of small animal veterinary anaesthesia	40
377	Practical peri-operative veterinary nursing support for small animals	20
378	Practical veterinary nursing support for small animals	20

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately), hours spent in preparation, study and assessment and hours in practice (1800 hours).

Title and level	GLH	TQT
City & Guilds Level 3 Diploma in Small Animal Veterinary Nursing	715	3600

2 Centre requirements

Approval

If your Centre is approved to offer the qualification Level 3 Diploma in Veterinary Nursing (Small Animal) 7457-03, you can apply for the new Level 3 Diploma for Small Animal Veterinary Nursing (7457-33) approval using the **fast track approval form**, available from the 7457 qualification page on the City & Guilds website.

New Centres will need to gain Centre approval. Existing Centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. Please refer to the City & Guilds website for further information on the approval process: **www.cityandguilds.com**.

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

Any centre which locates to an alternative address from that originally approved by City & Guilds must notify us of this change as outlined within the Centre Manual. To ensure compliance with RCVS regulatory requirements, City & Guilds must carry out a further External Quality Assurance activity at the new site **before** delivery and assessment of the qualification can continue.

Please note that External Quality Assurance activity for this qualification is managed by the following City & Guilds Specialist Quality team:

High Priority Qualification

T: 0300 303 53 52

E: highpriorityqualifications@cityandguilds.com

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 Manual 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 A Memorandum of Understanding (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 Topics
- 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 Regulatory Organisation Centre Handbook and 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/>

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.

Work placement

A learner's rights associated with work experience depend upon their employment status and whether they are classified as a worker, a volunteer or an employee. Centres are required to investigate the requirements and satisfy themselves that employers are meeting their responsibilities for any employment rights and pay to which the learner is eligible.

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 Centre.

Consideration needs to be given by the Centre 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 placements, 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 arrangements in place for access to Training Practices.

Training Practices

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

A Memorandum of Understanding (MoU) 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 coaches
- high learner attrition and/or slow progress
- repeated learner failure of objective structured clinical examination (OSCE)
- 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 coaches, 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 Regulatory Organisation Training Practice Handbook <https://www.rcvs.org.uk/>

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 (RVN) or Registered Veterinary Surgeons (MRCVS) in addition to holding appropriate education qualifications
- demonstrate veterinary nursing experience and continuous professional development (CPD) at a significantly higher level than that of the programmed being delivered
- have credible experience of providing training.

Clinical coaches

- must be either experienced, confident and competent Registered Veterinary Nurses (RVN) or registered 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, e.g tutor and assessor or Internal Quality Assurer (IQA), but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

Assessors/Internal Quality Assurers (IQA) must be occupationally competent and qualified to at least level 3 or above. Assessor / IQA qualifications are not a requirement for this qualification, however assessors / IQAs must demonstrate they are assessing/ quality assuring to the level of current assessor and IQA 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. Centres should ensure that CPD planning should meet the requirements of course delivery and of individuals involved in teaching

Learner entry requirements

Before undertaking this qualification, learners must hold five GCSEs or Standard grade passes at grade C /4 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 an Approved Training Practice (TP) or Auxiliary Training Practice (aTP). 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 learners under 16 as this qualification is not approved for under 16s.

Record keeping

Centres must have sight of (and keep copies of) original examination certificates when checking learner 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 GLH proposed for each unit of the qualification has been provided and adds up to 715 hours in total.

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 learner'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.

External Quality Assurance

City & Guilds recognises the Level 3 Diploma in Veterinary Nursing (7457) as a qualification of significant risk and therefore all quality assurance activity is managed by the City & Guilds High Priority Qualifications team.

This team manages all aspects of quality assurance including centre and qualification approval, quality assurance activity planning and processing as well as managing centre data (such as TPs, Clinical Coaches, Assessment Sites).

The team will plan annual monitoring activities with your allocated External Quality Assurer (EQA) which will normally be carried out over a period of three days as specified below:

Day 1 External Quality Assurance Activity

Day 2 TP visits (minimum of two per 12 month period)

Day 3 Remote sample of the RCVS DAY ONE SKILLS FOR VETERINARY NURSING

Please note that the order of these activities will be specified by the EQA prior to the activity taking place

Centres must ensure EQAs are given reasonable access to carry out their role and to ensure that their quality assurance activities cover the criteria above. Where a centre does not comply with these requirements City & Guilds reserves its right to temporarily suspend qualification approval until the requirement is met.

Training Practices, Clinical Coaches and Assessment Sites

Approved centres are required to ensure City & Guilds are updated on any changes to TPs, aTPs, Clinical Coaches and Assessment Sites. The High Priority Qualifications team will request this information on an annual basis at the start of the academic year to ensure our records remain accurate.

Information Sharing

Where necessary we may share information relating to your centre with the RCVS. This may include information on qualification approval, the outcome of external quality assurance activities or other relevant data.

For more information please see our 'privacy policy' available on the City & Guilds website on how we use your data.

RCVS guidance

Student Veterinary Nurses (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 their Centre, in an approved Training Practice and time attending the Centre.

The training programme must include a minimum of 1800 hours employed, or on placement, in an approved training practice in addition to the taught programme. 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 learner should be made before the start of their programme to identify:

- if the learner 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 learner fully understands the requirements of the qualifications, their responsibilities as a learner, 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 programme 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
Centre Exam Guidance	www.cityandguilds.com
Assessment pack	www.cityandguilds.com

Recording documents

Learners 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

Summary of assessment methods

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

- RCVS Day One Skills for Veterinary Nurses
- Externally set assignment
- City & Guilds devised tests, using written papers
- Practical exam (OSCE)

Available assessments/assignments

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

- Synoptic theory test (Paper 1)
- Synoptic theory test (Paper 2)
- Anatomy and Physiology theory test (Paper 3)
- Externally set assignment
- Practical exam (OSCE)

Assessment Types

Unit	Title	Assessment method	Where to obtain assessment materials
372 Links to unit 372	Preparing for professional registration	Externally set assignment	Website
400 Links to units 360, 362, 363, 364, 366, 370	Synoptic knowledge test Paper 1	Knowledge Test (dated)	Written exam paper
401 Links to units 367, 368, 369, 371, 372, 373, 374, 375	Synoptic knowledge test Paper 2	Knowledge Test (dated)	Written exam paper
402 Links to unit 361	Anatomy and Physiology Paper 3	Knowledge Test (dated)	Written exam paper
403 Links to units 360, 362, 363, 364, 365, 366, 367, 368, 369, 375, 376, 377, 378	OSCE	Practical exam (dated)	Website for booking details

Time constraints

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

- 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

RCVS Day One Skills for Veterinary Nursing

Practical elements of this qualification are assessed by the completion of the RCVS Day One Skills for Veterinary Nursing. Learners may complete a portfolio of evidence which must be agreed and signed off by the EQA.

Objective Structured Clinical Examination (OSCE)

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

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

Externally set assignments

Assignments are set by City & Guilds 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. The following unit will be assessed through an externally set, internally marked assignment

- Unit 372 Preparing for professional registration

Synoptic tests and Anatomy and Physiology test

There are three assessment opportunities a year. These will take place in March, June, September and December. These are available as a paper exam.

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

Full test specifications for each of the synoptic and Anatomy and Physiology tests are found below.

Setting the pass mark for the knowledge tests.

The knowledge tests (Paper 1, Paper 2 and Paper 3) are externally set, externally marked examinations and are graded pass/fail only.

The pass mark for each assessment will be set for each paper through a process of professional judgement by technical experts called 'awarding'. Through the awarding process, the pass mark is determined using both quantitative and qualitative evidence (eg analysis of candidate's scripts, archived samples of candidate work and statistical evidence). The pass mark may differ for each paper from series to series to take into account differences in the difficulty of the question papers.

Test Specifications

The way the knowledge is covered by each test is laid out in the table(s) below:

Synoptic tests

Paper 1: Units 360, 362, 363, 364, 366, 370 (synoptic)

Duration: 120 minutes

Unit	Outcome	Number of marks	%
360	1. Understand the role of the veterinary team	5	8%
	2. Understand the aims of health and safety within a veterinary practice		
	3. Understand how to manage stock and waste in veterinary practice		
	4. Know the principles of record keeping		
362	1. Understand the dynamics of communication	4	7%
	2. Be able to communicate with clients and colleagues		
	3. Understand factors affecting working relationships with clients and the veterinary team		
	4. Understand the principles of customer service		
363	1. Understand the principles of animal welfare	8	13%
	2. Understand the essential factors for maintaining animal health for a range of species		
	3. Know the nutritional requirements of animals		
	4. Understand the reproduction and breeding of animals		
364	1. Understand the role of infection in animal and human health	9	20%
	2. Understand the principles of disease transmission in veterinary practice		
	3. Understand the principles of disinfection and sterilisation		
	4. Understand how to maintain personal hygiene in relation to cross-infection		
	5. Understand the principles of infection monitoring		

	6. Understand the principles of isolation nursing	3	
366	1. Understand the legal requirements in relation to the storage and supply of veterinary medicines	10	17%
	2. Know how to supply veterinary medicines to clients		
	3. Know how to provide advice to clients on the administration of veterinary medicines.		
	4. Understand the use of veterinary medicines		
370	1. Understand the principles of a systematic approach to the provision of nursing care	21	35%
	2. Understand how to assess the condition of patients		
	4. Understand the use of different types of accommodation for hospitalised animals		
	5. Understand the nursing care and management of patients		
	6. Understand the principles of wound healing and care		
	Total	60	100

Paper 2: Units 367, 368, 369, 371, 372, 373, 374, 375 (synoptic)
Duration: 120 minutes

Unit	Outcome	Number of marks	%
367	1. Know the legal requirements for conducting radiography	7	12%
	2. Understand the principles of radiography as a diagnostic imaging technique		
	3. Know the principles of ultrasonography, MRI, endoscopy as diagnostic imaging techniques		
368	1. Understand the function and use of laboratory equipment	4	7%
	2. Understand how to collect and prepare specimens for examination		
	3. Know how to test pathological specimens		
	4. Know how to prepare specimens for transportation		
369	1. Understand the principles of operating theatre design and use	5	8%
	3. Understand the use of operating theatre furniture and equipment		
	4. Understand the principles of instrument care and sterilisation		
	6. Understand the management of specialist equipment and materials during a surgical procedure		
371	1. Understand the principles of anaesthesia	9	15%
	2. Know the function of anaesthetic drugs		
	3. Understand the function of anaesthetic equipment		
	4. Understand anaesthetic preparation and induction		
	5. Understand the principles of monitoring an anaesthetised animal		
	6. Recognise and respond to anaesthetic emergencies		

Unit	Outcome	Number of marks	%
372	1. Know the legal framework for veterinary nursing practice	5	8%
	2. Understand the accountability of veterinary nurses		
373	1. Understand how to prepare a patient for surgery	12	20%
	3. Understand the principles of patient care during surgery		
	4. Understand the requirements for post-operative care		
	5. Understand nursing requirements of post-operative patients		
	6. Understand how to facilitate home convalescence		
374	1. Understand how pathology affects the normal function of an animal	12	20%
	3. Understand how to facilitate effective home and follow-up care		
	4. Understand how to support a client through grief and loss		
375	1. Understand the principles of first aid for dogs, cats and small mammals	6	10%
	2. Know how to support emergency veterinary nursing care		
	3. Understand the nursing requirements of critically ill or injured dogs, cats, small mammals		
	4. Understand special intensive nursing care techniques		
Total		60	100

Anatomy and Physiology (Paper 3): Unit 361**Duration:** 120 minutes

Unit	Outcome	Number of marks	%
361	1. Know anatomical and physiological terminology in relation to veterinary nursing practice	8	26
	2. Know anatomical landmarks in living animals that are relevant to veterinary nursing practice		
	3. Understand the normal form and function of body systems in dogs, cats and small mammals	48	67
	4. Know the key clinically significant differences in anatomy and physiology of birds and reptiles compared to dogs, cats and small mammals	4	7
Total		60	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 the units

These units each have the following:

- City & Guilds reference number
- Title
- Level
- Guided learning hours (GLH)
- Unit aim
- Information on assessment
- Learning outcomes, which are comprised of a number of Topics

Unit 360

Understand the operational requirements of a veterinary practice

Unit level:	Level 3
GLH:	40
Unit aim:	<p>This unit facilitates an understanding of working practice 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 working in veterinary practice and who are working towards professional registration as a veterinary nurse.</p>

Learning outcome

The learner will:

- 1 Understand the roles of members of the veterinary team

Topics

The learner can:

- 1.1 Compare and contrast the roles of a veterinary surgeon, registered veterinary nurse and student 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.

Range

(1.1) **Roles: veterinary surgeon**

Define acts of veterinary surgery

Protection of animals' interests

The Veterinary Surgeons Act

Purpose of the RCVS Code of Professional Conduct for Veterinary Surgeons

Roles: registered veterinary nurse

Registration of Veterinary Nurses, brief overview of accountability and regulation

Supportive care to include the use of nursing care plans

Working within professional competence

Purpose of the RCVS Code of Professional Conduct for Veterinary Nurses to include: the principles of practice

Public image and professionalism

Roles: student veterinary nurse

Limitations of the role in relation to registered veterinary nurses

Appropriate delegation

(1.2) **Role and functions of lay staff**

Role of lay members of veterinary practice staff and limitations

Appropriate delegation.

(1.3) **Veterinary Surgeons Act 1966**

In relation to who may treat animals (provisions for owners, veterinary nurses, student veterinary nurses, para professionals) (Veterinary Surgeons (Exemptions) Order 2015)

Delegation of acts of veterinary surgery by a veterinary surgeon

Accepting delegated work – veterinary nurses and student veterinary nurse, acknowledging limitations.

Learning outcome

The learner will:

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

Topics

The learner can:

- 2.1 Describe the key applicable health and safety legislation in veterinary practice
- 2.2 Explain the aims of health and safety in veterinary practice
- 2.3 Explain the principal risks in a veterinary practice,
- 2.4 Demonstrate how to move and handle equipment safely, identifying risk factors and ergonomic principles

Range

(2.1) **Key applicable health and safety legislation** to include:

The Health and Safety at Work Act

Control of Substances Hazardous to Health (COSHH)

Ionising Radiation Regulations (IRR)

Manual Handling Operations Regulations

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

The Role of the Health and Safety Executive (HSE).

(2.2) **Aims of health and safety in veterinary 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, legal and economic costs)
Individual and employer accountability

(2.3) **Principal risks**

Differentiate between a risk and a hazard

Risks associated with:

the environment (practice design, furnishings and equipment), security, working hours and shift patterns, chemical and biological hazards

Hazards to include:

Trips/ slip, electrical, substances, biohazards, gases, radiation, patients

Infection – inter-animal, zoonoses

Radiation to include:

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

Exposure monitoring and use of dosimeters

Provisions of Ionising Radiation Regulations

(2.4) **Move and handle 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)

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

Safe techniques for manually moving loads

Provisions of Manual Handling Operations Regulations.

