Level 3 Diploma in Veterinary Nursing (7457)

Version 5.6 (July 2018)
## Qualification at a glance

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Veterinary Nursing</th>
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<tr>
<td>City &amp; Guilds number</td>
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<tr>
<td>Age group approved</td>
<td>16-18, 18+, 19+</td>
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<tr>
<td>Entry requirements</td>
<td>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.</td>
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<tr>
<td>Assessment</td>
<td>Portfolio, e-volve test, OSCE practical exam, centre-devised assignments</td>
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### Title and level

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<td>Level 3 Diploma in Veterinary Nursing – equine Synoptic assessment</td>
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### Version and date

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   - Unit 311 Understanding the essentials of veterinary nursing care for hospitalised animals 103  
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<td>321</td>
<td>Principles of veterinary nursing support for equine patients</td>
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<td>Principles of equine veterinary nursing emergency and critical care</td>
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<td>323</td>
<td>Principles of equine neonatal care</td>
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1 Introduction

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

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

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

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
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<tbody>
<tr>
<td>M/601/6871</td>
<td>Unit 301</td>
<td>Understanding the operational requirements of a veterinary practice</td>
<td>10</td>
</tr>
<tr>
<td>K/601/6965</td>
<td>Unit 302</td>
<td>Comparative functional anatomy for a veterinary nursing practice</td>
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<tr>
<td>J/601/6956</td>
<td>Unit 303</td>
<td>Professional relationships and communication for veterinary nursing practice</td>
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<td>J/601/7170</td>
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<td>Applied animal welfare, health and husbandry for veterinary nursing</td>
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<tr>
<td>L/601/7171</td>
<td>Unit 305</td>
<td>Infection control in a veterinary practice</td>
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<td>L/601/7185</td>
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<td>Essentials of practical veterinary nursing care for hospitalised animals</td>
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<td>D/601/7286</td>
<td>Unit 309</td>
<td>Veterinary nursing support for laboratory diagnostics</td>
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<tr>
<td>H/601/7287</td>
<td>Unit 310</td>
<td>Supporting veterinary operating theatre practice</td>
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<td>T/601/7178</td>
<td>Unit 311</td>
<td>Understanding the essentials of veterinary nursing care for hospitalised animals</td>
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<td>K/601/7288</td>
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<td>Preparing for veterinary registration</td>
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To achieve the 7457-13 **Level 3 Diploma in Veterinary Nursing – Equine**, learners must achieve 180 credits from the mandatory units and pass all of the assessments listed below:

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<td>Unit 305</td>
<td>Infection control in a veterinary practice</td>
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<tr>
<td>Assessments</td>
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</tr>
<tr>
<td>Links to unit 303</td>
<td>333</td>
<td>Professional relationships and communication for veterinary nursing practice – centre assignment</td>
<td>n/a</td>
</tr>
<tr>
<td>Links to 322</td>
<td>335</td>
<td>Principles of equine veterinary nursing emergency and critical care – Portfolio</td>
<td>n/a</td>
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<tr>
<td>Links to 323</td>
<td>336</td>
<td>Principles of Equine neonatal care</td>
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<td>350</td>
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<td>351</td>
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<td>Links to units 302, 304</td>
<td>352</td>
<td>Core units – E-volve test B</td>
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<td>353</td>
<td>Core units – E-volve test C</td>
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<tr>
<td>Links to units 322, 323, 324, 325</td>
<td>355</td>
<td>OSCE Practical exam – Equine</td>
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</tbody>
</table>
To achieve the 7457-23 **Level 3 Diploma in Veterinary Nursing** through the unitised route, learners must achieve a total **180 credits**: **130 credits** from the mandatory units and pass all of the assessments listed plus achieve **50 credits** from either the small animal units or equine units and all the relevant assessments plus either certification module 901 for small animal route or certification module 902 for equine route:

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
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<tbody>
<tr>
<td>M/601/6871</td>
<td>Unit 301</td>
<td>Understanding the operational requirements of a veterinary practice</td>
<td>10</td>
</tr>
<tr>
<td>K/601/6965</td>
<td>Unit 302</td>
<td>Comparative functional anatomy for a veterinary nursing practice</td>
<td>20</td>
</tr>
<tr>
<td>J/601/6956</td>
<td>Unit 303</td>
<td>Professional relationships and communication for veterinary nursing practice</td>
<td>10</td>
</tr>
<tr>
<td>J/601/7170</td>
<td>Unit 304</td>
<td>Applied animal welfare, health and husbandry for veterinary nursing practice</td>
<td>20</td>
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<tr>
<td>L/601/7171</td>
<td>Unit 305</td>
<td>Infection control in a veterinary practice</td>
<td>5</td>
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<tr>
<td>L/601/7185</td>
<td>Unit 306</td>
<td>Essentials of practical veterinary nursing care for hospitalised animals</td>
<td>5</td>
</tr>
<tr>
<td>R/601/7284</td>
<td>Unit 307</td>
<td>Supporting the supply of veterinary medicines</td>
<td>5</td>
</tr>
<tr>
<td>Y/601/7285</td>
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<td>Veterinary nursing support for diagnostic imaging</td>
<td>10</td>
</tr>
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<td>D/601/7286</td>
<td>Unit 309</td>
<td>Veterinary nursing support for laboratory diagnostics</td>
<td>5</td>
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<td>H/601/7287</td>
<td>Unit 310</td>
<td>Supporting veterinary operating theatre practice</td>
<td>10</td>
</tr>
<tr>
<td>T/601/7178</td>
<td>Unit 311</td>
<td>Understanding the essentials of veterinary nursing care for hospitalised animals</td>
<td>10</td>
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<tr>
<td>K/601/7288</td>
<td>Unit 312</td>
<td>Principles of supporting veterinary anaesthesia</td>
<td>10</td>
</tr>
<tr>
<td>M/601/7289</td>
<td>Unit 313</td>
<td>Preparing for veterinary registration</td>
<td>10</td>
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</tr>
<tr>
<td>Links to unit 303</td>
<td>333</td>
<td>Professional relationships and communication for veterinary nursing practice – centre assignment</td>
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<tr>
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<td>503</td>
<td>Applied animal welfare, health and husbandry for veterinary practice – E-volve test</td>
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<tr>
<td>Links to unit 305</td>
<td>504</td>
<td>Infection control in veterinary practice – E-volve test</td>
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<tr>
<td>Links to unit 306</td>
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<td>Supporting the supply of veterinary medicines – E-volve test</td>
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<tr>
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<td>Veterinary nursing support of diagnostic imaging – E-volve test</td>
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<td>507</td>
<td>Veterinary nursing support of laboratory diagnostics – E-volve test</td>
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<td>Links to unit 310</td>
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<td>Supporting veterinary operating theatre practice – E-volve test</td>
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<tr>
<td>Links to unit 311</td>
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<td>Understanding the essentials of veterinary nursing care for hospitalised animals – E-volve test</td>
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<tr>
<td>T/601/7729</td>
<td>Unit 314</td>
<td>Principles of peri-operative veterinary nursing support for small animals</td>
<td>10</td>
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<tr>
<td>T/601/7732</td>
<td>Unit 315</td>
<td>Principles of veterinary nursing support for small animal patients</td>
<td>10</td>
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<tr>
<td>H/601/7743</td>
<td>Unit 316</td>
<td>Principles of small animal veterinary nursing emergency and critical care</td>
<td>10</td>
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<tr>
<td>M/601/7728</td>
<td>Unit 317</td>
<td>Practical monitoring of small animal veterinary anaesthesia</td>
<td>10</td>
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<tr>
<td>K/601/7730</td>
<td>Unit 318</td>
<td>Practical peri-operative veterinary support for small animals</td>
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<td>Unit 319</td>
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<td>Small Animal Assessments</td>
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<tr>
<td>Links to unit 316</td>
<td>334</td>
<td>Principles of small animal veterinary nursing emergency and critical care – Portfolio</td>
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<tr>
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<tr>
<td>M/601/7745</td>
<td>Unit 320</td>
<td>Principles of peri-operative veterinary nursing support for horses</td>
<td>10</td>
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<tr>
<td>F/601/7748</td>
<td>Unit 321</td>
<td>Principles of veterinary nursing support for equine patients</td>
<td>10</td>
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<tr>
<td>A/601/7750</td>
<td>Unit 322</td>
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<td>F/601/7751</td>
<td>Unit 323</td>
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<td>Unit 324</td>
<td>Practical peri-operative veterinary nursing for horses</td>
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<td>J/601/7749</td>
<td>Unit 325</td>
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**Equine Assessments**