Learning outcome

The learner will:

- 3 Understand how to manage stock and waste in veterinary practice

Topics

The learner can:

- 3.1 Identify the range of materials needed to support a veterinary practice
3.2 Summarise the principles of stock control
3.3 Explain the principles of handling and disposal of hazardous and non-hazardous substances

Range

- (3.1) **Range of materials** to include
Consumables, sterile supplies, pharmaceuticals, food, cleaning products, any other necessary items
- (3.2) **Principles of stock control**
Basic requirements for safe storage of medicines including Registration of Premises
Legal requirements for record keeping of pharmacy stock to include batch tracking
Maintenance of effective records – sale, supply, use
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 in consulting rooms, prep areas, patient accommodation, operating theatre to include: labelling of broached vials and environmental considerations
- (3.3) **Handling and disposal of hazardous and non-hazardous substances**
Principles of Safe Handling of Waste including use of PPE (Scotland - special and non-special waste)
- Disposal systems for healthcare waste;
Hazardous waste (infectious, cytotoxic/cytostatic, contaminated sharps)
Non-hazardous waste (offensive, sharps, pharmaceuticals, domestic)
Storage and disposal of animal tissue and cadavers
- Relevant legislation
Environment Protection Act
Hazardous Waste Regulations (HWR)
Control of Substances Hazardous to Health Regulations (COSHH)
Record keeping

Learning outcome

The learner will:

- 4 Know the principles of record-keeping

Topics

The learner can:

- 4.1 Explain the principles of veterinary record-keeping

Range

(4.1) **Principles of veterinary record-keeping**

Confidentiality

Provisions of the Data Protection Act including General Data Protection Regulations (GDPR)

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

Sharing of information

Receiving records from and supplying records to another veterinary professional

Record keeping duties in the RCVS Code of Professional Conduct for Veterinary Surgeons and Veterinary Nurses

Client details

Patient records

History taking and recording

Recording of observations

Creating and maintaining basic records of financial transactions

Use of abbreviations (risks, abbreviations in common use)

Principles of certification e.g. travel documentation

Unit 360

Understand the operational requirements of a veterinary practice

Supporting Information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and Topics. 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.

Guidance for tutors

LO3 Topic 3.3 Principles of handling and disposal of hazardous and non-hazardous substances

Tutors could refer to the British Veterinary Association good practice guide to handling veterinary waste

LO4 Topic 4.1 Principles of veterinary record-keeping

Tutors could refer to the RCVS guidance on GDPR

Reference to other units

LO1 Topic 1.1

Accountability and regulation (cross ref unit 372)

Nursing care plans (cross ref unit 370)

RCVS Code of Professional Conduct for Veterinary Nurses - to include the principles of practice (cross ref unit 372)

LO2 Topic 2.3

Infection inter-animals, zoonoses (cross ref unit 364)

Radiation (cross ref unit 367)

LO3 Topic 3.2

Principles of stock control (cross ref unit 366)

LO4 Topic 4.1

Principles of certification e.g.travel documentation (cross ref unit 363)

Assessment

This unit is assessed by a paper test, RCVS Day One Skills for Veterinary Nursing

The RCVS Day One Skills for Veterinary Nursing covers the following Topics: 2.4

Unit 361

Applied anatomy and physiology for small animal veterinary nursing practice

Unit level:	Level 3
GLH:	80
Unit 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 such as dogs, cats, small mammals, birds and reptiles. The emphasis of this unit is applied anatomy and physiology.</p> <p>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>

Learning outcome

The learner will:

- 1 Know anatomical and physiological terminology in relation to veterinary nursing practice

Topics

The learner can:

- 1.1 Explain directional terms, prefixes and suffixes commonly used in veterinary practice
- 1.2 Identify the modes of joint movement

Range

(1.1) 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

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, phagia, stomy, tomy, rrhoea, oma

(1.2) **Modes of joint movement**

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

Learning outcome

The learner will:

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

Topics

The learner can:

- 2.1 Identify the position of anatomical landmarks in intact dogs, cats, small mammals
2.2 Identify the anatomical boundaries of the body cavities

Range

(2.1) **Anatomical landmarks**

Axial skeleton 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, xiphoid cartilage, sternbrae, costal arch, synsacrum

Appendicular skeleton to include:

fore-limb landmarks; 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; 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, lingual, marginal (auricular) ear

Arteries to include:

carotid, coccygeal, femoral, lingual, metatarsal, palmar digital

(.2.2) **Boundaries of the body cavities** to include:

thorax, abdomen, pelvic cavity, mediastinum, coelom.

Learning outcome

The learner will:

- 3 Understand the normal form and function of body systems in dogs, cats, small mammals

Topics

The learner can:

- 3.1 Explain basic cell structure, physiology and division
- 3.2 Explain basic homeostatic mechanisms
- 3.3 Explain the structure and function of the skin, hair and associated glands
- 3.4 Explain the structure and function of the musculoskeletal system
- 3.5 Compare and contrast mammalian digestive tracts and modes of digestion
- 3.6 Explain the structure and function of the nervous system
- 3.7 Explain the structure and function of the endocrine system
- 3.8 Explain the structure and function of the circulatory system
- 3.9 Describe the structure and function of the respiratory system
- 3.10 Explain the structure and function of the urinary system
- 3.11 Explain the structure and function of the reproductive system in the male and female.

Range

(3.1) **Cell structure, physiology and division**

Cell structure and organelles to include: cell membrane, cytoplasm, nucleus, vacuoles, DNA, RNA

Additional key organelles visible under the electron microscope to include: Nucleolus, mitochondria, centrosomes, golgi apparatus, endoplasmic reticulum, lysosomes, 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

Connective (dense and loose), haemopoietic, adipose, blood, cartilage, Bone (endochondral and intramembranous ossification)

Nervous

Muscle (cardiac, skeletal and smooth)

Glands: Unicellular, exocrine and endocrine, mixed

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

Body fluids to include: Intracellular, extracellular, cerebro-spinal fluid (CSF), synovial fluid, lymph, loss and requirements, osmosis and diffusion, acid base balance, thermoregulation

(3.2) **Homeostatic mechanisms**

Maintenance of fluid balance to include: Intracellular, extracellular, osmosis diffusion

Maintenance of pH, acid base balance

Thermoregulation

Feedback loops

(3.3) **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

(3.4) **Structure and function of the musculoskeletal system**

Classification of bones to include: Long, short, flat, irregular, pneumatic, sesamoid

Structure of the skeleton to include: Number of bones, bones of the axial, appendicular and splanchnic skeleton

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, gluteals, quadriceps, biceps femoris, semimembranosus, semitendinosus, gastrocnemius, abdominal, diaphragm, intrinsic, extrinsic hypaxial and epaxial

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

Joints to include: Fibrous, cartilaginous, synovial, stifle, carpus, elbow, tarsus, shoulder, hip

(3.5) **Mammalian digestive tracts and modes of digestion**

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

Comparative digestion in dogs, cats, small mammals to include: Structure and physiology

Dentition to include: Dentition of carnivore, herbivore, omnivore

Anatomy of the generic tooth and dentition to include: Diastema

Process of digestion and absorption to include: Function and location of glands (salivary glands, pancreas)

Relevant secretions

Role and function of the liver and gallbladder in metabolism and hepatic portal vein

(3.6) **Nervous system**

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

Location of clinically relevant peripheral nerves to include: Radial, median, ulnar, sciatic and femoral

Structure and 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: Eyelids, conjunctiva, sclera, cornea, uvea and associated structures, chambers, humour, nictitating membrane, fields of vision

Modalities of taste, olfaction (vomeronasal response), and touch (sensory receptors)

(3.7) **Endocrine system**

Functions of the endocrine system and location of 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

(3.8) **Circulatory system**

Structure and function of circulatory system, to include:

Heart

Blood vessels

Blood and plasma

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

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

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

Passage of blood through the circulatory systems including heart and hepatic portal systems

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

Factors controlling blood pressure and circulatory volume (baroreceptors)

Functional terms related to the pulse to include: Rate, rhythm, character, volume, deficit

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

Location of components of the lymphatic system to include: Right and left lymphatic duct, cisterna chyli, thymus, spleen, lacteals, thoracic duct
location and palpation of common superficial lymph nodes

Immunity to include: Humoral and cell mediated

(3.9) **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

Terms associated with respiration, to include: Rate, rhythm and pattern (Cheyne stokes, agonal) tidal and minute volume, inspiratory and expiratory reserve, dead space, vital and total lung capacities, external respiration, residual volume, functional residual volume, obligate nasal breathing,

Respiratory cycle

Mechanisms of gaseous exchange

Neural control of respiration, Hering-Breuer reflex

(3.10) **Urinary system**

Location, structure and function of the urinary tract to include: Kidney, ureters, bladder, urethra and associated terms (glomerular filtrate, urine, micturition, trigone) and including cellular structure

The nephron as a functional unit

Additional kidney functions

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

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

(3.11) **Reproductive system**

Male

Location, structure and function of the male gonad and tubular system to include:

Testicles (leydig cells, sertoli cells, spermatogenic cells, epididymis, deferent duct, spermatic cord), penis, accessory male sex organs

Hormones controlling and produced by the male gonad to include: Testosterone, oestrogen, follicle stimulating hormone (FSH), luteinising hormone (LH)

Female

Location, structure and function of the female gonad and tubular system to include:

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

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

Learning outcome

The learner will:

- 4 Know the key clinically significant differences in anatomy and physiology of birds and reptiles compared to dogs, cats, small mammals

Topics

The learner can:

- 4.1 Explain the key clinically significant differences between dogs, cats, small mammals, birds and reptiles of the following systems:
 - skeletal system
 - respiratory system
 - digestive/urinary systems
 - other systems

Range

(4.1) **Key clinically significant differences**

Skeletal system

Birds: Pneumatised bones, the keel, teeth replaced by beak

Reptiles: Absence of sternum, modification of ribs into carapace in chelonians, absence of limbs in certain species, autotomy in certain species

Respiratory system

Absence of diaphragm, coelomic cavity, importance of muscular movement for respiration

Birds: Presence of air sacs and rigid lungs, gas exchange on inspiration and expiration

Digestive/urinary system

Crop, gizzard, cloaca, teeth types in reptiles

Other

Jacobson's organ, nucleated red blood cells, ecdysis

Unit 361

Applied anatomy and physiology for small animal veterinary nursing practice

Supporting Information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and Topics. 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.

Guidance for Tutors

It is strongly advised that in terms of delivery this unit should be embedded across all other relevant units within the qualification. Learners should also be able to apply this knowledge to their professional practice

LO 4

The aim of this outcome is not to teach all aspects of anatomy and physiology of birds and reptiles but to introduce key clinically relevant areas, which are important to husbandry and handling objectives in Unit 363.

Reference to other units

LO3 Topic 3.1

Thermoregulation (Cross ref unit 304)

LO3 Topic 3.11

Reproductive hormones (Cross ref unit 304)

Assessment

This unit is assessed by a paper test. The knowledge contained within this unit will also be applied across all relevant units

Unit 362

Professional relationships and communication for veterinary nursing practice

Unit level:	Level 3
GLH:	40
Unit 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>

Learning outcome

The learner will:

- 1 Understand the dynamics of communication

Topics

The learner can:

- 1.1 Identify modes and models of communication encountered in veterinary practice
- 1.2 Explore factors that may affect communication
- 1.3 Differentiate between communication styles, to include recognition of own style of communication
- 1.4 Recognise how emotions affect communication
- 1.5 Explain the importance of effective face-to-face interaction
- 1.6 Explain the specific demands required in telephone and E-communication.

Range

- (1.1) **Modes and models of communication**
Modes (telephone, face to face, video conference, internet, social media)
Models (questioning, listening)
- (1.2) **Factors to include:**
Culture, age, grief and loss, use of language and sensory impairment

- (1.3) **Communication styles**
Communication styles (two-way compared to authoritative statement)
Verbal and non-verbal communication
Recognise own communication style
Methods of adapting and improving own communication with others
- (1.4) **Methods Emotions affect communication**
Awareness of and sensitivity to emotionally-charged situations such as bereavement, serious illness and euthanasia
Supporting clients in making decisions about their animal's treatment
Maintaining professional relationships with clients
Supporting colleagues under pressure
- (1.5) **Face-to-face interaction**
Social and environmental factors, body language and feedback mechanisms
- (1.6) **Specific demands**
E-communication open to interpretation, professional attitudes to be adopted when using social media, telephone communication enhanced by use of paralinguistics.
-

Learning outcome

The learner will:

- 2 Be able to communicate with clients and colleagues

Topics

The learner can:

- 2.1 Take patient history to include actively eliciting relevant information
2.2 Produce written clinical records
2.3 Explain the process of seeking second opinion or referrals.
-

Range

- (2.1) **Actively eliciting relevant information**
Correct interpretation of given facts, concise transmission of relevant information to a veterinary colleague
- (2.2) **Written clinical records** to include:
Care plans, observations and client instructions that are clear, veterinary terminology.
- (2.3) **Process of seeking second opinion or referrals**
Second opinions: supersession, procedures, RCVS Guide to Professional Conduct
Referral procedures: veterinary specialists and para-veterinary professionals.

Learning outcome

The learner will:

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

Topics

The learner can:

- 3.1 Explain factors that influence the human/ animal relationship
- 3.2 Describe how perceptions of other team members/roles affect working relationships.

Range

- (3.1) **Factors** influencing behaviour and attitude
 - Culture and religion
 - Socio-economic status
 - Health status
- (3.2) **Perceptions**
 - Perceptions of roles could be affected by age, gender, responsibility, expertise, perceived hierarchy

Learning outcome

The learner will:

- 4 Understand principles of customer service

Topics

The learner can:

- 4.1 Explain the importance of customer service to the veterinary clients and the practice
- 4.2 Explain factors in providing good customer service
- 4.3 State the key principles of handling a complaint.

Range

- (4.1) **Importance of customer service**
 - Critical to business growth
 - Loyalty, word of mouth recommendations, client retention
- (4.2) **Factors**

Accurate information, courtesy, responsiveness, attitudes of staff, presentation of the practice and staff

(4.3) **Principles of handling a complaint**

Courtesy and objectivity

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

Addressing the subject of complaint

Dealing with aggression/ rudeness/ abuse

Knowing when to refer.

Unit 362

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 Topics. 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.

Guidance for tutors

Tutors could use a variety of methods such as role-play, videos of communication methods/situations, different communication styles and personality profile questionnaires as part of the delivery of this unit

Throughout delivery of this unit, tutors could make robust use of the RCVS Day One Skills for Veterinary Nursing professional behaviour tool.

Reference to other units

LO1 Topic 1.4

Maintaining professional relationships (Cross ref unit 372)

LO2

Written clinical records (Cross ref unit 370)

Veterinary terminology (Cross ref unit 361)

Assessment

This unit is assessed by a paper test, RCVS Day One Skills for Veterinary Nursing

The RCVS Day One Skills for Veterinary Nursing covers the following Topics : 2.1, 2.2

Unit 363

Applied animal welfare, health and husbandry for veterinary nurses

Unit level:	Level 3
GLH:	80
Unit 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>

Learning outcome

The learner will:

- 1 Understand the principles of animal welfare

Topics

The learner can:

- 1.1 Summarise current legislation and codes of practice in place to protect animal interests
- 1.2 Summarise the role of welfare organisations to protect animal interests.