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<tr>
<td>322</td>
<td>335</td>
<td>Principles of equine veterinary nursing emergency and critical care – Portfolio</td>
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</tr>
<tr>
<td>323</td>
<td>336</td>
<td>Principles of Equine neonatal care</td>
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<td>322, 323, 324, 325</td>
<td>355</td>
<td>OSCE Practical exam – Equine</td>
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</tr>
</tbody>
</table>

**Certification Module**

| Certification module – Level 3 Diploma in Veterinary Nursing – Equine | 902 |

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Level 3 Diploma in Veterinary Nursing (7457) 17
2 Centre requirements

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

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

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

RCVS Centre approval standards

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

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

The standards that need to be met are as follows:

Centre Standard 1 – The organisation
There is a binding agreement with City & Guilds that sets out national and professional obligations
A designated senior member of centre staff is responsible for the overall delivery of the qualification.

Centre Standard 2 – Financial integrity and market
- Centres must be able to demonstrate a sound and sustainable operating basis
- Proposed qualification delivery must demonstrate an adequate and sustainable market

Centre Standard 3 – Human resources
- Centres must have sufficiently suitably qualified staff to deliver the qualification and to provide appropriate levels of student support
- Active support of continuous staff development must be demonstrated
Centre Standard 4 – Centre management and communication
- Centres must be able to demonstrate clear and effective lines of communication between members of centre staff and affiliated veterinary training practices
- Training practices must be regarded as an integral resource of the centre and must be developed and supported accordingly
- An MoU must be in place clearly setting out the roles and responsibilities in place for all training practices, and other organisations, partnering the centre to deliver
- Record-keeping must be effective and compliant with the current requirements of the regulatory authorities
- Centres must allow City & Guild access to people, premises and records and must co-operate with RCVS quality assurance activities in relation to qualification delivery

Centre Standard 5 – Management and support of students
- An admissions policy, taking into account entry criteria for veterinary nurse training and equal opportunities, must be demonstrated
- Records of student attendance and progress must be maintained
- Adequate opportunity must be afforded for the provision of individual tutorial and/or pastoral student support
- Arrangements must be in place for the identification and support of students with a disability or educational need
- Adequate and effective support of students in employment (or on an educational placement) must be demonstrated
- Arrangements must be in place for RCVS enrolment of students
- Where students are not enrolled with RCVS prior to starting their placement the centre must provide, by letter, details of the impact this will have on training time requirements and the potential effects to initial registration

Centre Standard 6 – Programme design
- Programme design must address the qualification learning outcomes and assessment criteria
- The curriculum should take into account the close links to:
  - Centre Standard 7 – Practical placement arrangements
  - Centre Standard 8 – Accommodation and practical teaching resources
  - Centre Standard 9 – Learning resources
  - Centre Standard 10 – Assessment and quality assurance
  - Centre Standard 11 – Programme review

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

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

Physical resources and site agreements

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

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

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

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

Work placement

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

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

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

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

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

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

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

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

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

Situations that place a Training Practice at high risk include;

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

Please note: this list is not exhaustive.

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

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

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

Training Practice (TP) approval standards
TP Standard 1 – The organisation
TP Standard 2 – Human resources
TP Standard 3 – Clinical facilities
TP Standard 4 – Clinical training resources
TP Standard 5 – Delivery of training
TP Standard 6 – Management, monitoring and review of training
TP Standard 7 – Declaration.
Centre staffing

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

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

Clinical coaches

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

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

Assessors and Internal Quality Assurer

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

Continuing professional development (CPD)

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

Learner entry requirements

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

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

Or equivalent qualifications at level 2 or higher.

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

Age restrictions

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

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

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

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

Guided Learning Hours (GLH)

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

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

RCVS guidance

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

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

Additional guidance developed by the RCVS can be found at: https://www.rcvs.org.uk/education/approving-veterinary-nursing-qualifications/

This guidance covers:
RCVS regulatory requirements
Veterinary nursing licence to practise qualifications
Standards of approval – to include clinical supervisor role and responsibilities
The role of training practices
RCVS quality monitoring processes
RCVS student enrolment and registration
Schedule 3 and delegation
3 Delivering the qualification

Initial assessment and induction
An initial assessment of each candidate should be made before the start of their programme to identify:
- if the candidate has any specific training needs, support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

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

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

Support materials
The following resources are available for these qualifications:

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment pack</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

Assessment strategy

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

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

All City & Guilds OSCE stations are available on the City & Guilds Veterinary Nursing webpage.
Centre-devised assignments and exams

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

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

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

Centre set and marked assessments

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

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

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

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

Online multiple choice tests, using e-volve

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

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

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

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

### Test 1: Unit 351 (synoptic)
**Duration:** 90 minutes

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<th>%</th>
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<td>8</td>
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<td></td>
<td>2. Understand the aims of effective health and safety within a veterinary practice</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>3. Understand how to use and maintain equipment in a veterinary practice</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>4. Understand how to maintain stocks of veterinary consumables and pharmaceuticals</td>
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<td>8</td>
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<tr>
<td></td>
<td>5. Know the principles of record-keeping</td>
<td>3</td>
<td>3</td>
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<tr>
<td>305</td>
<td>1. Understand the role of infection in animal and human health</td>
<td>6</td>
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<tr>
<td></td>
<td>2. Understand the principles of disease transmission in veterinary practice</td>
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<tr>
<td></td>
<td>3. Understand the principles of disinfection and sterilisation</td>
<td>5</td>
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<td>4. Understand how to maintain a clean clinical environment</td>
<td>2</td>
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<tr>
<td></td>
<td>5. Understand how to maintain personal hygiene in relation to cross-infection</td>
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<tr>
<td></td>
<td>6. Understand the principles of infection monitoring</td>
<td>2</td>
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<tr>
<td>311</td>
<td>1. Understand the principles of a systematic approach to the provision of nursing care</td>
<td>7</td>
<td>8</td>
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<tr>
<td></td>
<td>2. Understand how to assess the condition of patients</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>3. Understand the use of different types of accommodation for hospitalised animals</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>4. Understand the nursing care and management of patients taking into account species, life-stage and temperament</td>
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<td>10</td>
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<tr>
<td></td>
<td>5. Know how to administer medications</td>
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<tr>
<td>------</td>
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<td>-------------------</td>
<td>----</td>
</tr>
<tr>
<td>302</td>
<td>1. Know anatomical and physiological terminology in relation to veterinary nursing practice</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2. Know anatomical landmarks in living animals that are relevant to veterinary nursing practice</td>
<td>5</td>
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<tr>
<td></td>
<td>3. Understand the normal form and function of body systems in a range of mammalian species</td>
<td>40</td>
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<tr>
<td></td>
<td>4. Know the key anatomical body functions of birds and reptiles</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>5. Be able to relate normal form and function to the effects of disorder in disease processes and the consequent nursing requirements of sick animals</td>
<td>5</td>
<td>4</td>
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<tr>
<td>304</td>
<td>1. Understand the principles of animal welfare</td>
<td>6</td>
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<tr>
<td></td>
<td>2. Understand the essential factors for maintaining animal health for a range of species</td>
<td>18</td>
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<td></td>
<td>3. Know the nutritional requirements of animals</td>
<td>18</td>
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<td>4. Understand the reproduction and breeding of animals</td>
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<td>5. Know methods of animal identification</td>
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<td>Test 3: Unit 353 (synoptic)</td>
<td>Duration: 135 minutes</td>
<td>Number of questions</td>
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<tr>
<td><strong>Unit</strong></td>
<td><strong>Outcome</strong></td>
<td><strong>307</strong></td>
<td><strong>308</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>1. Understand the legal requirements in relation to the storage and supply of veterinary medicines</td>
<td></td>
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<tr>
<td></td>
<td>2. Know how to supply veterinary medicines to clients</td>
<td></td>
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<tr>
<td></td>
<td>3. Understand the principles of pharmacodynamics</td>
<td></td>
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<tr>
<td></td>
<td>4. Know how to provide advice to clients on the administration of veterinary medicines</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>1. Know the legal requirements for operating radiographic equipment in a veterinary practice</td>
<td></td>
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<tr>
<td></td>
<td>2. Understand the principles of radiography</td>
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<td></td>
<td>3. Know the principles of adjuvant imaging techniques</td>
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<td></td>
<td>4. Understand how to take radiographs</td>
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<tr>
<td></td>
<td>5. Know how to process radiographs</td>
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<tr>
<td></td>
<td>1. Understand the function and use of laboratory equipment</td>
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<td></td>
<td>2. Understand how to collect and prepare specimens for examination</td>
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<td></td>
<td>3. Know how to test pathological specimens</td>
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<td></td>
<td>4. Know how to prepare specimens for transportation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>1. Understand the principles of operating theatre design and use</td>
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<td></td>
<td>2. Understand the use of operating theatre furniture and equipment</td>
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<tr>
<td></td>
<td>3. Understand the principles of instrument care and sterilisation</td>
<td></td>
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<td></td>
<td>4. Understand the management of instruments and materials during a surgical procedure</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>5. Understand the principles of patient care during surgery</td>
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</tr>
<tr>
<td></td>
<td>1. Understand the principles of anaesthesia</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Know the function of anaesthetic drugs</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>3. Understand the function of anaesthetic equipment</td>
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</tbody>
</table>
4. Understand anaesthetic preparation and induction   7  5
5. Understand the principles of monitoring an anaesthetised animal  8  6
6. Know how to recognise and respond to anaesthetic emergencies  3  2

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<tr>
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**Unitised tests**

**501 Understanding the operational requirements of a veterinary practice**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Duration: 75 minutes</th>
<th>Outcome</th>
<th>Number of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td></td>
<td>1. Understand the roles of members of the veterinary team</td>
<td>7</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>2. Understand the aims of effective health and safety within a veterinary practice</td>
<td>18</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Know how to use and maintain equipment in a veterinary practice</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Understand how to maintain stocks of veterinary consumables and pharmaceuticals</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Know the principles of record-keeping</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
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</table>

**502 Comparative functional anatomy for veterinary nursing practice**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Duration: 120 minutes</th>
<th>Outcome</th>
<th>Number of questions</th>
<th>%</th>
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<tbody>
<tr>
<td>302</td>
<td></td>
<td>1. Know anatomical and physiological terminology in relation to veterinary nursing practice</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Know anatomical landmarks in living animals that are relevant to veterinary nursing practice</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Understand the normal form and function of body systems in a range of mammalian species</td>
<td>46</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Know the key anatomical features and body functions of birds and reptiles</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Be able to relate normal form and function to the effects of disorder in disease processes and the</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>
consequent nursing requirements of sick animals

<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Number of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>304</td>
<td>1. Understand the principles of animal welfare</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>2. Understand the essential factors for maintaining animal health for a range of species</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3. Know the nutritional requirements of animals</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>4. Understand the reproduction and breeding of animals</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>5. Know the methods of animal identification</td>
<td>12</td>
<td>16</td>
</tr>
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<td></td>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
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</table>

**504 Infection control in a veterinary practice**

Duration: 45 minutes

<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Number of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>305</td>
<td>1. Understand the role of infection in animal and human health</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>2. Understand the principles of disease transmission in veterinary practice</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>3. Understand the principles of disinfection and sterilisation</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>4. Understand how to maintain a clean clinical environment</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>5. Understand how to maintain personal hygiene in relation to cross-infection</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>6. Understand the principles of infection monitoring</td>
<td>2</td>
<td>7</td>
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<td></td>
<td><strong>Total</strong></td>
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### 505 Supporting the supply of veterinary medicines

**Duration:** 45 minutes

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<tr>
<th>Unit</th>
<th>Outcome</th>
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<th>%</th>
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</thead>
<tbody>
<tr>
<td>307</td>
<td>1. Understand the legal requirements in relation to the storage and supply of veterinary medicines</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>2. Know how to supply veterinary medicines to clients</td>
<td>13</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>3. Understand the principles of pharmacodynamics</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>4. Know how to provide advice to clients on the administration of veterinary medicines</td>
<td>3</td>
<td>10</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
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### 506 Veterinary nursing support of diagnostic testing

**Duration:** 75 minutes

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<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Number of questions</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>308</td>
<td>1. Know the legal requirements for operating radiographic equipment in a veterinary practice</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>2. Understand the principles of radiography</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>3. Know the principles of adjuvant imaging techniques</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>4. Understand how to take radiographs</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>5. Know how to process radiographs</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
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### 507 Veterinary nursing support of laboratory diagnostics

**Duration:** 45 minutes

<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Number of questions</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>309</td>
<td>1. Understand the function and use of laboratory equipment</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2. Understand how to collect and prepare specimens for examination</td>
<td>10</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>3. Know how to test pathological specimens</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>4. Know how to prepare specimens for transportation</td>
<td>7</td>
<td>23</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
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## 508 Supporting veterinary operating theatre practice

**Duration:** 75 minutes

<table>
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<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Number of questions</th>
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</thead>
<tbody>
<tr>
<td>310</td>
<td>1. Understand the principles of operating theatre design and use</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>2. Understand the use of operating theatre furniture and equipment</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>3. Understand the principles of instrument care and sterilisation</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>4. Understand the management of instruments and materials during a surgical procedure</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>5. Understand the principles of patient care during surgery</td>
<td>8</td>
<td>18</td>
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<td></td>
<td><strong>Total</strong></td>
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## 509 Understanding the essentials of veterinary nursing care for hospitalised animals

**Duration:** 75 minutes

<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Number of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>311</td>
<td>1. Understand the principles of a systematic approach to the provision of nursing care</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>2. Understand how to assess the condition of patients</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>3. Understand the use of different types of accommodation for hospitalised animals</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>4. Understand the nursing care and management of patients taking into account species, life-stage and temperament</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>5. Know how to administer medications</td>
<td>7</td>
<td>16</td>
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<td></td>
<td><strong>Total</strong></td>
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</table>
510 Principles of supporting veterinary anaesthesia

Duration: 75 minutes

<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Number of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>312</td>
<td>1. Understand the principles of anaesthesia</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>2. Know the function of anaesthetic drugs</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>3. Understand the function of anaesthetic equipment</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>4. Understand anaesthetic preparation and induction</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>5. Understand the principles of monitoring an anaesthetised animal</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>6. Know how to recognise and respond to anaesthetic emergencies</td>
<td>3</td>
<td>7</td>
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<tr>
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<td><strong>Total</strong></td>
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</table>

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 that five years prior to registration, learners must provide evidence of currency. A unit achieved more than ten years prior to registration will not be accepted for RPL.
5 Units

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

Structure of units
These units each have the following:
- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
### Unit 301  Understanding the operational requirements of a veterinary practice

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

<table>
<thead>
<tr>
<th>Learning outcome</th>
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<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>1. Understand the roles of member of the veterinary team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>1.1 compare and contrast the <strong>roles</strong> of a <strong>veterinary surgeon</strong> and <strong>veterinary nurse</strong></td>
</tr>
<tr>
<td>1.2 explain the <strong>role and functions of lay staff</strong> within a veterinary practice</td>
</tr>
<tr>
<td>1.3 outline the significance of the <strong>Veterinary Surgeons Act 1966</strong>.</td>
</tr>
</tbody>
</table>
Roles: veterinary surgeon
Defining acts of veterinary surgery
Protection of animals’ interests
The Veterinary Surgeons Act
RCVS Guide to Professional Conduct (current Code of Professional Conduct)