Range

(1.1) Legislation and codes of practice

Define **animal needs** as stated in the Animal Welfare Act

Animal Welfare Act

Veterinary Surgeons Act

Dangerous Dog Act

Animal Health and Welfare (Scotland) Act

Current pet travel regulations including passports

The Animal Welfare (licensing of activities involving animals) (England) regulations

Convention on International Trade in Endangered Species (CITES)

Department of the Environment Food and Rural Affairs (DEFRA)

Department of Agriculture, Environment and Rural Affairs (DAERA) (NI)

Learning outcome

The learner will:

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

Topics

The learner can:

- 2.1 Explain the importance of key factors in maintaining animal health for dogs, cats, small mammals, birds and reptiles
 - 2.2 Describe the requirements for completing a systematic health check for dogs, cats, small mammals, birds and reptiles.
-

Range

(2.1) **Agreed Key factors in maintaining animal health**

Housing (specific to the species and as per legislative requirements), consideration of welfare needs

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

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

Grooming as appropriate to species to include: dew claws condition, nail clipping, life stage, method, frequency, type, equipment

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

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

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

Ectoparasites to include:

Insects; flea, lice

Arachnids; mites, ticks

Endoparasites to include:

Helminths; roundworms (nematodes), tapeworms (cestodes), heartworm, lungworm, protozoa

Learning outcome

The learner will:

- 3 Know the nutritional requirements of animals

Topics

The learner can:

- 3.1 Explain the roles of essential nutrients, minerals and vitamins in dogs, cats, small mammals, birds and reptiles
 - 3.2 Describe the differing nutritional requirements of neonates, adult, geriatric, breeding and working animals
 - 3.3 Explain the effects of illness and injury on nutritional requirements.
-

Range

(3.1) **Roles of essential nutrients, minerals and vitamins**

Nutrition as applicable to: individual species, life stage and illness

Carbohydrates (monosaccharides, disaccharides, polysaccharides)

Fibre

Fat including essential fatty acids

Protein including essential and non-essential amino acids

Water

Essential minerals

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

(3.2) **Differing nutritional requirements**

Calculate nutritional and basic fluid needs to include:

Basal Metabolic Rate (BMR)

Resting Energy Requirement (RER)

(3.3) **Effects of illness and injury**

Metabolic rate

Altered digestion

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

Post-operative

Fluid and electrolyte imbalance

Learning outcome

The learner will:

- 4 Understand the reproduction and breeding of animals

Topics

The learner can:

- 4.1 Explain key principles of genetic inheritance
 - 4.2 Describe the breeding cycles of dogs, cats, small mammals
 - 4.3 Describe the stages of embryology and foetal development
 - 4.4 Explain the essentials of intra-partum care
 - 4.5 Explain the management of neonates
 - 4.6 Describe common abnormalities and complications in neonates.
-

Range

(4.1) **Key principles of genetic inheritance**

Define genetic terms (phenotype, genotype, allele)

Inheritance, breeding strategies, hereditary diseases

(4.2) **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:

Control of the hormonal cycle

Day length cycles and temperatures

Gestation periods

Pseudopregnancy

- (4.3) **Stages of embryology and foetal development** to include: names of three embryonic layers, names of extra-embryonic membranes, components of umbilical cord, types of placenta, colour of marginal haematomas in cats and dogs, and when the embryo becomes known as a foetus

(4.4) **Essentials of intra-partum care**

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

(4.5) **Management of neonates**

Importance of early suckling - passive transfer of antibodies, temperature control

Learning outcome

The learner will:

- 5 Be able to safely handle and restraint of animals

Topics

The learner can:

- 5.1 Demonstrate correct techniques for catching, holding and restraining dogs, cats, small mammals, birds, and reptiles
 - 5.2 Demonstrate correct use of restraint equipment when handling dogs, cats, small mammals, birds, and reptiles
 - 5.3 Recognise signs of stress and aggressive behaviour
 - 5.4 Safely transport a range of species.
-

Range

- (5.2) **Restrain equipment** to include appropriate personal protective equipment

- (5.3) **Signs of stress and aggressive behaviour**

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

Methods of approach and handling

When to seek assistance

- (5.4) **Transport a range of species safely**

Animal handling and restraint:

Methods and equipment used

Handling difficult patients

Unit 363

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 Topics. 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.

Reference to other units

LO 2 Topic 2.2

Normal and abnormal presentations (Cross ref unit 370)

Assessment

This unit is assessed by a paper test, RCVS Day One Skills for Veterinary Nursing

The RCVS Day One Skills for Veterinary Nursing covers the following topics: 5.1, 5.2, 5.3, 5.4

Unit 364

Infection control in veterinary practice

Unit level:	Level 3
GLH:	20
Unit aim:	<p>This unit facilitates an understanding of the essentials of control of infection 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>

Learning outcome

The learner will:

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

Topics

The learner can:

- 1.1 Identify the common types, structure and replication of **disease-producing infectious agents** in relation to animal health
- 1.2 Explain the meaning of infection, contagion, colonisation and contamination
- 1.3 Describe the role of parasites in relation to disease transmission
- 1.4 Explain the risks of **zoonosis**, including animal to human transmission and vice versa
- 1.5 Explain the **implications of antibiotic resistance** for veterinary practice

Range

(1.1) **Disease-producing infectious agents**

Viruses
Bacteria
Fungi
Protozoa
Prions

(1.4) **Zoonosis**

Common cross species to include: toxoplasmosis, leptospirosis, toxocariasis, salmonella, campylobacter, psittacosis, sarcoptes and ringworm

Risks to human health to include pregnancy

Precautions to prevent spread of infection

Notifiable and reportable animal diseases

(1.5) Implications of antibiotic resistance

Antibiotic resistant acquired infections to include: Meticillin

Resistant Staphylococcus Aureus (MRSA), Meticillin Resistant

Staphylococcus pseudintermedius (MRSP)

Antibiotic use and compliance

Development of resistance

Methods for monitoring and minimising resistance

Learning outcome

The learner will:

- 2 Understand the principles of disease transmission in veterinary practice

Topics

The learner can:

- 2.1 Describe how **microorganisms are transmitted**, to include:

- Direct and indirect spread
- Inhalation, inoculation and ingestion
- Reservoirs, fomites and carriers, vectors
- Incubation periods.

Range

(2.1) 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

Hospital acquired infection (HAIs)

Hand hygiene, protective equipment

Fomites, carriers, reservoirs

Learning outcome

The learner will:

3. Understand the principles of disinfection and sterilisation

Topics

The learner can:

- 3.1 Distinguish between the **processes of disinfection and sterilisation**
- 3.2 Explain the **use of clinical antiseptics and disinfectants**
- 3.3 Apply **principles of effective clinical cleaning**
- 3.4 Explain the **process of sterilisation**
- 3.5 Describe the **operation of an autoclave**
- 3.6 Explain how to **pack, label and store autoclaved items**.

Range

(3.1) **Processes of disinfection and sterilisation**

Sterilisation, disinfection, asepsis and antisepsis

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

(3.2) **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

(3.3) **Principles of effective clinical cleaning**

Principles of effective cleaning:

- 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, animal accommodation, operating theatre, laboratory

Specialist cleaning equipment e.g. steam cleaners, airborne disinfectants

(3.4) **Process of sterilization**

To include steam, gas, cold chemicals and gamma irradiation

Methods of sterilisation used for surgical instruments and sterile supplies
Suitability, hazards and limitations of the various methods

(3.5) **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

(3.6) **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 classifications according to class
Storage requirements to maintain sterility

Learning outcome

The learner will:

4. Understand how to maintain personal hygiene in relation to cross-infection

Topics

The learner can:

- 4.1 Explain the **importance of personal hygiene and dress** in relation to infection control
- 4.2 Demonstrate **effective hand hygiene**
- 4.3 Demonstrate **appropriate use of disposable protective clothing**

Range

(4.1) **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 Meticillin Resistant Staphylococcus Aureus (MRSA), Meticillin Resistant Staphylococcus pseudintermedius (MRSP), resistant streptococcus, gastro-intestinal infections (including Clostridium C Difficile), dermatophytosis

(4.2) **Effective hand hygiene**

Hand-washing techniques – effective technique, WHO method
Materials – detergent antiseptics, scrubbing brushes, towels
Use of hand decontaminant alcohol gels, antiseptic washes
Advantages and consideration affecting choice of methods and materials

(4.3) **Appropriate use of disposable protective clothing**

To include gloves and aprons
Appropriate use of disposables
Changing between patients, between different uses (“clean” and “dirty” tasks)

Learning outcome

The learner will:

5. Understand the principles of infection monitoring

Topics

The learner can:

- 5.1 Explain the **importance of infection monitoring** in clinical audit
5.2 Analyse the **role of the veterinary nurse in maintaining infection control**

Range

(5.1) **Importance of infection monitoring**

Incidence monitoring
Routine environmental swabbing
Autoclave monitoring
Clinical audits

(5.2) **Role of the veterinary nurse in maintaining infection control** To include:

Audit
Staff training and mentorship
Animal welfare
Maintaining safe environment for colleagues and clients
Key principles of nursing care
Professional accountability

Learning outcome

The learner will:

6. Understand the principles of isolation nursing

Topics

The learner can:

- 6.1 Explain **reasons for isolation nursing**, to include infection and compromised immunity
- 6.2 Explain the **requirements for isolation accommodation**
- 6.3 Describe the **required conduct of staff** in relation to isolated cases
- 6.4 Explain the **requirements** for isolated patients

Range

- (6.1) **Reasons for isolation nursing**
 - Define isolation, quarantine, barrier nursing, protective (reverse) barrier nursing
 - Reasons for patient isolation
 - Common infections, to include incubation periods and presentation
- (6.2) **Requirements for isolation accommodation**
 - To include design and preparation for an admission
 - Location in practice, flow of personnel, ease of cleaning and removal of waste
 - Bedding materials, use of disposables, placement of waste bins, gloves, aprons, footwear
 - Condition of patient – barrier or protective (reverse) barrier nursing, presence of diarrhoea, vomiting, airborne, infected lesions
- (6.3) **Required conduct of staff**
 - Protective clothing and hand hygiene
 - 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, nursing pouches) patient toys, bedding
 - Access by essential staff and visitors, avoiding unnecessary traffic/contact
 - Educating lay staff and owner
- (6.4) **Requirements to include**
 - Reduction of stress, company, interaction and mental stimulation

Unit 364

Infection control in veterinary practice

Supporting Information

Guidance for delivery

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and topics. 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.

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Guidance for tutors

Learning outcome 1

Tutors could consider delivering the content of this learning outcome through an action-based research project to include a clinical auditing procedure to determine practice infection control against standards.

Reference could be made to the RCVS practice standard scheme infection control unit and Bella Moss foundation practice auditing tool. Tutors could also refer to the Veterinary Medicines Directorate (VMD) position statement when teaching learners about antibiotic resistance.

Learning outcome 6

Tutors could consider delivering the content of this learning outcome through a case study project where learners use an infectious case that they have observed in practice

Reference to other units

LO1 Topic 1.4

Precautions to prevent spread of infection (cross ref unit 370)

LO4 Topic 4.2

Effective hand hygiene (cross ref unit 369)

LO6 Topic 6.1

Isolation nursing (cross ref unit 370)

Assessment

This unit is assessed by a paper test, RCVS Day One Skills for Veterinary Nursing.

The RCVS Day One Skills for Veterinary Nursing covers the following Topics: 3.3, 4.2, 4.3

Unit 365

Essentials of practical veterinary nursing care for hospitalised animals

Unit level:	Level 3
GLH:	20
Unit 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>

Learning outcome

The learner will:

- 1 Be able to assess and monitor the condition of patients

Topics

The learner can:

- 1.1 Assess and record overall condition and demeanour, to include:
 - Appearance
 - Behaviour
- 1.2 Assess and record temperature, pulse, respiration, mucous membranes and capillary refill time
- 1.3 Assess and record levels of consciousness
- 1.4 Observe and monitor excretion, to include:
 - Urine
 - Faeces
 - 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

Topics

The learner can:

- 2.1 Clean, prepare and maintain accommodation for inpatients to include:
 - Differing requirements of species
 - Nature of clinical condition
 - 2.2 Demonstrate maintenance of hygiene for individual patients, to include:
 - Grooming and bathing
 - Cleansing of orifices
 - 2.3 Demonstrate appropriate methods of handling and disposing of soiled and infected material
-

Learning outcome

The learner will:

- 3 Be able to provide food and fluids to inpatients

Topics

The learner can:

- 3.1 Prepare appropriate food and fluids for patients taking into account:
 - Medical dietary requirements
 - Type and size of animal
 - Known likes, dislikes and normal feeding regimes
 - 3.2 Demonstrate methods of assisted feeding, to include:
 - Hand feeding
 - Syringe feeding
 - Tube feeding
 - 3.3 Monitor and maintain intravenous fluid therapy
 - 3.4 Monitor and record fluid and dietary intake
-

Learning outcome

The learner will:

- 4 Be able to address the mobility and behavioural requirements of in-patients

Topics

The learner can:

- 4.1 Provide care for patients with compromised mobility, to include:
 - positioning and changes of position
 - bedding requirements
 - physiotherapy

- 4.2 Use strategies to address the psychological needs of in-patients, to include:
- environment
 - grooming and touch
 - addressing stress, boredom
-

Learning outcome

The learner will:

- 5 Be able to apply simple wound dressings and bandages

Topics

The learner can:

- 5.1 Perform a simple wound dressing, to include:
- 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

Topics

The learner can:

- 6.1 Interpret veterinary prescriptions and prepare medications for administration, to include:
- oral preparations
 - rectal preparations
 - topical medicines
 - medicines for injection
- 6.2 Administer medicines to include:
- 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 365

Essentials of practical veterinary nursing care for hospitalised animals

Supporting Information

Guidance for delivery

Teaching and learning guidance

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

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 Topics. 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:

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Assessment

The RCVS Day One Skills for Veterinary Nursing covers all the Topics in this unit.

Unit 366

Supporting the supply of veterinary medicines

Unit level:	Level 3
GLH:	20
Unit aim:	<p>This unit facilitates an understanding of veterinary pharmacology and the supply of medicines 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>

Learning outcome

The learner will:

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

Topics

The learner can:

- 1.1 Explain legislation and regulatory bodies in relation to veterinary medicines
- 1.2 Explain the role, remit and professional responsibilities of a suitably qualified person (sqp).