Roles: veterinary nurse
Supportive care to include models of nursing care
Working within professional competence
RCVS Guide to Professional Conduct for Veterinary Nurses to include: professional integrity, misconduct and gross misconduct
Registered Veterinary Nurses
Public image and professionalism
Define: Nursing assessment, nursing care, medical diagnosis, veterinary treatment

Role and functions of lay staff
Role of lay members of veterinary practice staff and limitations

Veterinary Surgeons Act 1966
In relation to who may treat animals (provisions for owners, veterinary nurses, student veterinary nurses).
Delegation of acts of veterinary surgery by a veterinary surgeon
Accepting delegated work – veterinary nurses and student veterinary nurses; acknowledging limitations

Learning outcome
The learner will:
2. Understand the aims of effective health and safety within a veterinary practice

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

Aims of health and safety practice
Reduction of risks to include: evaluating risks, risk assessments, standard operating procedures and guidelines
Identification of animals, clients and staff at special risk (e.g. asthma, pregnancy, age, spinal injuries)
Consequences of poor health and safety (human and economic costs)
Individual and employer accountability
Reporting of injuries, Disease and Dangerous Occurrences Regulations (RIDDOR)

Principal risks
Practice design, furnishings and equipment, security, shift patterns and working hours
Hazards – trips/ slip, electrical, substances, biohazards, gases, radiation, patients
Infection – inter-animals, zoonoses
Infestation
Radiation
Basic radiation safety – shielding, hazard lights, distance, protective equipment, signs and verbal warnings
Safe handling of developer
Exposure monitoring and use of dosimeters
Provisions of Ionising Radiation Regulations 1999

Move and handle animals and equipment safely
Basic ergonomics – limitations of humans as load carriers
Identification of risks – positioning of loads, weight, stability, and handler factors (e.g. size, experience, physical condition etc.)
Avoiding risk – unnecessary moves, appropriate storage, use of aids (e.g. slides, stretchers, trolleys, hoists and mechanical lifting equipment as applicable)
Safe techniques for manually moving loads
Provisions of Manual Handling Operations Regulations

Principles of handling and disposal of hazardous substances
Disposal systems for household, commercial, offensive, hazardous waste, sharps and special waste
Storage and disposal of animal tissue and cadavers
Handling offensive and hazardous substances:
Hazardous substance (e.g. blood, bodily fluids, animal tissue, pharmaceuticals, anaesthetic agents, scavenging systems and sharps
Principles of safe handling and disposal
Control of Substances Hazardous to Health Regulations (COSHH)

Learning outcome
The learner will:
3. Know how to use and maintain equipment in a veterinary practice

Assessment criteria
The learner can:
3.1 describe the use of veterinary practice equipment, to include clinical furniture, powered and manual instrumentation, diagnostic imaging, laboratory and anesthetic equipment
3.2 explain protocols for routine checking and maintenance of equipment by both internal practice staff and external agencies to include frequency
3.3 explain how to identify equipment faults, to include action that should be taken in the event of malfunction
**Use of veterinary practice equipment**
Safe use of common equipment: adjustable tables, clippers, anaesthetic machines, scavenging equipment syringes/needles, clinical furniture, powered and manual instrumentation, diagnostic imaging, laboratory and anaesthetic equipment
Maintenance protocols and manufacturers instructions
Reporting and managing unsafe equipment

**Routine checking and maintenance of equipment**
Equipment types commonly used in practice to include:
Diagnostic (in examination/consultation rooms) e.g. ophthalmoscope, otoscope, thermometers
Powered and manual surgical equipment/instruments: laboratory, imaging, anaesthetic, clinical furniture

**Equipment faults**
Management and reporting of risks:
Chemical and biological spills, glass breakages
Infection, infestation
Electrical faults, equipment fault
Fire, gaseous leak
Reporting of risks and incidents

Protocols for routine checking and maintenance to include calibration and PAT testing (daily, weekly, monthly, parameters to check)
Possible faults that may affect safety and reliability and what action should be taken

**Learning outcome**
The learner will:
4. Understand how to maintain stocks of veterinary consumables and pharmaceuticals

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

**Principles of stock control**
Requirements for safe storage of medicines including Registration of Premises
Schedules of controlled drugs and requirements for ordering, recording, delivery, usage and storage
Legal requirements for record keeping of pharmacy stock to include: batch tracking, supply labelling
Maintenance of effective records – sale, supply, use and legally required
Methods of placing an order in a veterinary practice

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

Damaged stock and discrepancies between order and stock delivery

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

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

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

Safe handling and disposal of surplus and outdated veterinary material to include PPE and record keeping
Legislation covering disposal of surplus and waste materials

Learning outcome
The learner will:
5. Know the principles of record-keeping

Assessment criteria
The learner can:
5.1 explain the principles of veterinary record-keeping, mentioning client and patient records, to include confidentiality, data protection, RCVS Guides to Professional Conduct

Principles of veterinary record-keeping
Confidentiality
Principles of data protection to include record keeping, time frame for retention of records and disposal methods
Sharing of information
RCVS Guides to Professional Conduct (Veterinary and Veterinary nursing)
Patient records
History taking and recording
Recording of observations
Use of abbreviations (risks, abbreviations in common use)
Receiving records from and supplying records to another veterinary professional
Principles of certification
Creating and maintaining basic records of financial transactions
Unit 301  Understanding the operational requirements of a veterinary practice

Supporting information

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

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

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

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

Assessment
This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:
2.3, 2.4, 3.2, 3.3, 4.1, 4.3, 5.1
## Unit 302
### Comparative functional anatomy for veterinary nursing practice

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

### Learning outcome
The learner will:
1. Know anatomical and physiological terminology in relation to veterinary nursing practice

### Assessment criteria
The learner can:
1.1 explain the directional terms, prefixes and suffixes, modes of body section and joint movement and the anatomical boundaries of the body cavity
### Directional terms
Anatomical planes, directions and associated terms to include: cranial (anterior), caudal (posterior), lateral, medial, ipsilateral, contralateral, dorsal, ventral, palmar, plantar, rostral, proximal, distal, superficial, deep
Median/mid-sagittal plane, sagittal/paramedian plane, dorsal plane, transverse plane

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

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

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

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

### Learning outcome
The learner will:
2. Know anatomical landmarks in living animals that are relevant to veterinary nursing practice

### Assessment criteria
The learner can:
2.1 demonstrate the position of anatomical landmarks in intact animals, including dogs, cats, exotic species and horses to address musculoskeletal features, points of venous and arterial access and external genitalia

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

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

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

Small animal: Lingual, marginal ear

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

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

Learning outcome
The learner will:
3. Understand the normal form and function of body systems in a range of mammalian species

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

Cell structure, physiology and division
Cell structure and organelles visible under the light microscope to include: cell membrane, cytoplasm, nucleus, vacuoles, DNA, RNA
Key organelles visible under the electron microscope, nucleolus, mitochondria, centrosomes, golgi apparatus, endoplasmic reticulum, lysosomes, vacuoles, ribosomes

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

Basic tissue types to include: epithelial (smooth and compound), simple columnar, cuboidal, squamous, ciliated, glandular, stratified, transitional
Glands: unicellular, exocrine and endocrine, mixed
Connective (dense and loose), haemopoietic, adipose blood, nervous, cartilage and bone
Muscle (cardiac, skeletal and smooth)

Body fluids to include: intracellular, extracellular, CSF, synovial fluid, lymph, loss and requirements, osmosis and diffusion, acid base balance, thermoregulation.
Associated adnexa, sudiferous, sebaceous, ceruminous, meibomian and mammary glands.

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

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

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

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

Structure and function of the musculoskeletal system
Function of bones, muscles and joints to include: classification of bones, muscle and joints including number/quantity

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

Joints to include:
Fibrous, cartilaginous, synovial
Stifle, carpus, elbow, tarsus, shoulder, hip
Condylar, ellipsoidal/sliding, hinge, pivot, plane, saddle, spheroidal/ball and socket

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

Bones of the axial, appendicular and splanchnic skeleton to include:
Skull and cranial bones
Equine guttural pouches
Bones of the thoracic limb
Bones of the pelvic limb

Bones not attached to the axial or appendicular skeleton to include: os penis and clavicle
<table>
<thead>
<tr>
<th>Structures to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Condyle, crest, foramen, fossa, groove, medullary cavity, periosteum, process, sinus, trochanter, tuberosity, tubercle, epiphysis, metaphysis, diaphysis, growth plate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endochondral and intramembranous ossification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healing bone</td>
</tr>
<tr>
<td>Major clinically relevant bony landmarks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Muscle terminology to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>origin, insertion, action, tendon, ligament, aponeurosis, contraction, relaxation, tone, antagonistic pairing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinically relevant muscle groups to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>pectorals, biceps, triceps, latissimus dorsi, trapezius, brachiocephalicus, supraspinatus, infraspinatus, gluteals, quadriceps, biceps femoris, semimembranosus, semitendinosus, gastrocnemius, cranial tibial, abdominal, diaphragm, peroneus tertius, intrinsic, extrinsic hypaxial and epaxial</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distinction of tendon and ligament and list of clinically relevant ones to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>nuchal, round, Achilles, cruciate, collaterals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equine to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>superficial and deep digital flexor tendons, suspensory ligament, medial and lateral patellar ligament, extensor tendons, all synovial structures, distal to and including stifle and elbow, stay apparatus</td>
</tr>
</tbody>
</table>

**Mammalian digestive tracts and modes of digestion**

<table>
<thead>
<tr>
<th>Location, structure and function of the alimentary tract from lips to anus to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>oral cavity, pharynx, oesophagus, stomach, small intestine, caecum, liver, gall bladder, pancreas and large intestine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comparative digestion in different species (to include birds, reptiles, ruminants and horses) to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>structure and physiology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Digestive tract to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>dentition of carnivore, herbivore, omnivore and exotic adaptation of the teeth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anatomy of the generic tooth and dentition to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>diastema</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Function and location of glands associated with digestion to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>pancreas</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Process of digestion and absorption to include relevant secretions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role and function of the liver and gallbladder in metabolism and hepatic portal vein</td>
</tr>
</tbody>
</table>

**Autonomic and motor nervous systems and the special senses**

<table>
<thead>
<tr>
<th>Structure and function of nervous system in controlling body systems to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central nervous system (brain and spinal cord)</td>
</tr>
<tr>
<td>Autonomic nervous system (sympathetic and parasympathetic)</td>
</tr>
<tr>
<td>Peripheral nervous system (cranial nerves and spinal nerves)</td>
</tr>
</tbody>
</table>
Structure and function of neurons

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

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

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

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

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

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

Control mechanisms to include: positive and negative feedback

**Circulatory system**
Structure and function of circulatory system, to include: heart and blood vessels
Function and formation of constituents of blood and plasma

Sites of haematopoiesis to include: specific sites of production in young and adult animals
Identification of cell types under the light microscope to include: erythrocytes, thrombocytes and leucocytes (granulocytes and agranulocytes)
The path of blood through the circulatory systems including heart and hepatic portal systems

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

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

Equine second degree atrioventricular block
Outline factors controlling blood pressure and circulatory volume
Define functional terms related to the heart to include: pulse rate, rhythm, character, volume
Structure and function of the lymphatic system, location of its main components to include: structure of lymph node, composition and colour of lymph, flow of lymph through nodes and vessels, connections to blood vessels

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

Immunity to include: humoral and cell mediated

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

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

Respiratory cycle
Mechanisms of gaseous exchange
Neural control of respiration, Hering-Breuer reflex
Equine and species specific obligate nasal breathing

**Urinary tract**
Location, structure and function of the kidney and the tubular system leading to the urethral meatus including the bladder to include: kidney, ureters, bladder, urethra and associated terms (glomerular filtrate, urine, micturition, trigone) and including cellular structure
The nephron as a functional unit

**Production of urine**
Role of the kidney in control of blood pressure and homeostasis (baroreceptors and osmoreceptors)
Normal radiographic and ultrasonographic appearance of kidney and bladder

**Function of the kidney**
Renal endocrine functions Anti Diuretic Hormone (ADH), Aldosterone, renin, angiotensinogen, angiotensin, erythropoietin, water balance

**Reproductive physiology: male**
Location, structure and function of the male gonad and tubular system to the junction with the urethra
Testicles (leydig cells, sertoli cells, spermatogenic cells, epididymis, deferent duct, spermatic cord), penis, accessory male sex organs including a brief description of their purpose and differences between dog, cat, small mammals and horses
Hormones controlling and produced by the male gonad to include: testosterone
### Reproductive physiology: female
Location, structure and function of the female gonad and tubular system up to and including the vulval vestibule
Ovaries, fallopian tube, uterus, cervix, vagina, vulva
Hormones controlling and produced by the female gonad to include: oestrogen, follicle stimulating hormone (FSH), luteinizing hormone (LH), progesterone.

### Learning outcome
The learner will:
4. Know the key anatomical features and body functions of birds and reptiles

### Assessment criteria
The learner can:
4.1 describe the key anatomical structures of birds and reptiles
4.2 explain the key ways in which the physiology of birds and reptiles differs from that of mammals.

### Anatomical structures
Skin to include: scales
Feathers to include: primary, secondary, down, contour, filoplume, bristle
Uropygial/preen gland
Claws and talons
Axial and appendicular skeleton to include: pneumatic bones, kinetic jaw, suffrago joint, zygodactyl limb, quadrato bone, pectoral girdle, autotomy, coracoid bone and supracoracoid muscle
Respiratory system to include: syrinx, air sacs, parabronchi, coelom, major right lung, choano, conchae
Digestive system to include: beak, oesophagus, crop, proventriculus, ventriculus (gizzard), cloaca, jacobsen organ
Cardiovascular system to include: sinus venosus, double aorta, three chambered heart (reptilian), splenopancreas, brachial/basilic arteries/veins, renal portal system
Uro-genital system to include: salt gland Infundibulum, magnum, isthmus, shell gland, vagina Hemipenes, cloacal vent

### Physiology
Support and locomotion
Integument and temperature control to include: ecdysis, hibernation, ectothermic, endothermic, chromatophores, sexual dimorphism
Sense organs
Circulation
Respiration
Digestion
Excretion of waste products to include: uric acid and urates.
### Learning outcome

The learner will:
5. Be able to relate normal form and function to the effects of disorder in disease processes and the consequent nursing requirements of sick animals

### Assessment criteria

The learner can:
5.1 explain how **compensatory mechanisms** may give rise to symptoms of disease.

### Compensatory mechanisms

- Pyrexia
- Tachycardia, tachypnoea
- Hypotension, anuria
- Equine endotoxic cascade.
Unit 302  
Comparative functional anatomy for veterinary nursing practice

Supporting information

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

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

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

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

**Assessment**
This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:
2.1
# Unit 303

**Professional relationships and communication for veterinary nursing practice**

<table>
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<th>UAN:</th>
<th>J/601/6956</th>
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<tbody>
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<td>Credit value:</td>
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<td>GLH:</td>
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</table>

**Relationship to NOS:**

This unit is linked to the Veterinary Nursing NOS unit A4 and the RCVS Day 1 Competences for Veterinary Nursing.

**Endorsement by a sector or regulatory body:**

This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

**Aim:**

This unit facilitates an understanding of the dynamics of communication within a veterinary setting, including inter-professional relationships and relationships with veterinary clients.

It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.

**Assessment**

Case study (centre-devised assessment), portfolio (Nursing Progress Log)

## Learning outcome

The learner will:

1. Understand the dynamics of communication

## Assessment criteria

The learner can:

1.1 identify **modes of communication** encountered in veterinary practice

1.2 explore factors that may affect communication, to include culture, age, grief, use of language and sensory impairment

1.3 differentiate between **communication styles**, to include recognition of own style of communication

1.4 recognise how **emotions affect communication**, to include manifestations of grief and loss

1.5 explain the dynamics of effective face-to-face interaction, mentioning social and environmental factors, body language and feedback mechanisms

1.6 explain the specific demands and adaptations required in telephone communication.
**Modes of communication**
Verbal and non-verbal communication
Recognising own communication style
Methods of adapting and improving own communication with others

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

**Emotions affect communication**
Awareness of and sensitivity to emotionally-charged situations
Serious illness and euthanasia
Supporting clients in making decisions about their animal's treatment
Maintaining professional relationships with clients
Supporting bereaved clients
Supporting colleagues under pressure.