Range

(1.1) **Legislation, regulatory bodies and guidance in relation to veterinary medicines**

Legislation

The Medicines Act

The Veterinary Medicines Regulations (VMR) to include:

- registration of premises
- legal categories of medicines
- veterinary prescribing cascade (food and non-food animals), withdrawal periods, prescribing proprietary versus generic drugs
- storage and disposal requirements: min and max temperature recording, effect of environmental conditions
- record-keeping of pharmacy stock: broached vials, out of date stock, returned medication

The Misuse of Drugs Act

The Misuse of Drugs Regulations to include:

- Schedules of controlled drugs
- requirements for ordering and delivery
- recording (controlled drugs register)
- storage and usage
- destruction

Regulatory bodies

Department for Environment, Food and Rural Affairs (DEFRA),
Veterinary Medicines Directive (VMD)
Animal Medicines Training Regulations Agency (AMTRA)

- (1.2) **Role, remit and professional responsibilities of a Suitably Qualified Person (SQP)**
VMD Code of Practice
Registration and regulatory bodies e.g. AMTRA
CPD obligations

Learning outcome

The learner will:

- 2 Know how to supply veterinary medicines to clients

Topics

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 Explain how to calculate and dispense appropriate quantities of medication
2.5 Demonstrate how to calculate and dispense medicines safely and effectively

Range

- (2.1) **Requirements for a legal veterinary prescription**
Principles, practice and legal requirements for prescriptions to include:
valid duration of a prescription, online pharmacies, prescription charges
- (2.2) **Pharmacy terminology and abbreviations**
Proprietary/trade versus generic names of medicines
Common abbreviations for routes of administration, frequency and time of administration
- (2.3) **Agreed Packaging and labelling of veterinary medicines**
Principles of safe dispensing
Recommended containers for veterinary medicines
Precautions when handling medicines to include;
COSHH

Product labelling to include:
legally required information, signatures, checks on product prior to dispensing.

(2.4) **Calculate and dispense medication**

Calculate

Formulae used to calculate dosages for tablets, liquid, solutions and injections

Use of calculators, importance of gross error checks

Loose tablets, bubble packs

Identify standard and international units

Dispense

Safe handling of medicines including written and oral guidance to clients

Last veterinary surgeon examination

Authorisation of prescription

Weight check

Discuss changes since last consultation

Check prescription history with regards to frequency

Learning outcome

The learner will:

- 3 Know how to provide advice to clients on the administration of veterinary medicines

Topics

The learner can:

- 3.1 Summarise information that should be provided to a client concerning the administration of a prescribed medicine
- 3.2 demonstrate suitable techniques for administering medicine to client

Range

(3.1) **Information that should be provided to a client**

Purpose of medication

Safe handling and disposal

Route of administration

Summary of product characteristics (SPC)

Adverse reactions

Compliance

(3.2) **Techniques for administering medicine**

Principles of effective demonstration

Pitching level of instruction and guidance

Checking understanding

Follow-up.

Learning outcome

The learner will:

- 4 Understand the use of veterinary medicines

Topics

The learner can:

- 4.1 Identify examples of common classifications of medicines
- 4.2 Describe ways in which common classifications of medicines act and are excreted
- 4.3 Explain factors that can affect duration of action
- 4.4 Explain the mechanisms for reporting adverse reactions

Range

(4.1) **Examples of common classification of medicines**

Parasiticides to include: ectoparasiticides, anthelmintics and endectocides

Antimicrobials

Opiate Analgesics

Cardiovascular

Diuretics

Cytotoxic/Antineoplastic

Corticosteroids

Non-steroidal anti-inflammatory drugs (NSAIDs)

Sedatives/tranquillisers

Anti-convulsants

Allergy drugs including Anti-histamines

Vaccines

Anti-emetics

(4.2) **Ways in which common classifications of medicines act and are excreted**

- Action
- Excretion
- Uses
- Nursing implications-
- Common side effects-
- Handling precautions
- Contraindications

(4.3) **Factors that can affect duration of action**

Patient factors e.g. age, route of administration, hydration, multiple medications

Medicine factors e.g. 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

(4.4) **Mechanisms for reporting adverse reactions**

Recognition of adverse reactions
Reporting procedures to VMD

Unit 366

Supporting the supply of veterinary medicines

Supporting Information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and Topics. 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:

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Guidance for Tutors

LO1 Topic 1.1 Legislation, regulatory bodies and guidance in relation to veterinary medicines

Tutors could refer to the British Small Animal Veterinary Association (BSAVA) guide to the use of veterinary medicines

LO2 Supply veterinary medicines to clients

Tutors could refer to the RCVS Code of Professional Conduct for Veterinary Nurses Section 4

LO2 Topic 2.5 Calculate and dispense appropriate quantities of medication

Tutors could encourage learners to undertake sample calculations and dispensing scenarios such as role-play activities to demonstrate the administration of medications to the clients

Reference to other units

LO3 Topic 3.1

Opiate Analgesics (cross ref unit 371)

Sedatives/tranquillisers (cross ref unit 371)

Assessment

This unit is assessed by a paper test, RCVS Day One Skills for Veterinary Nursing

The RCVS Day One Skills for Veterinary Nursing covers the following topics: 2.5, 4.2

Unit 367

Veterinary nursing support of diagnostic imaging

Unit level:	Level 3
GLH:	40
Unit 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>

Learning outcome

The learner will:

- 1 Know the legal requirements for conducting radiography

Topics

The learner can:

- 1.1 Explain the requirements for practices to be registered with the Health and Safety Executive
- 1.2 Describe the legal requirements for radiography in veterinary practice, to include:
 - Authorised personnel
 - Health and safety
- 1.3 Explain the requirements for exposure risk assessment and monitoring
- 1.4 Describe the use of personal protective equipment when dealing with radiation

Range

(1.1) **Requirement for practices to be registered**

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

- (1.2) **Legal requirements for radiography**
Ionising Radiation Regulations (IRR)
- (1.3) **Requirements for exposure risk assessment and monitoring**
IRR maximum permissible doses
Effective use of dosimeters to include: type, positioning, monitoring and storage
Reducing exposure risk to include: collimating primary beam
The use of grids
Exposure factors
Record keeping of patients and exposures
Use of radiation only when clinically recommended - consider how hip/elbow scoring radiographs comply with this
- (1.4) **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 as a diagnostic imaging technique

Topics

The learner can:

- 2.1 Describe the properties and effects of radiation
- 2.2 Explain the key differences and features between computed radiography (cr) and digital radiography (dr)
- 2.3 Compare types of image that can be produced using radiation
- 2.4 Explain the features and use of digital cassettes and digital plates
- 2.5 Identify design features and maintenance of a radiography facility
- 2.6 Explain how to calculate exposure factors
- 2.7 Process and appraise an exposed radiograph
- 2.8 Describe the requirements for using radioactive isotopes in gamma scintigraphy
-

Range

- (2.1) **Properties and effects of radiation**
Types of x-ray machines to include:
Portable, mobile and fixed tube heads

Basic equipment and its function to include:

Tube head, light beam diaphragm

The basic principles of x-ray generation to include:

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

Use, types and implications of contrast imaging for:

Alimentary tract studies

Myelography

Arthrography

Fistulography

Urinary tract studies

Double contrast – positive and negative

Fluoroscopy

(2.3) **Compare types of images that can be produced using radiation**

Comparison of images produced by digital radiography and those produced by Computed tomography (CT) and Gamma scintigraphy

Advantages and disadvantages using these techniques

(2.4) **Digital Cassettes and digital plates**

Understand how images are produced on a digital cassette

Structure and care of digital cassettes

Labelling, methods, information and protocols

Understand how images are produced on a digital plate

Structure and care of digital plates

Understand the key differences between digital plates versus digital cassettes and advantages and disadvantages of both

Methods of storage of images for both (including computer based) and maintaining the image and legislative requirements to include:

Digital backup provision e.g. memory sticks, off site digital storage

(2.5) **Design features and maintenance of a radiography facility**

Protocols, safelights and warnings

Maintenance, preparation and use of X-ray machines

(2.6) **Exposure factors**

Exposure calculations and influencing factors to include:

As low as reasonably practicable (ALARP)/ As low as reasonably achievable (ALARA)

Principles of inverse square law
Film focal distance (FFD)
Effects of kV, mAs
Use of exposure charts

(2.7) **Process and appraise exposed radiograph**

Importance of inputting correct submission details: selection of area of interest/algorithm when inputting patient information
Appraise diagnostic quality of a radiograph:
Density, contrast, sharpness, causes of under/over exposure, artefacts
Effects of kV and mAs on resulting exposure
Grid use relating to image quality
Understand the evaluation and manipulation of digital images to include:
How to interpret under/over exposure, risks of relying on image manipulation alone for x-ray clarity
Reasons for poor digital image quality

(2.8) **Using radioactive isotopes in gamma scintigraphy**

Use of radioactive isotopes, licensing of premises
Basic understanding of the 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:

- 3 Know the principles of ultrasonography, magnetic resonance imaging (MRI), endoscopy as diagnostic imaging techniques

Topics

The learner can:

- 3.1 Explain how images are produced using ultrasonography
- 3.2 Describe the care and maintenance of ultrasound equipment
- 3.3 Explain the use of magnetic resonance imaging
- 3.4 Explain the principles of endoscopy and the care, maintenance and storage of equipment
- 3.5 Explain the requirements for patient preparation and care for ultrasound, magnetic resonance imaging and endoscopy

Range

(3.1) **Images using ultrasonography**

Principles and types of ultrasonography and indications for use to include:

Transducers and use of Doppler

Image quality to include:

Patient and equipment preparation

Image artefact

(3.2) **Care and maintenance of ultrasound equipment**

To include:

Cleaning agents and methods

Care of scanner, transducers

Obtaining ultrasonic images

Use of conductive fluids

Storing and methods of recording images

Storage of equipment

Storage and maintenance of different size and type of probes and selection for use to include;

Abdominal

Cardiac/thoracic

(3.3) **Use of magnetic resonance imaging**

Role and application to include:

Basic principles of image production

Advantages and disadvantages

Health and safety considerations

Equipment choices for use with a magnetic field

(3.4) **Principles of endoscopy**

Principles of endoscopic examination to include use of rigid and flexible endoscopes

The use of endoscopes for diagnostic imaging to include: airway examination, gastroscopy

Surgical application to include: laparoscopic surgery and arthroscopy

Care, maintenance and storage of equipment including fibre optics

Methods of cleaning and sterilisation for rigid and flexible endoscopes

(3.5) **Requirements for patient preparation and care to include:**

Clipping, positioning, airway maintenance, monitoring, gags, enema

Learning outcome

The learner will:

- 4 Be able to take radiographs

Topics

The learner can:

- 4.1 Demonstrate methods of patient restraint for radiographic examination
 - 4.2 Demonstrate standard radiographic positions and the use of positioning aids
-

Range

(4.1) **Methods of patient restraint**

Methods of patient restraint (chemical and manual positioning aids) of dogs, cats, small mammals, birds and reptiles

Appropriate use of manual restraint with regards to IRR

Clinical considerations when imaging debilitated patients

Implications of poor positioning

(4.2) **Standard radiographic positions to include views of:**

- Limbs
- Spine
- Abdomen
- Thorax
- Pelvis
- BVA hip score

Nomenclature: Standard positioning in relation to directional terminology, collimation, centering, anatomical landmarks for a range of views

Significance of differing views for diagnostic purposes

Application and use of positioning aids

Identification of common equipment:

Placement of plate, grid, left/right marker and patient identifications

Specific requirements for BVA hip score identification.

Unit 367

Veterinary nursing support of diagnostic imaging

Supporting Information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and Topics. 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.

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Guidance for tutors

LO4

Tutors may wish to refer to the OSCE Tasks relating to diagnostic imaging for teaching standard positioning of patients

Reference to other units

LO1

Legislation and health and safety is covered in unit 360

Assessment

This unit is assessed by a paper test, RCVS Day One Skills for Veterinary Nursing

The RCVS Day One Skills for Veterinary Nursing also covers the following topics: 4.1, 4.2

Unit 368

Veterinary nursing support of laboratory diagnostics

Level	Level 3
GLH:	20
Unit 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>

Learning outcome

The learner will:

- 1 Understand the function and use of laboratory equipment

Topics

The learner can:

- 1.1 Describe the requirements for the safe use of laboratory equipment

Range

- (1.1) **Safe use of laboratory equipment** care, maintenance, storage and hygiene management of:

Microscope to include: all component parts

Centrifuge and microhaematocrit tubes

Refractometer

Analysers – blood and urine (referring to manufacturer's instructions)

- standardisation when using analysers to include external and internal controls
- calibration
- quality control

Learning outcome

The learner will:

- 2 Understand how to collect and prepare specimens for examination

Topics

The learner can:

- 2.1 Describe equipment and materials required for sample collection preservation and transport
- 2.2 Prepare animals for the collection of samples
- 2.3 Demonstrate effective and safe sampling techniques
- 2.4 Describe the requirements for sampling techniques

Range

- (2.1) **Equipment and materials** required for samples to include blood, urine, faeces, skin, hair, tissue, bacterial swab
Recognise and select suitable receptacles and preservatives for sample collection
Effects of storage and preserving samples over time
Equipment required for sample collection
- (2.2) **Prepare animals** for the collection of samples to include blood, urine, faeces, skin, hair, tissue
Species specific:
 - Patient checks to include fasting, water deprivation, exercise and stress levels, existing medications
 - Appropriate positioning and restraint
- (2.3) **Effective and safe sampling techniques** to include blood, urine, faeces, skin, hair pluck, bacterial swabs
- (2.4) **Design Requirements for sampling techniques**
 - synovial fluid
 - fine needle aspirates
 - cerebrospinal fluid
 - bronchial alveolar lavage (BAL)
 - Vaginal cytology
 - Oro/pharyngeal swabbing
 - Bone marrow aspirate and biopsy

Learning outcome

The learner will:

- 3 Know how to test pathological specimens

Topics

The learner can:

- 3.1 Explain how to use commercial test kits
 - 3.2 Carry out common test techniques, to include:
 - Microscopy
 - Packed cell volume (pcv)
 - Blood smear
 - Test strips
 - Use of analyser
 - Use of refractometer
 - 3.3 Describe how to dispose of surplus pathological material and reagents safely
 - 3.4 Accurately report and record test results.
-

Range

- (3.1) **Commercial test kits** to include DNA sampling, reproductive tests, antibody test kits, pH monitor
Types of commercial test kit, to include SNAP© and reagent test strips
Samples required for commercial tests
Using kit materials and recording results taking into account GDPR
- (3.2) **Common test techniques**
Packed cell volume
Blood smear
Tests using haematological and biochemical analysers
Use of test strips
Examination of urine sediment
Use of refractometer including specific gravity and total protein
Processing haematological samples and urine using centrifuge, microscope and refractometers
Bacteriology and sensitivity testing, recognition of common parasites (commonly encountered microbes and parasites)
- (3.3) **Dispose of surplus pathological material and reagents**
Disposal of reagents, sharps, animal tissue
Legislative requirements
PPE
- (3.4) **Principles Report and record test results**
Physiological significance of test results, the importance of timings and recording 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

Topics

The learner can:

- 4.1 Explain the requirements for the safe transport of specimens
 - 4.2 Describe how to store specimens safely and effectively prior to dispatch.
-

Range

- (4.1) **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 dispatch by post and courier to external laboratories, according to regulations
- (4.2) **Store specimens**
 - Refrigeration, segregation of pathological samples
 - Sample deterioration.

Unit 368

Veterinary nursing support of laboratory diagnostics

Supporting Information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and topics. 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.