---

**Learning outcome**
The learner will:
2. Be able to communicate with clients and colleagues

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

---

**Written clinical records**
Veterinary terminology
Abbreviations
Principles of certification.

---

**Learning outcome**
The learner will:
3. Understand factors affecting working relationships with clients and within the veterinary team

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

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**Factors**
Factors influencing behaviour and attitude towards animals:
Culture and religion
Learning outcome
The learner will:
4. Understand principles of customer service

Assessment criteria
The learner can:
4.1 summarise the value of clients to a veterinary practice
4.2 explain important customer service factors for veterinary clients, to include information, courtesy, responsiveness, presentation of the practice
4.3 summarise the principles of handling a complaint.

Value of clients
Critical to business growth
Loyalty, word of mouth recommendations

Important customer service factors
Include presentation and attitudes of staff

Principles of handling a complaint
 Courtesy and objectivity
 Keeping a record; the complaint, responses given and action taken
 Addressing the subject of complaint
 Dealing with aggression/ rudeness/ abuse.

Learning outcome
The learner will:
5. Be able to operate a veterinary reception desk

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

Greet and address clients
Approach and personal presentation, professional manner
Telephone technique
Communication in front of clients e.g. to colleagues, other clients

Appointments for clients
Prioritising and eliciting relevant information, use of protocols
Open and closed questioning
Prioritising appointments, checking when condition of animal is uncertain
Techniques for turning down inappropriate requests e.g. for unwarranted emergency appointment
Using appointment booking systems

**Veterinary record-keeping systems**
Data storage and disclosure, legal requirements
Confidentially
Keeping accurate and professional records

**Payments**
Preparing invoices
Taking and recording payments
Insurance promotions/ claims – FSA considerations
Security

**Process of seeking second opinion or referrals**
Second opinions: supersession, procedures, RCVS Guide to Professional conduct
Referral procedures: veterinary specialists and para-veterinary professionals.
Evidence requirements
You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

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

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

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

Assessment
This unit is assessed by an assignment which must cover the following assessment criteria:
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 4.1, 4.2, 4.3

The candidates must explore the dynamics of communication and customer service through specific critical incidents experienced by them within a veterinary practice. Through discussion, the candidates must identify both exemplars of good practice and areas that could benefit from improvement:
• Communicating with a new client
• Communicating with a ‘difficult’ client
• Communicating with a client in a veterinary emergency

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

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

The Nursing Progress Log (NPL) also covers the following assessment criteria:
2.1, 2.2, 5.1, 5.2, 5.3, 5.4, 5.5
Unit 304  
**Applied animal welfare, health and husbandry for veterinary nurses**

<table>
<thead>
<tr>
<th>UAN:</th>
<th>J/601/7170</th>
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<td>80</td>
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<td>Relationship to NOS:</td>
<td>This unit relates to Veterinary Nursing NOS units: RVN5 RVN9 and the RCVS Day 1 Competences for Veterinary Nursing</td>
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<tr>
<td>Endorsement by a sector or regulatory body:</td>
<td>This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.</td>
</tr>
<tr>
<td>Aim:</td>
<td>This unit facilitates an understanding of principles of animal welfare and husbandry in relation to work in a veterinary practice. It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.</td>
</tr>
</tbody>
</table>

**Assessment**

E-volve test, portfolio (Nursing Progress Log)

**Learning outcome**

The learner will:
1. Understand the principles of animal welfare

**Assessment criteria**

The learner can:
1.1 summarise the legislation and codes of practice in place to protect animal interests, mentioning the Animal Welfare Act, DEFRA, animal welfare codes, Companion Animal Welfare Council.

**Legislation and codes of practice**

Define “Five Freedoms” (“Five Needs”)
Licensing
Animal Welfare Codes to include:
Animal Welfare Act
Animal Health and Welfare (Scotland) Act
Veterinary Medicines Regulations
Veterinary Surgeons Act
Dangerous Dog Act
Pet Travel Scheme (PETS)
Horse passport regulations
Conventions on International Trade in Endangered Species (CITES)
Breeding of Dogs Act
Animals Boarding Establishment Act
Pet Animals Act
Protection of Animals (Anaesthetics) Act
Welfare of Animals during Transportation
Zoo Licensing
Role of welfare organisations to include;
Dogs Trust.
Cats Protection
Blue Cross
Universities Federation of Animal Welfare (UFAW)
British Horse Racing Authority (BHRA)
Royal Society for the Prevention of Cruelty to Animals (RSPCA)
Peoples Dispensary for Sick Animals (PDSA)
British Horse Society (BHS)
Royal Society for the Protection of Birds (RSPB).

Learning outcome
The learner will:
2. Understand the essential factors for maintaining animal health for a range of species

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

Key factors in maintaining animal health
Housing (specific to the species and as per legislative requirements)

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

Structure to include: consideration of individual species welfare needs, space, short, long term, isolation, barrier, minimising stress to species, health and safety and hygiene considerations to include types of
cleaning and disinfectant, cleaning and disinfection regimes and restrictions/toxicity

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

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

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

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

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

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

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

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

**Behaviour**

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

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

Appearance to include: visual assessment

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

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

Excretions: urine, faeces, nitrogenous waste, vomit, reflux, regurgitation, tenesmus, discharges
Vaccination regimes, parasite control

Legislative requirements

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

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

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

**Learning outcome**

The learner will:
3. Know the nutritional requirements of animals

**Assessment criteria**

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

**Roles of essential nutrients, minerals and vitamins**
Nutrition as applicable to: individual species, life stage
- Carbohydrates (monosaccharide’s, disaccharides, polysaccharides)
- Fibre
- Fat including essential fatty acids
- Protein including essential and non essential amino acids
- Water
- Micronutrients, minerals: calcium, phosphorous, magnesium, potassium, sodium and chloride
- Micro minerals to include: iron zinc, copper, manganese, iodine, selenium, chromium
- Dietary supplements
- Comparison of energy density
- Essential nutrients
- Principal role of water
- Fat and water soluble vitamins
- Fat soluble A, D, E, K vitamins
- Water soluble C, B vitamins including pantothenic acid, folic acid, biotin, thiamine
- Choline, carnitine
- Antioxidants
Toxicity
Essential minerals
Altered requirements during illness
Factors that stimulate appetite and salivary secretions and the role of the pancreas as an exocrine gland

**Differing nutritional requirements**
Calculate nutritional and basic fluid needs to include:
- Basal Metabolic Rate (BMR)
- Resting Energy Requirement (RER)
- Nutritional requirements in relation to species, life-stage, activity, working animals to include: basic fluid requirements

**Effects of illness and injury**
Metabolic rate
Altered digestion.
Altered requirements during illness to include: palatability, frequency, type, amount, availability, activity levels, physiological and psychological influences, organs affected e.g. heart, kidney, liver, pancreas
Surgery and in-patient care
Fluid and electrolyte imbalance
Factors that stimulate appetite to include: nursing care.

**Learning outcome**
The learner will:
4. Understand the reproduction and breeding of animals

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

**Key principles of genetic inheritance**
Essential genetic terms (phenotype, genotype, allele)
Inheritance, breeding strategies, hereditary diseases

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

Regulation of breeding cycles:
Drugs based on hormonal action
Day length cycles and temperatures
Other cycling females
Gestation periods
Pseudopregnancy

**Essentials of intra-partum care**
Stages of foetal development
Hormonal controls

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

Supporting owners to prepare for parturition

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

---

**Learning outcome**
The learner will:
5. Know methods of animal identification

**Assessment criteria**
The learner can:
5.1 explain methods of identifying a range of species, including dogs, cats, exotic species and horses to include:
- Breed
- Markings, colours and distinguishing features
- Owner registration (tattooing, microchips, tags, freeze-marking)
- Passports
- DNA testing

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

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

**Passports and record-keeping**
Legislative requirements
Pet passports including imports/exports
Pet Travel Scheme
Equine passports
Record keeping in relation to animal movements
Equine - medicine controls
Principles and practices of safe animal transportation.