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Reference to other units

LO3 Topic 3.3

Legislative requirements (cross ref unit 360)

Assessment

This unit is assessed by a paper test, RCVS Day One Skills for Veterinary Nursing

The RCVS Day One Skills for Veterinary Nursing covers the following topics: 2.3, 3.2, 3.4

Unit 369

Veterinary operating theatre practice

Unit level:	Level 3
GLH:	40
Unit 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>

Learning outcome

The learner will:

- 1 Understand the principles of operating theatre design and use

Topics

The learner can:

- 1.1 Explain the principles of operating theatre design
- 1.2 Explain effective operating theatre hygiene protocols
- 1.3 Explain the principles of planning an operating list.

Range

(1.1) **Safe Principles of operating theatre design**

Preparing an environment for surgical procedures
Operating theatre design and layout
Clean and dirty zones
Circulation of personnel and equipment between clean and dirty zones
Heating/air conditioning
Lighting (including positioning theatre lights)
Ventilation
Anti-static materials

(1.2) **Effective operating theatre hygiene protocols**

Principles of theatre cleaning: protocols for damp-dusting surfaces and equipment prior to surgery, cleaning in-between cases, at the end of surgery and scheduled deep cleaning, bacterial swabbing

- (1.3) **Principles of planning an operating list**
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

Topics

The learner can:

- 2.1 Behave appropriately according to role in an operating theatre, to include:
- Communication
 - Movement
 - Personal hygiene
 - Safety of self and others
- 2.2 Demonstrate effective surgical hand antisepsis
- 2.3 Prepare and wear operating theatre clothing
-

Range

- (2.1) **Roles**
Scrubbed nurse, circulating nurse
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
- (2.2) **Prepare Effective surgical hand antisepsis to include:**
Hand-washing, surgical scrubbing with and without a brush
Use of alcohol gels
Types of skin disinfectants
Scrubbing brushes and towels: use, disposables
Washing technique (scrubbing) to include method
Brushless scrubbing with an alcohol gel approved for surgical hand antisepsis
Gloving techniques (open and closed methods)

(2.3) **Design Operating theatre clothing to include:**

- scrub suit and footwear
- caps and masks
- sterile gowns
- sterile gloves

Use of scrub suits: 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 material

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

Topics

The learner can:

- 3.1 Identify essential furnishings and equipment within the theatre environment
- 3.2 Identify the implications of inappropriate furnishings and equipment within the theatre environment
- 3.3 Explain the safe use and care of key operating theatre equipment

Range

(3.2) **Implications**

Additional furnishings gather dust

Venting of autoclaves increases heat and moisture

Storage of equipment generates unnecessary through traffic

(3.3) **Use and care of key operating theatre equipment**

Adjustable tables

Theatre trolley

Wall mounted clock

Light sources

Warming devices

Diathermy

Suction

Endoscope racks

Cryosurgery equipment

Control boxes and foot pedals

Intravenous fluid therapy stand.

Learning outcome

The learner will:

- 4 Understand the principles of instrument care and sterilisation

Topics

The learner can:

- 4.1 Identify common groups of instruments and their uses
- 4.2 Describe the construction and care of common groups of instruments
- 4.3 Demonstrate how to clean instruments effectively
- 4.4 Demonstrate how to pack items for sterilisation

Range

- (4.1) **Common groups of instruments** commonly used types of:

Artery forceps (small, medium and large vessel use), tissue forceps, dissecting forceps, retractors (hand-held and self-retaining), scissors, needle-holders, scalpel handles and range of blades, bowel clamps and towel clips

Orthopaedic instrumentation commonly used types of:

Bone holders, bone cutters, Rongeurs, periosteal elevator, Volkmanns curette, Jacobs chuck, osteotome, chisel, intramedullary devices (Steinmann pin, Rush pin, Kirschner wire, arthrodesis wire) bone plates (Shermann, Venables, dynamic compression plate, string of pearls), screws (Shermann, ASIF cortical and cancellous), drill and drill bits, countersink, measure, tap, screwdriver. External fixator equipment to include positive and negative profile pins, rods and clamps.

Ophthalmic instrumentation commonly used types of:

scissors, needle-holders, forceps (use on iris and cornea), scalpel handle and blade, irrigating cannula

Dental instrumentation commonly used types of:

probes, explorers, supragingival scaler, subgingival curette, elevators, luxators, extraction forceps

Powered and specialist instrumentation to include: air-driven dental unit, orthopaedic power tools

- (4.2) **Construction and care of common groups of instruments**

Care of hinges, working surfaces, materials used for construction of instruments, maintenance, identifying damage, appropriate storage

Protection of bladed, sharp, toothed, delicate instruments,

Safe removal and handling of mounted blades and needles

Care of tungsten carbide-tipped instruments.

- (4.3) **Clean instruments effectively**
Procedures for cleaning and maintenance
Cleaning solutions and methods
Manual cleaning
Ultrasonic cleaners
Delicate items
Checking function
Lubrication, sharpening and safe storage
Health and safety considerations.

- (4.4) **Pack items for sterilisation**
Materials used for drapes and gowns:
 - Anti-bacterial fabrics
 - Disposal versus reusableFolding and packing techniques
Instrument and drape wrapping, packing and labelling techniques.

Learning outcome

The learner will:

- 5 Be able to assist the operating surgeon

Topics

The learner can:

- 5.1 Assist a surgeon to don sterile clothing and gloves
5.2 Open and pass sterile materials correctly

Range

- (5.1) **Assist a surgeon to don sterile clothing and gloves**
Handling, checking and opening sterile packs
Gowning technique
Open and closed gloving techniques
- (5.2) **Open and pass sterile materials correctly**
Handling and passing materials and equipment to scrubbed operator
Maintaining sterile field.

Learning outcome

The learner will:

- 6 Understand the management of specialist equipment and materials during a surgical procedure

Topics

The learner can:

- 6.1 Identify additional specialist equipment
- 6.2 Identify types of wound closure material and explain their properties
- 6.3 Explain the use of instrument trolleys and mayo tables
- 6.4 Demonstrate safe techniques for handling and passing instruments
- 6.5 Explain how to keep track of instruments and swabs
- 6.6 Describe the safe disposal of hazardous materials, to include:
 - Swabs
 - Suction bottle contents
 - Tissue

Range

- (6.1) **Additional specialist equipment to include:**
Diathermy, cryosurgery, suction machine and suction tips (Poole, Yankauer and Frazier), endoscopy (rigid and flexible)

- (6.2) **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, intradermal and the indications for their use

Alternative suture materials and methods to include:

Glue and staples.

- (6.3) **Use of instrument trolleys and Mayo tables**

Layout of equipment in anticipated order of usage

Management of mounted needles and blades

(6.4) **Safe techniques for handling and passing instruments**

Method of passing surgical instruments to include sharp and bladed items

Management of needles and blades

Demounting of blades

Health and safety considerations, techniques

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

Assisting the surgeon with tissue handling and retraction.

(6.5) **Keep track of instruments and swabs**

Methodical layout, surgical counting (surgical safety checklist) (SSC).

(6.6) **Safe disposal of hazardous materials specifically from theatre**

Swabs

Suction bottle contents

Tissue (including body parts and cadavers).

Unit 369

Veterinary operating theatre practice

Supporting Information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and topics. 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:

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Reference to other units

LO2 Topic 2.2

Types of skin disinfectants (Cross ref unit 364)

LO3 Topics 3.2 and 3.3

Warming devices (Cross ref unit 370)

Patient transport systems Cross ref unit 360)

LO4 Topics 4.2 and 4.3

Ultrasonic cleaners (Cross ref unit 360)

Folding and packing techniques (Cross ref unit 364)

Instrument and drape wrapping, packing and labelling techniques (Cross ref unit 364)

LO6 Topics 6.1 and 6.6

Endoscopy (rigid and flexible) (Cross ref unit 308)

Tissue (including body parts and cadavers) (Cross ref unit 360)

Assessment

This unit is assessed by a paper test, RCVS Day One Skills for Veterinary Nursing

The RCVS Day One Skills for Veterinary Nursing covers the following topics: 2.1, 2.2, 2.3, 4.3, 4.4, 5.1, 5.2, 6.4

Unit 370

Understand the essentials of veterinary nursing care for hospitalised animals

Unit level:	Level 3
GLH:	40
Unit 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>

Learning outcome

The learner will:

- 1 Understand the principles of a systematic approach to the provision of nursing care

Topics

The learner can:

- 1.1 Differentiate between the “medical” model of nursing and the nursing focussed model
- 1.2 Explain the nursing process, including a logical cycle of planning, implementation and evaluation

Range

(1.1) **“Medical” model of nursing and nursing-focused model**

Medical model; diagnosis and treatment of disease

Nursing focussed model; supportive care based on individual patient needs

Veterinary surgeon and veterinary nursing roles

Defining:

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

(1.2) **Nursing Process**

Introduction to the nursing process:
Planning patient care (assessment, planning, implementation, evaluation)
Introduction to systematic veterinary framework of care
Use of care bundles.

Learning outcome

The learner will:

- 2 Understand how to assess the condition of patients

Topics

The learner can:

- 2.1 Explain how a model is used to inform patient admittance and assessment
 - 2.2 Explain how to record and monitor vital signs of dogs, cats, small mammals
-

Range

- (2.1) **Model used to inform patient assessment** to include physical, behavioural and owner-related factors
Subjective, Objective, Assessment, Planning, Implementation, Evaluation, Reassessment (SOAP/IER) model of assessment
In-patient assessment, using a logical sequence and methodology
Holistic approach to include: actual and potential nursing problems
 - (2.2) **Record and monitor vital signs**
Normal parameters of the vital signs - dogs, cats, small mammals
Techniques for measuring vital signs e.g. 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
Descriptive and functional terms associated with pulse, respiration and body temperature and other vital signs
Locations of pulse points
Measuring blood pressure
Normal appearance of mucous membranes, normal CRT
Reasons for abnormalities and variations in vital sign parameters.
-

Learning outcome

The learner will:

- 3 Be able to plan the delivery of nursing care

Topics

The learner can:

- 3.1 Plan the delivery of nursing care across a range of veterinary conditions
 - 3.2 Recognise clinical and behavioural indicators of a change in condition
 - 3.3 Report on patients and nursing activities to inform the review of care
 - 3.4 Use a reflective approach to practise evidence based nursing
-

Range

- (3.1) **Plan the delivery of nursing care** to include
 - Medically and surgically related problems
 - Life stages
 - A standardised approach to patient assessment and nursing care
 - (3.2) **Clinical and behavioural indicators of a change in condition**
 - Effects of stress and pain on in-patient condition, temperament and demeanor
 - Recognition of pain (pain score), distress and deterioration
 - Management strategies to include reduction of stress, encourage normal behaviour and promote recovery
 - (3.3) **Report on patients and nursing activities**
 - Make relevant and accurate reports
 - Recognise significant factors and changes in condition of patient
 - Importance of patient handover
 - (3.4) **Reflective approach**
 - Process of reflection
 - Value of reflection in learning to improve practice and the application of evidence based nursing
 - Use of a reflective model.
-

Learning outcome

The learner will:

- 4 Understand the use of different types of accommodation for hospitalised animals

Topics

The learner can:

- 4.1 Explain the requirements of hospital accommodation for dogs, cats, small mammals
- 4.2 Summarise safety considerations in relation to the use of accommodation and associated equipment

Range

- (4.1) **Requirements of hospital accommodation**
Ward layout and access to facilities to include essential fixtures and fittings
Accommodation size, design and maintenance, ease of cleaning and monitoring of patient's 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
Substrates and bedding materials
- (4.2) **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.
-

Learning outcome

The learner will:

- 5 Understand the nursing care and management of patients

Topics

The learner can:

- 5.1 Explain the care needs of patients in relation to commonly encountered diseases and traumatic conditions
- 5.2 Explain techniques for administering medicines to include; dogs, cats, small mammals, birds and reptiles
- 5.3 Explain the requirements for supporting patients undergoing fluid therapy
- 5.4 Outline the requirements for effective discharge of patients
-

Range

- (5.1) **Care needs of patients including**
- Requirement for and delivery of assisted feeding
 - Elimination to include urinary catheter management and care and enemata
 - Recumbency to include basic physiotherapy techniques such as coupage, effleurage, petrissage, range of motion
- (5.2) **Techniques for administering medicines to include**
- Oral
 - Topical
 - Rectal

- Parenteral

Methods and routes of administration

Advantages and disadvantages of each method and health and safety considerations

Nursing observations following administration of medication to include recording, reporting and monitoring.

(5.3) **Requirements for supporting patients undergoing fluid therapy**

Indications for fluid therapy

Types of fluids according to patient condition

Equipment needed for fluid therapy, drip pumps

Intravenous catheters types and the principles of catheter placement, securing cannulae in situ

Fluid therapy calculations

Monitoring fluid therapy including recognition and management of complications.

(5.4) **Requirements for effective discharge**

Assessment of patient condition prior to discharge

Guidance for client/owner – importance of client/owner concordance.

Learning outcome

The learner will:

- 6 Understand the principles of wound healing and care

Topics

The learner can:

- 6.1 Explain basic wound care and management
- 6.2 Explain the process of wound healing
- 6.3 Describe factors that may impede healing
- 6.4 Explain the principles of management for chronic wounds
- 6.5 Evaluate the properties of different dressing materials

Range

(6.1) **Basic wound care and management:**

Aseptic techniques in wound management to include: lavage, debridement

Selection and application of dressings and bandages

(6.2) **Process of wound healing**

Physiology of healing

1st intention, 2nd intention, delayed primary closure

Granulation tissue

(6.3) **Factors that may impede healing to include:**

Poor perfusion, poor nutrition, infection, patient or client interference

(6.4) **Principles of management for chronic wounds**

Factors that delay healing

Recognising colonisation and infection

Indications for antibiotic therapy to include swab, culture and sensitivity

(6.5) **Evaluate properties of different dressing materials**

Functions and properties of the different wound dressings and casting materials.

Unit 370

Understand the essentials of veterinary nursing care for hospitalised animals

Supporting Information

Evidence requirements

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Special considerations:

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Reference to other units

LO4 Topic 4.1

1. Isolation (Cross ref unit 364)

Assessment

This unit is assessed by a paper test, RCVS Day One Skills for Veterinary Nursing

The RCVS Day One Skills for Veterinary Nursing covers the following topics: 1.3, 3.1, 3.2, 3.3

Unit 371

Principles of supporting veterinary anaesthesia

Unit level:	Level 3
GLH:	40
Unit 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>

Learning outcome

The learner will:

- 1 Understand the principles of anaesthesia

Topics

The learner can:

- 1.1 Define different methods of anaesthesia
- 1.2 Explain anaesthetic terminology
- 1.3 Explain the physiology of general anaesthesia
- 1.4 Explain stages and levels of anaesthesia
- 1.5 Calculate fresh gas flow rate according to species, weight and circuit factor

Range

(1.1) **Methods of anaesthesia to include:**

- General
- Epidural
- Regional
- Local
- Topical

Advantages and disadvantages

Onset and duration of action of commonly used local anaesthetic solutions

Preparation and application of local anaesthetic techniques to include: peri-neural and intra-articular anaesthesia

Patient preparation

- (1.2) **Anaesthetic terminology** to include
Minute volume, tidal volume, dead space (equipment and physiological)
- (1.3) **Physiology of general 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
- (1.5) **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

Topics

The learner can:

- 2.1 Explain the function of key groups of anaesthetic drugs providing examples in each group, to include:
- Sedatives
 - Analgesics
 - Muscle relaxants
 - Intravenous and gaseous anaesthetics
 - Intramuscular anaesthetics
-

Range

- (2.1) **Key groups of anaesthetic drugs**
Premedication including
commonly used agents and their side effects e.g. alpha 2 agonists, opioids, benzodiazepines
- Principles of analgesia and the advantages of pre-emptive multi-modal analgesia (Non-steroidal Anti-inflammatory Drugs (NSAIDs), opioids & local anaesthetic techniques)
- Induction and agents/combinations of agents commonly used, including side effects

Muscle relaxants, types of agents and indication for use

Intravenous, inhalation and chamber induction

Maintenance of anaesthesia and methods and agents used, their side effects (carrier gases, volatile agents, total intravenous anaesthesia (TIVA)) and “top-up” doses

Use of reversal agents.