**Learning outcome**

The learner will:

6. Be able to handle and restrain animals safely

**Assessment criteria**

The learner can:

6.1 demonstrate correct techniques for catching, holding and restraining cats, dogs and exotic species, to include rabbits, birds, rodents and reptiles

6.2 demonstrate correct techniques for approaching, restraining and leading a horse, to include application of head collar and examination of a hoof

6.3 demonstrate the correct use of personal protective equipment when handling animals

6.4 explain how to recognise and deal with aggressive behavior

6.5 explain how to transport a range of species safely, to include dogs, cats, exotic species and horses.

**Use of personal protective equipment**

Taking into account species

**Aggressive behaviour**

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

Methods of approach, safe restraint

Methods of handling

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

**Transport a range of species safely**

Animal handling and restraint:

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

Impact of sensory changes on behaviour:

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

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

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

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

Assessment
This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:
6.1, 6.2, 6.3, 6.4, 6.5
Unit 305  Infection control in veterinary practice

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

Assessment: E-volve test, portfolio (Nursing Progress Log)

Learning outcome
The learner will:
1. Understand the role of infection in animal and human health

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

Major groups of disease-producing infectious agents
Nature of micro organisms – viruses, bacteria, fungi, protozoa in relation to risk assessments and personnel
Nature of parasites – common endo and ectoparasites
Major groups of disease producing infectious agents in relation to animal health:
Viruses to include: common types, structure and replication
Bacteria to include: common types, structure and replication
Fungi to include: common types, structure and replication
Protozoa to include: common types, structure and replication
Parasites to include: identification and lifecycles of common types
Prions
The meaning of infection, contagion, colonisation and contamination
Notifiable and reportable animal diseases

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

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

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<thead>
<tr>
<th>Learning outcome</th>
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<tbody>
<tr>
<td>The learner will:</td>
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<tr>
<td>2. Understand the principles of disease transmission in veterinary practice</td>
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<table>
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<tbody>
<tr>
<td>The learner can:</td>
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<tr>
<td>2.1 Describe how <strong>microorganisms are transmitted</strong>, to include:</td>
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<tr>
<td>• direct and indirect spread</td>
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<tr>
<td>• inhalation, inoculation and ingestion</td>
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<tr>
<td>• reservoirs, fomites and carriers</td>
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<tr>
<td>• incubation periods.</td>
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</tbody>
</table>

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

The learner will:

3. Understand the principles of disinfection and sterilisation

### Assessment criteria

The learner can:

- **3.1** distinguish between the **processes of disinfection and sterilisation**, to include antisepsis and asepsis
- **3.2** explain the **use of clinical antiseptics and disinfectants**, to include susceptibility of different classes of organisms and how this affects choice, safe use
- **3.3** explain the **process of sterilisation**, to include steam, gas, cold chemicals and gamma radiation
- **3.4** describe the **operation of an autoclave**, to include safety, loading, monitoring of effective sterilisation
- **3.5** explain how to **pack, label and store autoclaved items**.

#### Processes of disinfection and sterilisation

Sterilisation, disinfection, asepsis and antisepsis

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

#### Use of clinical antiseptics and disinfectants

Commonly used antiseptics/disinfectants and their effect to include:
- Safe and effective usage to include consideration of choice and correct use of agent
- Susceptibility of different classes of organisms (such as viruses, spores and bacteria) in relation to choice of agent

#### Process of sterilisation

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

#### Operation of an autoclave

Types of autoclave: downward displacement, vacuum assisted
- Siting of autoclaves
- Safe and effective use to include: loading, monitoring of effective sterilisation
- Efficiency testing methods

#### Pack, label and store autoclaved items

Materials used (textile and paper wraps, seal and peel pouches, nylon film, boxes, drums) to include: advantages and disadvantages
- Packing methods
- Labelling requirements
- Sterility indicators to include: duration of sterility.
### Learning outcome

The learner will:

4. Understand how to maintain a clean clinical environment

### Assessment criteria

The learner can:

4.1 apply **principles of effective clinical cleaning**, to include consulting rooms, kennel accommodation, stable, laboratory, operating theatre

4.2 apply **safe principles of waste handling and disposal** in relation to contaminated materials, to include blood, urine, faeces, tissue, cadavers.

### Principles of effective clinical cleaning

**Principles of effective cleaning:**

- clinical environment
- equipment
- animal accommodation
- frequency

Accommodation usage and cleaning during outbreaks of contagious or zoonotic disease

Appropriate levels of hygiene for different areas such as consulting room, kennels, theatre

Specialist cleaning equipment e.g. pressure washers

### Safe principles of waste handling and disposal

Handling contaminated materials, body tissue, fluids

Disposal systems

Storage and disposal of cadavers

Legal waste disposal requirements.

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

5.1 explain the **importance of personal hygiene and dress** in relation to infection control, mentioning hair, nails, jewellery, badges, sleeves, ties

5.2 demonstrate **effective hand hygiene**, to include antiseptic washes and alcohol gels

5.3 demonstrate **appropriate use of disposable protective clothing**, to include gloves and aprons.

### Importance of personal hygiene and dress

**Personal hygiene**

Personal protective equipment (PPE) used to prevent disease transmission

Infection risks of jewellery, nail varnish, hair, sleeves, footwear
Risk of acquired infections, including Methicillin Resistant Staphylococcus Aureus (MRSA) and resistant streptococcus, gastrointestinal infections (including C Difficile), dermatophytosis

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

**Appropriate use of disposable protective clothing**
Appropriate use of disposables
Changing between patients, between different uses (“clean” and “dirty” tasks).

**Learning outcome**
The learner will:
6. Understand the principles of infection monitoring

**Assessment criteria**
The learner can:
6.1 explain the importance of infection monitoring in clinical audit
6.2 analyse the role of the veterinary nurse in maintaining infection control, to include audit, staff training and mentorship, providing a role model.

**Importance of infection monitoring**
Incidence monitoring
Routine environmental swabbing
Autoclave monitoring
Clinical Audits

**Role of the veterinary nurse in maintaining infection control**
Animal welfare
Maintaining safe environment for colleagues and clients
Key principles of nursing care
Professional accountability.
Unit 305  Infection control in veterinary practice

Supporting information

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

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

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

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

Assessment
This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:
4.1, 4.2, 5.2, 5.3
### Unit 306 Essentials of practical veterinary nursing care for hospitalised animals

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<th>L/601/7185</th>
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<td>Relationship to NOS:</td>
<td>This unit relates to Veterinary Nursing NOS units: RVN6, RVN7, RVN9, RVN10 and the RCVS Day 1 Competences for Veterinary Nursing</td>
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<td>Endorsement by a sector or regulatory body:</td>
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<tr>
<td>Aim:</td>
<td>This unit facilitates practical competence in the essentials of nursing sick animals within a veterinary environment. It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.</td>
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#### Assessment
Portfolio (Nursing Progress Log)

#### Learning outcome
The learner will:
1. Be able to assess and monitor the condition of patients

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

The learner will:

2. Be able to maintain the hygiene of inpatients

**Assessment criteria**

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

**Assessment criteria**

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

### Assessment criteria
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

### Assessment criteria
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

### Assessment criteria
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 306  
Essentials of practical veterinary nursing care for hospitalised animals

Supporting information

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

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

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

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

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

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Assessment
The Nursing Progress Log (NPL) covers all of this Unit's assessment criteria.
Unit 307  Supporting the supply of veterinary medicines

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

### Learning outcome
The learner will:
1. Understand the legal requirements in relation to the storage and supply of veterinary medicines

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

### Law in relation to veterinary medicines
Legislation affecting medicines, legal categories and routes of administration  
Schedules of controlled drugs and requirements for ordering, recording, delivery, usage and storage and destruction
Legal requirements for record keeping of pharmacy stock to include: broached vials, out of date stock, returned medication

Requirements for safe storage of medicines to include: controlled drugs, temperature
Prescribing proprietary versus generic drugs under the cascade system
Appropriate and inappropriate use of unlicensed drugs
Meat withdrawals, relevance in food animals, recording in equine passports
Legislation and guidance:
- DEFRA, Veterinary Medicines Directorate, Veterinary Medicines Regulations
- Animal Medicines Training Regulations Agency (AMTRA)
- VMD code of practice

Role, remit and professional responsibilities of a Suitably Qualified Person (SQP)
VMD Code of Practice, role of AMTRA, registration and CPD obligations.