Learning outcome

The learner will:

- 3 Understand the function of anaesthetic equipment

Topics

The learner can:

- 3.1 Explain the function, maintenance and safety checks of key components of an anaesthetic machine/equipment
- 3.2 Summarise the use of anaesthetic breathing systems
- 3.3 Identify different types of endotracheal tube
- 3.4 Explain the use of monitoring equipment, to include:
- Capnograph
 - Pulse oximeter
 - Electro-cardiograph
 - Non-invasive blood pressure monitoring
 - Temperature probes

Range

(3.1) **Function, maintenance and safety checks**

Use, maintenance and safety checking of equipment for the administration of inhalation anaesthetic agents to include:

- Oxygen and gas delivery systems: piped, cylinders, oxygen generators
- Breathing systems
- Pollution control systems
- Ventilator

Safety checks to include:

Endotracheal tube patency and integrity

Circuit integrity, APL valve, including testing methods if using an oxygen generator

Machine: oxygen flush, gas supply, vaporiser

Scavenging
Routine servicing and calibration of equipment

- (3.2) **Anaesthetic breathing systems** to include
Re-breathing, non re-breathing

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

Advantages and disadvantages of re-breathing systems

The advantages and disadvantages of Intermittent Positive Pressure Ventilation (IPPV) and its practical use

- (3.3) **Types of endotracheal tube**
Cuffed and uncuffed, disposable and re-sterilisable
Supraglottic device

Learning outcome

The learner will:

- 4 Understand anaesthetic preparation and induction

Topics

The learner can:

- 4.1 Describe the preparation of an animal for general anaesthesia to include high risk patients
- 4.2 Outline the types and use of materials and equipment needed for induction of anaesthesia
- 4.3 Explain the requirements for supporting 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
- 4.5 Explain the safe use of patient transport systems

Range

- (4.1) **Preparation of an animal for general anaesthesia** to include:
- Pre-anaesthetic checks
 - Fasting
 - Premedication

Checking admission information and procedures carried out

Principles of pre-medication and drugs in common use

General anaesthetic risks associated with high risk patients

- Toxic patients
- Existing conditions
- Age of patient
- Body condition
- Caesarean section
- Ruptured diaphragm
- Gastric Dilatation and Volvulus (GDV)

American Association of Anaesthesiologists (ASA) anaesthetic risk grading

(4.2) **Materials and equipment** to include:

- Consumables
- Drugs and Intravenous fluids
- Laryngoscope
- Endotracheal tubes
- Monitoring equipment

(4.3) **Support of the anaesthetist during anaesthetic induction**

Adjusting gas flow, volatile agent

Importance of team communication

The ability to respond to an anaesthetic emergency

(4.4) **Principles of effective intubation**

Selection and preparation of endotracheal tube

Use of laryngoscope

Identification of epiglottis

Avoidance of laryngeal spasm

Correct inflation of cuff

Risks and complications

(4.5) **Patient transport systems**

Transfer equipment including stretchers, trolleys and Patient Assisted Transfer (PAT) slide.

Learning outcome

The learner will:

- 5 Understand the principles of monitoring an anaesthetised animal

Topics

The learner can:

- 5.1 Explain the observations to be made of an anaesthetised animal and when to report to the veterinary surgeon
- 5.2 Describe the observations to be made of equipment during an anaesthetic

Range

(5.1) **Observations of animal to include**

- Temperature, pulse, respiration
- Mucous membranes
- Capillary refill time
- Level of consciousness
- Eye position
- Muscle tone
- Reflexes
- Oxygen saturation
- Heart rate and rhythm
- Blood pressure
- Carbon dioxide levels
- Blood gases
- Reporting of significant changes
- Maintaining anaesthetic record
- Frequency
- Timing of extubation

(5.2) **Observations of equipment**

Power supply, connections

Supply of gases and volatile agents

Correlation of equipment read-outs with condition of patient.

Learning outcome

The learner will:

- 6 Recognise and respond to anaesthetic emergencies

Topics

The learner can:

- 6.1 Explain clinical signs of respiratory and cardiac arrest
- 6.2 Explain the principles of resuscitation
- 6.3 Describe how to manage equipment failure

Range

(6.1) **Clinical signs of respiratory and cardiac arrest**

Respiratory obstruction

Respiratory arrest

Laryngeal spasm

Cardiac arrest

(6.2) **Principles of resuscitation to include**

Planning for resuscitation (staff training/simulations)

Airway management

Cardio-pulmonary resuscitation (CPR)

Contents and use of anaesthetic emergency box to include drugs, consumables and equipment, auditing of contents

Recognition of effective resuscitation

(6.3) **Manage equipment failure**

Power failure

Manual ventilation.

Unit 371

Principles of supporting veterinary anaesthesia

Supporting Information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and topics. 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.

Tutors should refer to the RCVS Code of Professional Conduct for Veterinary Nurses and Schedule 3 when delivering this unit

Guidance for tutors

Guidance on commonly used anaesthetic drugs can be found in a range of text books such as the BSAVA text book of veterinary nursing

Assessment

This unit is assessed by a paper test, RCVS Day One Skills for Veterinary Nursing

The RCVS Day One Skills for Veterinary Nursing covers the following topics: 1.5

Unit 372

Preparing for professional registration

Unit level:	Level 4
GLH:	35
Unit aim:	<p>This unit will assist student veterinary nurses in preparing for entry on to the RCVS Register for Veterinary Nurses. They will 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. They will also explore strategies for resolving such conflicts and/or how to seek appropriate expert help.</p>

Learning outcome

The learner will:

- 1 Know the legal framework for veterinary nursing practice

Topics

The learner can:

- 1.1 Summarise the UK legal system to include criminal and civil law, sources of law
- 1.2 Interpret the provisions of the Veterinary Surgeons Act, to include
 - Meaning of Schedule 3
 - Scope of veterinary nursing practice

Range

- (1.1) **UK legal system**
 - Relevant to jurisdiction (England and Wales, Scotland, Northern Ireland)
 - Structure of the court system
 - Statute and common law, precedent
- (1.2) **Provisions of the Veterinary Surgeons Act**
 - Purpose of the Veterinary Surgeons Act
 - Treatment by non-veterinary surgeons under Schedule 3, to include registered veterinary nurses, student veterinary nurses and lay staff

Learning outcome

The learner will:

- 2 Understand the accountability of veterinary nurses

Topics

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-regulation versus independent regulation
- 2.3 Explain the functions of a professional regulatory body
- 2.4 Summarise the RCVS regulatory Registration Rules in relation to veterinary nurses to include:
 - RCVS veterinary nurse registration rules
 - RCVS veterinary nurse conduct and discipline rules
- 2.5 Interpret the RCVS code of professional conduct for veterinary nurses

Range

- (2.1) **Features of professional status**
Education, accountability, autonomy, public regard
History and status of veterinary nursing
- (2.2) **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
- (2.3) **Functions of a professional regulatory body**
Maintaining register
Public protection
Publishing codes of conduct
Standard-setting to include: Education, standards of practice, CPD and re-validation
Investigation of complaints to include: Role of the Veterinary Nurse Preliminary Investigation Committee and the Veterinary Nurse Disciplinary Committee, disciplinary sanctions
Compare with other (non-veterinary) regulators e.g. General Dental Council, Nursing and Midwifery Council
- (2.4) **RCVS regulatory Registration Rules in relation to veterinary nurses**
Generation of the regulatory Registration Rules, RCVS Supplemental Charter
RCVS Veterinary Nurse Registration Rules:
Entry, retention, removal and restoration onto the register
RCVS Veterinary Nurse Conduct and Discipline Rules:

Investigation and adjudication of complaints, removal under direction of the Veterinary Nurse Disciplinary Committee, restoration onto the register under direction of the Veterinary Nurse Disciplinary Committee, appeals

(2.5) **RCVS Code of Professional Conduct for veterinary nurses**

Provisions of the Code

Application to practical situations

Obtaining help and advice.

Learning outcome

The learner will:

- 3 Understand the application of ethical principles

Topics

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

Range

(3.1) **Ethical schools of thought**

Morals versus ethics

Personal values and beliefs- limitations and conflict in veterinary practice

Ethical theories to include: utilitarianism, deontology, virtue ethics

Comparison of decision-making processes based on ethical theories

Recognising the basis of arguments

(3.2) **Ethical problems**

Potential conflicts e.g. Informed consent, economic drivers of treatment, animal abuse, euthanasia, addressing poor practice

(3.3) **Patient care issues**

Resolving dilemmas

Where to go for help; representative organisations, Industry helplines

Learning outcome

The learner will:

- 4 Understand the principles of consent to veterinary treatment

Topics

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
-

Range

- (4.1) **Preparation Legal requirements for consent to treatment**
Define consent, express and implied consent, written and verbal,
Competency and capacity
The necessity principle
Design of consent forms
 - (4.2) **Features of informed consent**
Information giving versus understanding, how much understanding is sufficient, assessing understanding
The RVN's role in obtaining informed consent
 - (4.3) **Potential barriers to informed consent**
Time, training of staff, emergency situations, language, unethical practices.
-

Learning outcome

The learner will:

- 5 Understand legal and ethical duties to clients, colleagues and animals

Topics

The learner can:

- 5.1 Explain the principle of Duty of Care in relation to clients, colleagues and animals
 - 5.2 Critically analyse ethical issues surrounding the support of colleagues and clients, to include whistleblowing
-

Range

- (5.1) **Observations Principle of Duty of Care**
Define duty of care
Legal and moral obligations
Principles of negligence, remedies in law
Animal Welfare Act, statutory duties to animals
Practicing within own level of competence, resisting inappropriately delegated work

Maintaining CPD

Professional development from “beginner to expert”

(5.2) **Ethical issues surrounding the support of colleagues and clients**

Addressing problems

Recognition of potential problems e.g. stress, mental health, substance abuse

Protocols for whistleblowing, when should it be considered

Breaching confidentiality in the public interest

Where to seek advice and help (links to LO3 AC 3.3).

Unit 372

Preparing for professional registration

Supporting Information

Evidence requirements

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Special considerations:

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

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Guidance for Tutors

LO1

Tutors could investigate opportunities to visit the open gallery of local law courts

LO3

Tutors could consider running practical debates with learners, using principles in 3.1 and real or supplied problems from veterinary practice

Assessment

This unit is assessed by an external set assignment which is internally marked by the centre and externally quality assured. This unit is also assessed by a paper test.

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

For full details, please see the Assessment Pack.

Unit 373

Principles of peri-operative veterinary nursing support for small animals

Unit level:	Level 3
GLH:	40
Unit aim:	<p>This unit facilitates an understanding of peri-operative nursing care principles which encompasses the care of patients: pre-operative, intra-operative, post-operative and during home convalescence</p> <p>It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.</p>

Learning outcome

The learner will:

- 1 Understand how to prepare a patient for surgery

Topics

The learner can:

- 1.1 Describe information to be obtained from the animal's owner
- 1.2 State the legal requirements for consent to a surgical procedure
- 1.3 Explain the principles of withholding food and fluids prior to anaesthesia
- 1.4 Describe requirements for clipping and skin preparation

Range

- (1.1) **Information**
 - Reason for admission
 - Contact details, animal's normal routine, including feeding and exercise
 - Period of starvation
 - General condition
 - Change since last consultation
 - Contact point and time to call given to owner
- (1.2) **Legal requirements for consent to a surgical procedure**
 - Legal requirements for consent to treatment - VN Code of Professional Conduct

Obtain informed consent

(1.3) **Principles of withholding food and fluids**

Risk of regurgitation

Pulmonary acid aspiration syndrome

Varying period of withholding in special cases such as young or geriatric animals

(1.4) **Requirements for clipping and skin preparation**

Aims of aseptic skin preparation, techniques and procedures

Identification and marking of surgical site

Restraint and handling – clipping prior to general anaesthesia versus clipping under general anaesthesia

Care and use of clippers

Aseptic patient skin preparation – concentric circle versus back-and-forth technique, skin disinfectants/antiseptic solutions

Application of a foot bandage

Learning outcome

The learner will:

- 2 Be able to prepare an animal for a surgical procedure

Topics

The learner can:

- 2.1 Prepare an animal for a surgical procedure.

Range

(2.1) **Key Prepare an animal**

Position the patient to maintain adequate cardiorespiratory function and nerve function

Procedure specific positioning including aids

Facilitate access to patient monitoring

Prevention of exposure keratitis

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

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

Purse string sutures (perineal surgery)

Assist with draping patients.

Learning outcome

The learner will:

- 3 Understand the principles of patient care during surgery

Topics

The learner can:

- 3.1 Describe observations to be made of an animal during surgery
 - 3.2 Explain routine care requirements of an anaesthetised animal
-

Range

- (3.1) **Observations to be made of an animal during surgery**
 - Include co-ordination with the person responsible for anaesthetic monitoring
 - The importance of sharing observations during the surgical procedure to include:
 - Blood loss, drop in body temperature, emesis
 - Monitoring of gross drainage and collection of fluids during procedures to include urinary catheters
 - Use of tourniquets to include contraindications and restrictions for use
 - (3.2) **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
 - Removal of purse strings, monitoring aids and temporary intubations
-

Learning outcome

The learner will:

- 4 Understand the requirements for immediate post-operative care

Topics

The learner can:

- 4.1 Explain the requirements for handover from the operating theatre
 - 4.2 Interpret post-operative observations
 - 4.3 Explain the physiology, recognition and management of post-operative shock
 - 4.4 Explain how post-operative fluid balance is maintained
 - 4.5 Explain the principles of effective post-operative pain management
-

Range

- (4.1) **Preparation Requirements for handover from the operating theatre**
 - Preparation of suitable recovery accommodation
 - Transition from anaesthetic recovery to ward
 - Anaesthetic monitoring chart

Surgical procedure history

Handover observations: airway, level of consciousness, vital signs, wound appearance and drainage

Importance of communication and record keeping

(4.2) **Materials 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 appearance and drainage, urine output and appearance, signs of haemorrhage

(4.3) **Physiology, recognition and management of post-operative shock**

Types of shock – cardiogenic, hypovolaemic, distributive

Arrest of haemorrhage

Fluid replacement

Complications

(4.4) **Post-operative fluid balance is maintained**

Reasons for post-operative altered fluid balance – third space losses, haemorrhage, evaporation

(4.5) **Principles of effective post-operative pain management**

Analgesics commonly used peri and intra-operatively – Opioids, NSAIDs, Local analgesia/epidural – reasons for use

Monitoring effective pain relief (physiological signs of pain), pain scoring systems.

Learning outcome

The learner will:

- 5 Understand nursing requirements of post-operative patients

Topics

The learner can:

- 5.1 Explain core nursing requirements for post-operative patients
5.2 Describe the principles of surgical wound care
5.3 Explain post-operative care requirements following specialist procedures

Range

- (5.1) **Core nursing requirements of post-operative patients**
Vital signs
Fluid and nutrition
Elimination
Mobility
Pain relief
Alleviation of stress
- (5.2) **Principles of surgical wound care**
Appearance of haematoma, seroma and contusions
Differentiation of normal inflammation and infection
Purpose, types and management of wound drainage
Suture removal – principles for different suture types, staples
Preventing patient interference – use of Elizabethan collars, medical pet shirt, anti-lick products
- (5.3) **Specialist procedures to include:**
Spinal, major abdominal, orthopaedic, ophthalmic and thoracic procedures.

Learning outcome

The learner will:

- 6 Understand how to facilitate home convalescence

Topics

The learner can:

- 6.1 Analyse the factors to consider when planning for patient discharge
6.2 Explain the core requirements for a home care record
6.3 Analyse the requirements for effective patient handover to an owner

Range

- (6.1) **Factors to consider when planning for patient discharge**
Importance of client concordance
The veterinary nurse's role in assisting clients whose pets require:
- Changes to their daily routine
 - Adaptations to the home environment
 - The observation and recording of clinical signs
 - The administration of drugs
 - The administration of simple physiotherapy techniques

(6.2) **Core requirements for a home care record**

Consideration of the patient's condition

Demeanor

Activity and exercise

Diet

Elimination

Care of wounds, bandages, collars

Administration of medication

Recognising complications

Seeking assistance and advice

(6.3) **Requirements for effective patient handover**

Effective knowledge of procedures

Importance of assessing needs of owner prior to discharge

Ability to provide care, suitable home environment

Financial considerations for follow up care

Effective communication.

Unit 373

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 topics. 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:

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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.

Reference to other units

LO1 Topic 1.2

Legal requirements for consent (cross ref unit 360/372)

LO1 Topic 1.4

Aseptic patient skin preparation (cross ref unit 364)

LO3 Topic 3.2

Monitoring and maintaining vital signs (Cross ref unit 371)

LO4 Topic 4.3

Fluid replacement (cross ref unit 363/375)

LO4 Topic 4.5

Monitoring effective pain relief (cross ref unit 370)

LO5 Topic 5.2

Principles of surgical wound care (cross ref unit 370)

Assessment

This unit is assessed by a paper test, RCVS Day One Skills for Veterinary Nursing

The RCVS Day One Skills for Veterinary Nursing covers the following topics: 2.1, 4.2

Unit 374

Principles of veterinary nursing support for small animals

Unit level:	Level 3
GLH:	40
Unit 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>

Learning outcome

The learner will:

- 1 Understand how pathology affects the normal function of an animal

Topics

The learner can:

- 1.1 Describe the pathology and nursing care for a range of commonly encountered medical disorders, to include:
 - Circulatory disorders
 - Respiratory disorders
 - Urinary tract disorders
 - Endocrine disorders
 - Neurological disorders
 - Alimentary tract disorders
 - Reproductive tract disorders
 - Musculoskeletal disorders
 - Disorders of the sense organs

Range

- (1.1) **Pathology and nursing care for a range of commonly encountered medical disorders** to include:
Degenerative, infective and neoplastic conditions commonly encountered in general practice

Learning outcome

The learner will:

- 2 Plan and deliver care for animals with a range of commonly encountered conditions

Topics

The learner can:

- 2.1 Apply an appropriate model or framework to assess animals, plan, implement and evaluate nursing care
- 2.2 Apply an evidence-based approach to the planning and delivery of care

Range

- (2.1) **Model of veterinary nursing**
 - Suitability of established veterinary nursing model to the veterinary situation
 - Interpretation and adaptation of model
 - Including psychological and social factors in care planning
- (2.2) **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 how to facilitate effective home and follow-up care

Topics

The learner can:

- 3.1 Explain the importance of client concordance in the home management of a patient
- 3.2 Evaluate strategies for maintaining and improving client concordance
- 3.3 Explain how to facilitate effective nursing follow-up clinics
- 3.4 Evaluate the importance of follow-up nursing clinics
- 3.5 Explain the role of the veterinary nurse in palliative care

Range

- (3.1) **Client concordance in the home management of a patient**
 - Importance of assessing owner circumstances prior to discharge
 - Owners understanding of illness and engagement with treatment aims
 - Expectations in relation to diagnosis
- (3.2) **Strategies for maintaining and improving client concordance**
 - Frequency of follow-up
 - Points of contact; named nurse or veterinary surgeon
 - Nursing clinics
 - Achievable goals, compromises
 - Use of home care recording
- (3.4) **Value of nursing follow-up clinics**
 - Improved client concordance, providing client support and education, improved communication, continuity of patient care, quality of life assessment
- (AC3.5) **Role of the veterinary nurse in palliative care**
 - Use of a quality of life assessment
 - District veterinary nursing provision
 - Application of in-home hospice provision
 - Ethics of palliative care

Learning outcome

The learner will:

- 4 Understand how to support a client through grief and loss

Topics

The learner can:

- 4.1 Explain the psychological processes of loss and grieving and summarise how these may impact on communication with a client
- 4.2 Evaluate the nurse's role in breaking bad news to clients
- 4.3 Explain how sensitive euthanasia can be accomplished within a veterinary practice
- 4.4 Evaluate services available to assist clients to cope with loss

Range

- (4.1) **Psychological processes of loss and grieving**
 - Grieving process, stages of grief, anticipatory grief
- (4.2) **Nurse's role in breaking bad news to clients**

Time, sensitivity, empathic approach, suitable environment
Ongoing support

(4.3) **Sensitive euthanasia can be accomplished**

Preparing clients, special entrance and exit for clients, handling of animal, support of clients

Unexpected euthanasia – supporting the client

After death body options (burial versus cremation)

Timing of billing for euthanasia

(4.4) **Services available to assist clients to cope with loss**

Referral to external support systems e.g. bereavement counselling

Unit 374

Principles of veterinary nursing support for small animals

Supporting Information

Evidence requirements

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Special considerations:

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Guidance for tutors

LO1 Topic 1.1

Guidance on commonly encountered medical conditions can be found in a range of text books such as the BSAVA text book of veterinary nursing

LO2 Topic 2.2

The application of an evidence-based approach should be evidenced throughout the RCVS Day One Skills for Veterinary Nursing

Assessment

This unit is assessed by a paper test, RCVS Day One Skills for Veterinary Nursing

The RCVS Day One Skills for Veterinary Nursing covers the following topics: 2.1, 2.2

Unit 375

Principles of small animal veterinary nursing emergency and critical care

Unit level:	Level 3
GLH:	40
Unit aim:	<p>This unit prepares learners to provide first aid treatment to injured, and nursing care to critically ill dogs, cats, small mammals 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>

Learning outcome

The learner will:

- 1 Understand the principles of first aid for dogs, cats, small mammals

Topics

The learner can:

- 1.1 Define the scope of first aid, mentioning legal entitlement to provide first aid to dogs, cats, small mammals
- 1.2 Explain the principles of first aid management and treatment
- 1.3 Demonstrate first aid techniques
- 1.4 Identify risks and signs associated with common poisons
- 1.5 Explain the first aid management of burns and ingestion of poison
- 1.6 Describe information to be given to a veterinary surgeon regarding a treated first aid casualty.

Range

- (1.1) **Scope of first aid**
 - Meaning of first aid care
 - Legal difference between first aid and emergency veterinary treatment
 - Provisions of the Veterinary Surgeons Act 1966 and Schedule 3 amendments
- (1.2) **Principles of first aid management and treatment to include**
 - Safe environment, safety of first aider and others

Systematic assessment of casualty Including the denotation Danger Response Airway Breathing Circulation (DR ABC), neurological status, other injuries
Methods of safe movement, emergency immobilisation, prevention of further injury

(1.3) **First aid techniques to include:**

Management of

- Unconsciousness
- Compromised airway (including CPR)
- Haemorrhage (venous versus arterial)
- Fractures (open, closed)

(1.4) **Common poisons**

Ethylene glycol (anti-freeze), theobromine (chocolate), metaldehyde (slug bait), rat poisoning, lily plants

(1.5) **First aid management of burns and ingestion of poison**

Burns and scalds: Immediate advice to owner, immediate treatment, suitable first aid dressings

Poison:

History taking; timings, weight of animal, packaging

(1.6) **Information given to a veterinary surgeon**

Time and nature of incident, treatment given, condition of animal throughout

Learning outcome

The learner will:

- 2 Know how to support emergency veterinary care

Topics

The learner can:

- 2.1 Explain the concept of triage and identify situations that constitute emergencies
2.2 Explain how to prepare for the admission of an emergency case
2.3 Describe the contents and maintenance of an emergency “crash box” or trolley
2.4 Explain how to support the veterinary surgeon during emergency veterinary procedures.

Range

(2.1) **Concept of triage and identify emergency situations**

Communication with client(s) and lay persons

Systematic information gathering, use of protocols to prioritise cases

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

- (2.2) **Prepare for the admission of an emergency case**
Clearing workspace including prioritisation of patient treatments
Prepare emergency box, Intravenous fluids, swabs, bandages/dressings
Prepare surgical equipment and theatre suite
Prepare oxygen provision and monitoring equipment
- (2.3) **Contents and maintenance of an emergency “crash box” or trolley**
Contents including emergency drugs e.g. adrenaline (epinephrine), atropine,
Pre-loaded syringes, dose charts, consumables, airway management devices
- Maintenance including routine checking, rotation of contents, replenishment after use
- (2.4) **Support the veterinary surgeon during emergency veterinary procedures**
Assist with resuscitation and stabilisation
Importance of maintaining organisation, record-keeping throughout resuscitation techniques, preparing for emergency surgery.
-

Learning outcome

The learner will:

- 3 Understand the nursing requirements of critically ill or injured dogs, cats, small mammals

Topics

The learner can:

- 3.1 Prepare accommodation for critically ill or injured dogs, cats, small mammals
3.2 Explain the nursing needs of critically ill or injured dogs, cats, small mammals
3.3 Explain the principles of record keeping and reporting
-

Range

- (3.1) **Accommodation to include**
Types of accommodation e.g. oxygen and ICU cages
Environment including temperature control, humidity, types of bedding
Space necessary for access for observations and equipment, proximity of electrical supply and oxygen
- (3.2) **Nursing needs of a critically ill animal** including
Breathing and cardiovascular function
- Oxygen delivery methods
- Nutrition and fluid balance
Enteral or parenteral feeding, nutritional requirements of critically ill animal, fluid therapy

Basic physiotherapy techniques to include
Coupage, effleurage, petrissage, range of motion

Hygiene
Skin care, prevention of maceration, matting, management of elimination

Temperature control
Warming versus cooling techniques, effect of normal diurnal cycle e.g. on temperature

Methods of relieving stress

(3.4) **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:

- 4 Understand special intensive nursing care techniques

Topics

The learner can:

- 4.1 Explain the observations required of a critically ill patient
- 4.2 Explain the principles of administering blood and blood products
- 4.3 Explain the principles of respiratory therapy
- 4.4 Summarise intensive nursing requirements for commonly encountered emergency and critical care conditions.

Range

(4.1) **Observations required of a critically ill patient**

Vital signs including heart and respiratory rate, rhythm, anomalies, blood pressure, neurological observations and Glasgow coma scale, ECG, urine output, frequency of monitoring

(4.2) **Principles of administering blood and blood products**

Ideal donor characteristics, blood typing and cross matching

Collection and storage of blood products to include: necessary equipment, commercial access to blood products e.g. whole blood, packed red cells, plasma, fresh/frozen

Administration of blood products including equipment

Patient monitoring and complications including reasons for reactions, recognition, action to take

Significance of transfusion rates, consequences of over transfusion
Central venous pressure.

(4.3) **Principles of respiratory therapy**

Oxygen supplementation methods, advantages and disadvantages

Care and positioning including postural drainage, delivery of physiotherapy techniques e.g. coupage

Monitoring of oxygenation and tissue perfusion

Care and maintenance of tracheostomy tubes and common complications

Care and maintenance of thoracic drains and common complications

Significance of blood gas analysis

(4.4) **Commonly encountered emergency and critical care conditions**

Gastric Dilation and Volvulus (GDV), dystocia, urethral obstruction, Addisonian crisis, diabetic keto-acidosis, sepsis.

Unit 375

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 topics. 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.

Guidance for tutors

LO1 Topic 1.3

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

LO1 Topic 1.4

Tutors could refer to *Veterinary poisons information service (VPIS)* and common poisons included on the VPIS top ten list

Other poison information services such as *BSAVA guide to poisons*

Vets Now resources including chocolate toxicity wheel

Reference to other units

LO1 Topic 1.3

First aid techniques - fractures (cross ref unit 370)

LO1 Topic 1.5

First aid dressings (cross ref unit 370)

LO3 Topic 3.2

Fluid therapy (cross ref unit 370)

Assessment

This unit is assessed by a paper test, RCVS Day One Skills for Veterinary Nursing

The RCVS Day One Skills for Veterinary Nursing covers the following topics 1.3, 1.4, 3.1

Unit 376

Practical monitoring of small animal veterinary anaesthesia

Unit level:	Level 3
GLH:	40
Unit aim:	This unit is intended to form part of a qualification leading to a regulated professional license. As such it must be independently assessed.

Learning outcome

The learner will:

- 1 Be able to prepare, use and maintain anaesthetic equipment

Topics

The learner can:

- 1.1 Set-up and check the following anaesthetic equipment;
 - Endotracheal tubes
 - Circuits
 - Anaesthetic machines
 - Pollution control systems
 - Monitoring equipment
- 1.2 Clean and care for anaesthetic equipment, to include:
 - Endotracheal tubes
 - Circuits
 - Anaesthetic machines
 - Pollution control systems
 - Monitoring equipment.

Learning outcome

The learner will:

- 2 Be able to assist with anaesthetic preparation and induction

Topics

The learner can:

- 2.1 Prepare materials and equipment needed for induction of anaesthesia, to include:
 - Consumables
 - Drugs and intravenous fluids
 - Laryngoscope
 - Endotracheal tubes
 - 2.2 Support the anaesthetist during anaesthetic induction, to include:
 - 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

Topics

The learner can:

- 3.1 Observe and monitor an anaesthetised animal, to include:
 - 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:
 - 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 376

Practical monitoring of small animal veterinary anaesthesia

Supporting Information

Guidance for delivery

Teaching and learning guidance

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

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 topics. 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 RCVS Day One Skills for Veterinary Nursing covers all of the topics in this unit

Unit 377

Practical peri-operative veterinary nursing support for small animals

Unit level:	Level 3
GLH:	20
Unit 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>

Learning outcome

The learner will:

- 1 Be able to prepare a patient for surgery

Topics

The learner can:

- 1.1 Admit animals for surgery, to include
 - Handover from owner
 - Checking consent
 - Recording contact details
 - Create nursing record
- 1.2 Prepare operation sites, to include:
 - Care and use of clippers
 - Identification of site
 - First skin scrub
 - Foot bandaging

Learning outcome

The learner will:

- 2 Provide immediate post-operative care

Topics

The learner can:

- 2.1 Demonstrate 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 and respond appropriately, to include:
 - Vital signs
 - Pain
 - Urine output
 - Wound appearance
 - Drainage
 - 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
 - Analgesics.
-

Learning outcome

The learner will:

- 3 Deliver nursing requirements for the convalescent patient

Topics

The learner can:

- 3.1 Plan, implement and evaluate patient care to address core nursing requirements during post-operative convalescence, to include:
 - Fluid and nutrition
 - Elimination
 - Mobility, exercise
 - Pain relief, alleviation of stress
 - Wound management
- 3.2 Care for surgical wounds to include:
 - 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

Topics

The learner can:

- 4.1 Deliver peri-operative nursing care to patients, including dogs, cats, small mammals to include:
- Minor surgery
 - Abdominal procedures
 - Orthopaedic procedures.

Learning outcome

The learner will:

- 5 Be able to facilitate home convalescence

Topics

The learner can:

- 5.1 Demonstrate effective patient care planning for discharge, to include
- Condition of the patient
 - Home circumstances
- 5.2 Demonstrate effective communication with patients' owners, to include
- Oral and written guidance
 - Teaching of practical techniques (to include medication)

Unit 377

Practical peri-operative veterinary nursing support for small animals

Supporting Information

Guidance for delivery

Teaching and learning guidance

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

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 Topics. 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 RCVS Day One Skills for Veterinary Nursing covers all of the Topics in this unit

Unit 378

Practical veterinary nursing support for small animals

Unit level:	Level 3
GLH:	20
Unit 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>

Learning outcome

The learner will:

- 1 Be able to provide care for animals with a range of commonly encountered conditions

Topics

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 animals

Topics

The learner can:

- 2.1 Demonstrate effective wound management techniques, to include
 - Accurate assessment
 - Taking swabs
 - Irrigation

- Selection and application of dressings and retentive bandages
 - Client education
 - 2.2 Administer complex medications, to include:
 - Infused medications
 - Intravenous bolus medications
 - 2.3 Place and manage feeding tubes
 - 2.4 Manage indwelling urinary catheters, to include:
 - Placement of, and assistance with the placement of urinary catheters
 - Catheter care
 - 2.5 Manage bowel function, to include
 - Administration of aperients
 - Enemata
 - 2.6 Demonstrate physiotherapy techniques, to include:
 - Thoracic coupage
 - Passive limb exercises
 - Active exercise
-

Learning outcome

The learner will:

- 3 Be able to provide nursing care to patients requiring isolation

Topics

The learner can:

- 3.1 Prepare isolation accommodation for an admission
- 3.2 Limit the transfer of micro-organisms through:
 - Effective hand hygiene
 - Use of 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 to include:
 - Daily cleaning regime
 - Terminal disinfection

Learning outcome

The learner will:

- 4 Be able to provide appropriate home plans for chronically sick animals

Topics

The learner can:

- 4.1 Demonstrate effective care planning for discharge, to include:
- Condition of the patient
 - 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

Topics

The learner can:

- 5.1 Identify suitable learners for a nursing clinic in consultation with the veterinary surgeon
- 5.2 Conduct effective consultations, to include:
- History taking
 - Appropriate examination
 - Identifying cases for referral to the veterinary surgeon
 - Conduct of treatments
 - Communication with clients
 - Record-keeping

Unit 378

Practical veterinary nursing support for small animals

Supporting Information

Guidance for delivery

Teaching and learning guidance

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

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 Topics. 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 RCVS Day One Skills for Veterinary Nursing covers all of the Topics in this unit



Appendix 1 Relationships to other qualifications

Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that learners 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 learners 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

Student forms

For student forms that need to be completed and referred to throughout the veterinary nurse training, please go to the RCVS website 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 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 (e.g. Level 3 Diploma in Veterinary Nursing)

In addition, you must complete the required period of practical training set out in the Veterinary Nurse Registration Rules 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 Veterinary Nurse Registration Rules require that you must also undertake a minimum period of training as follows:

- Overall period of training. This must be a minimum of 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 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

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.

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 with the RCVS for a period of up to six years. Your enrolment with the RCVS serves two important purposes:

- Your enrolment with the RCVS 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 practice 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 student veterinary nurse 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 registered 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.

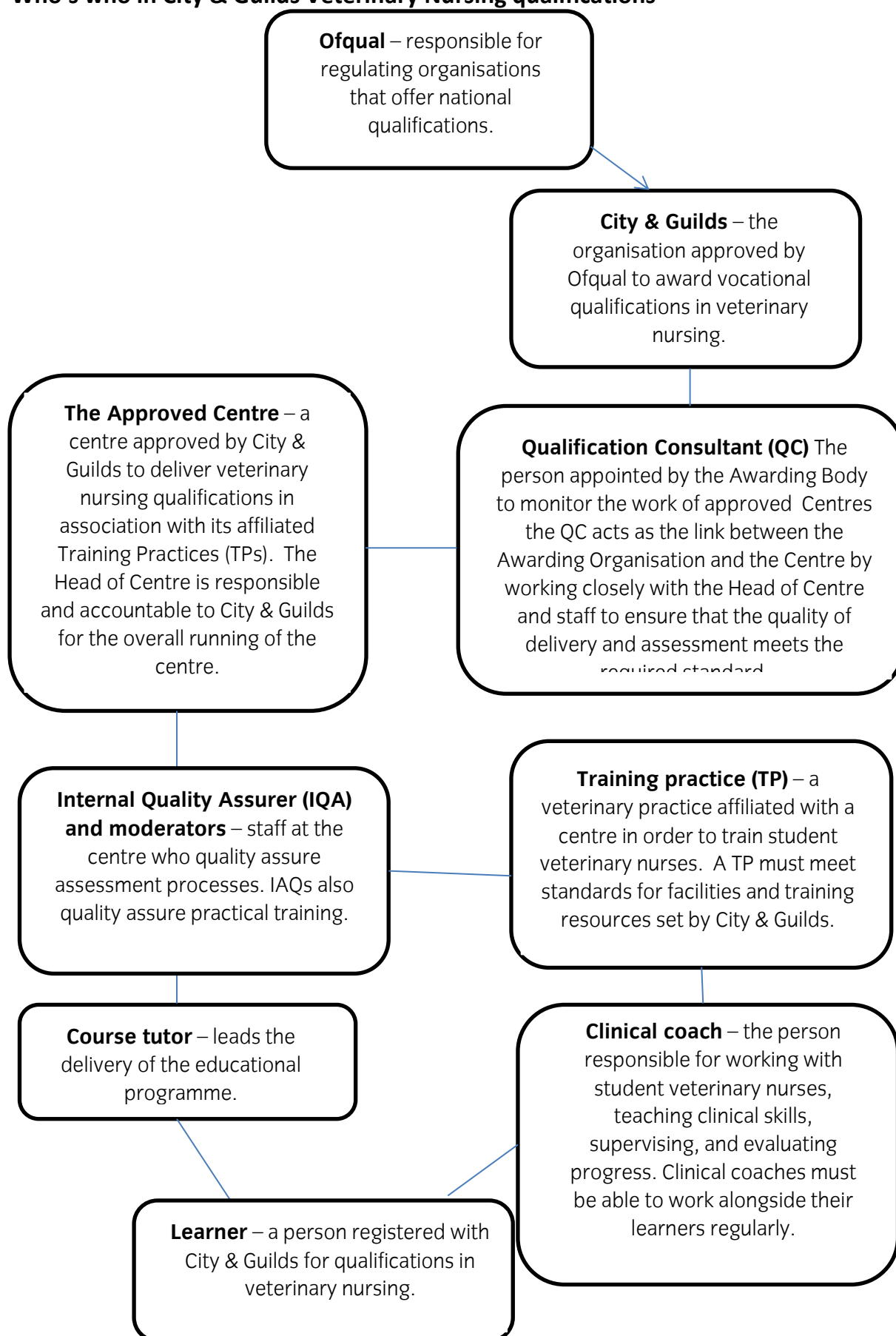
You also may provide medical treatments (such as administering medicines) and undertake minor surgical procedures (such as the suturing of a minor wound) for animals. This is a special dispensation afforded veterinary nurses under Schedule 3 of the Veterinary Surgeons Act 1966 and is commonly known as “Schedule 3 work”. As a student veterinary nurse, you must always ensure that you are supervised by a veterinary surgeon or a registered 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.

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 veterinary nurses, you will lose your legal entitlement to undertake Schedule 3 work, even though you may be competent to do so.

The 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 Day One Competences and are set out in the Topics of the Diploma units.

As you progress through your practical training, you will be expected to complete an electronic **RCVS Day One Skills for Veterinary Nursing**, which will log your competence within the required clinical skills.

Your practical training progress and RCVS Day One Skills for Veterinary Nursing 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 learner	<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 TP and gain experience, you will complete your RCVS Day One Skills for Veterinary Nursing which will demonstrate your competence in the necessary clinical skills
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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 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 RCVS Day One Skills for Veterinary Nursing • 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 RCVS Day One Skills for Veterinary Nursing • 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 RCVS Day One Skills for Veterinary Nursing
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 RCVS Day One Skills for Veterinary Nursing 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 RCVS Day One Skills for Veterinary Nursing 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 RCVS Day One Skills for Veterinary Nursing 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 RCVS Day One Skills for Veterinary Nursing on a risk-based approach. This will include checks to ensure the Quality Assurance process is being completed and monitored.

Working with the RCVS Day One Skills for Veterinary Nursing

When you enrolled with the RCVS, you will have received login details from the centre allowing access to the electronic RCVS Day One Skills for Veterinary Nursing. This log will enable you to evidence your progression with and competence in the required clinical skills.

For information on using the electronic RCVS Day One Skills for Veterinary Nursing, please contact the RCVS or refer to their website www.rcvs.org.uk

3 Courses, assessment and certification

OSCE examination arrangements

The Level 3 Diploma in Small Animal 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 mandatory units.

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. Learners must achieve these critical steps in order to pass the station. It is the Centres responsibility to ensure Learners are adequately prepared for the examination and familiar with the critical steps.

To be eligible to enter the OSCE examination, you must:

- be registered for the Level 3 Diploma in Veterinary Nursing
- have completed the RCVS Day One Skills for Veterinary Nursing and have it agreed as complete by your Centre's Internal Quality Assurer
- have achieved all City & Guilds unit 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 Learners who are unsuitably dressed for clinical work. You will be required to wear an apron for the laboratory section. These will be provided for you. 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 re-sit 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 re-sit 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 6 months. 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 Veterinary Nurse Registration Rules 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.

The RCVS will require your completed Record of Training form (see section 7) in order to permit you entry onto the Register 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 enter the Register of Veterinary Nurses, 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, 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 RCVS Veterinary Nurse Registration Rules 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.

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 veterinary nurses

5. Paragraph 6 applies to registered veterinary nurses. 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 register within which registrants have agreed to abide by the Guide to Professional Conduct for Veterinary Nurses and thus be professionally accountable.
9. All registered veterinary nurses (RVNs) 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 veterinary nurses who hold the RCVS Certificate in Equine Veterinary Nursing (ERVNs) 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 registered 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 registered 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 veterinary nursing 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 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 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 Registered veterinary nurse 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 Registered 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 Registered 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, training practice is changing or you are transferring to a different centre, please contact your centre and the RCVS for the appropriate documentation to complete.

Failure to notify the RCVS of a change of Centre or Training Practice may compromise your qualification.

7 Record of Veterinary Nurse Training

A record of a student's time spent in veterinary nurse training must be kept. Please contact the RCVS for the records that must be completed.

Training must take place over a period of:

Total training time (minimum): 2990 hours

Time spent in clinical practice (minimum): 1800 hours

or the part-time equivalent of the above as set out in the RCVS Veterinary Nursing Registration Rules. 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.

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								
360	Understand the operational requirements of a veterinary practice							
361	Applied anatomy and physiology for small animal veterinary nursing practice							
362	Professional relationships and communication for veterinary nursing practice							
363	Applied animal welfare, health and husbandry for veterinary nurses							
364	Infection control in veterinary practice							
365	Essentials of practical veterinary nursing care for hospitalised animals							
366	Supporting the supply of veterinary medicines							
367	Veterinary nursing support of diagnostic imaging							
368	Veterinary nursing support of laboratory diagnostics							
369	Veterinary operating theatre practice							
370	Understand the essentials of veterinary nursing care for hospitalised animals							
371	Principles of supporting veterinary anaesthesia							
372	Preparing for professional registration							

373	Principles of Veterinary nursing support for small animals							
374	Principles of peri-operative veterinary nursing support for small animals							
375	Principles of small animal veterinary nursing emergency and critical care							
376	Practical monitoring of small animal veterinary anaesthesia							
377	Practical peri-operative veterinary nursing support for small animals							
378	Practical veterinary nursing support for small animals							

Skills match start plan for training and development	Target dates for review	Comment and reflection		Date
Learner signature		Date		
Clinical coach signature		Date		

Skills match start plan for training and development	Target dates for review	Comment and reflection		Date

Learner 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 9780702053672BSAVA 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 9780702029370
- 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 learners
- 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 learners 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 learners on line

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 learners

Non-compliance

Complaints and appeals

Equal opportunities

Data protection

Frequently asked questions.

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Useful contacts

UK learners	T: +44 (0)844 543 0033
General qualification information	E: learnersupport@cityandguilds.com
International learners	T: +44 (0)844 543 0033
General qualification information	F: +44 (0)20 7294 2413
	E: intcg@cityandguilds.com
Centres	T: +44 (0)844 543 0000
Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	F: +44 (0)20 7294 2413
	E: centresupport@cityandguilds.com
Single subject qualifications	T: +44 (0)844 543 0000
Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	F: +44 (0)20 7294 2413
	F: +44 (0)20 7294 2404 (BB forms)
	E: singlesubjects@cityandguilds.com
International awards	T: +44 (0)844 543 0000
Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	F: +44 (0)20 7294 2413
	E: intops@cityandguilds.com
Walled Garden	T: +44 (0)844 543 0000
Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	F: +44 (0)20 7294 2413
	E: walledgarden@cityandguilds.com
Employer	T: +44 (0)121 503 8993
Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	E: business@cityandguilds.com
Publications	T: +44 (0)844 543 0000
Logbooks, Centre documents, Forms, Free literature	F: +44 (0)20 7294 2413

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HB-01-7457