Learning outcome
The learner will:
2. Know how to supply veterinary medicines to clients

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

Requirements for a legal veterinary prescription
Principles, practice and legal requirements for a valid prescription

Pharmacy terminology and abbreviations
Proprietary and generic names of medicines
Common abbreviations for route of administration, frequency and time of administration

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

**Information that should be obtained from a client**
Condition: client or veterinary diagnosis, identifying infestation, limitations on SQP “diagnosis”
Previous supply: where and when
Last veterinary examination

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

### Learning outcome
The learner will:
3. Understand the principles of pharmacodynamics

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

### Ways in which medicines act and are excreted
Terms used in pharmacology
Pharmacology of commonly used classes of veterinary drugs to cover:
- Action
- Excretion
- Uses
- Nursing implications-
- Common side effects
- Handling precautions
- Contraindications

Of the following:
Ecto and endoparasitcides
Antimicrobials
Opiate Analgesics
Cardiovascular
Diuretics
Cytotoxic/Antineoplastic
Corticosteroids
Non steroidal anti-inflammatory drugs
Sedatives/tranquilisers
Anti-epileptics
Anti-histamines
Vaccines
Anti-emetics

**Factors that can affect duration of action**
Patient factors eg age, route of administration, hydration, multiple medications
Medicine factors eg effects of storage, formulation

Reasons for choice of administration route in relation to:
- bio-availability of drug when given by different routes
- selection according to individual patient need
- speed of onset of effect
- condition, illness or temperament

**Mechanisms for reporting adverse reactions**
Recognition of adverse reactions
Reporting to VMD.

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**Learning outcome**
The learner will:
4. Know how to provide advice to clients on the administration of veterinary medicines

**Assessment criteria**
The learner can:
4.1 Summarise information that should be provided to a client concerning the administration of a prescribed medicine
4.2 Demonstrate to clients suitable techniques for administering medicine, to include instruction, demonstration and written guidance.

**Information that should be provided to a client**
Purpose of medication
Safe handling and disposal
Route of administration
Adverse reactions
<table>
<thead>
<tr>
<th>Compliance</th>
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</thead>
<tbody>
<tr>
<td><strong>Techniques for administering medicine</strong></td>
</tr>
<tr>
<td>Principles of effective demonstration</td>
</tr>
<tr>
<td>Pitching level of instruction and guidance</td>
</tr>
<tr>
<td>Checking understanding</td>
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<tr>
<td>Follow-up.</td>
</tr>
</tbody>
</table>
Unit 307  Supporting the supply of veterinary medicines

Supporting information

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

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Assessment
This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:
2.6, 4.2
### Unit 308  
Veterinary nursing support of diagnostic imaging

<table>
<thead>
<tr>
<th>UAN:</th>
<th>Y/601/7285</th>
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<tbody>
<tr>
<td>Level:</td>
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<td>Credit value:</td>
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**Relationship to NOS:**
This unit relates to Veterinary Nursing NOS units: RVN18, RVN19, RVN20 and the RCVS Day 1 Competences for Veterinary Nursing.

**Endorsement by a sector or regulatory body:**
This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

**Aim:**
This unit facilitates an understanding of the application of diagnostic imaging techniques within a veterinary environment.

It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.

**Assessment**
E-volve test, portfolio (Nursing Progress Log)

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**Learning outcome**
The learner will:
1. Know the legal requirements for operating radiographic equipment in a veterinary practice

**Assessment criteria**
The learner can:
1.1 describe the **legal requirements for radiography** in veterinary practice, to include:
   - Authorised personnel
   - Health and safety
1.2 explain the **requirements for exposure risk assessment and monitoring**
1.3 summarise requirements for the use of **personal protective equipment** when dealing with radiation.
Legal requirements for radiography
Legislation and guidance to include;
Ionising Radiation Regulations (IRR)

Local Rules and written systems of work to include;
Appointment and role of the Radiation Protection Advisor (RPA)
Appointment and role of a Radiation Protection Supervisor (RPS)
Recording methods and record keeping
Methods of monitoring and limiting exposure risks
Considerations and restrictions in pregnancy, young persons and untrained personnel
Appointments and protocols required to maintain safe working practices
Implications to personnel and patients of inaccurate or incorrect exposures to include;
Somatic effects, carcinogenic effects, genetic effects and costs

Requirements for exposure risk assessment and monitoring
IRR maximum exposure limits
Effective use of dosemeters to include: type, positioning, monitoring and storage
Reducing exposure risk to include: collimating primary beam
Use of grids
Exposure factors
Monitoring and record keeping
Use of radiation only for clinical need, consideration for the use of hip/elbow scoring and pre-purchase examination radiographs

Personal protective equipment
Protective clothing constructed of lead – aprons, thyroid protectors, gloves, sleeves, goggles/glasses, screens
Care, monitoring, maintenance and storage
Checking integrity - frequency and reporting.
### Learning outcome

The learner will:

2. Understand the principles of radiography

### Assessment criteria

The learner can:

2.1 describe the **properties and effects of radiation**, to include:
   - Function of equipment, to include tube head, light beam diaphragm
   - Primary beam and scatter
   - Absorption by different materials/tissues
   - Effects of kV and mA

2.2 summarise **types of image that can be produced using radiation**, to include X-rays, scintigraphy and coaxial tomography (CT)

2.3 explain the **features and use of cassettes and grids**

2.4 summarise the **design features and maintenance of a radiography facility**, to include equipment

2.5 explain how to **calculate exposure factors**.

### Properties and effects of radiation

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

Types of x ray machines to include;
- Portable, mobile and fixed tube heads
- Basic equipment and its function, including the role of anode and cathode
- Effects of varying kilovoltages (kV) and milliamperage (mA) and their relationship to include: tissue and photographic contrast and density

Primary beam and scatter production in relation to absorption by a range of animate and inanimate subjects with a range of densities to include: atomic number

Use, types and implications of contrast imaging for:
- Alimentary tract studies
- Myelography
- Arthography and bursography
- Fistulography
- Urinary tract studies
- Double contrast – positive and negative
- Fluoroscopy

### Types of image that can be produced using radiation

Conventional and digital systems
- Computerised tomography (CT)
- Gamma scintigraphy

Role application and images resulting from scintigraphy (nuclear imaging) to include: management of the patient pre and post imaging
Features and use of cassettes and grids
Type and structure of film to include: single and duplicated and non-screen films, film speed

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

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

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

Grid factor and grid ratio
Labelling, methods, information and protocols
Methods of storage of images (including computer based) and maintaining the image and legislative requirements

Design features and maintenance of a radiography facility
Protocols, safelights and warnings
Maintenance, preparation and use of X-ray machines
Darkroom ventilation and design
Structure, function and maintenance of automatic processors.
Chemicals used
Disposal of waste, PPE and Health and Safety

Calculate exposure factors
Exposure calculations and influencing factors to include:
As low as reasonably possible (ALARP)
Inverse square law
Effects of kV, mAs
Use of exposure charts.

Learning outcome
The learner will:
3. Know the principles of adjuvant imaging techniques

Assessment criteria
The learner can:
3.1 summarise how images are produced using ultrasound
3.2 describe the care and maintenance of ultrasound equipment
3.3 summarise how images are produced by magnetic resonance
3.4 explain the principles of endoscopy and the care, maintenance and storage of equipment
3.5 describe requirements for supporting imaging using radioactive isotopes (scintigraphy).
**Images are produced using ultrasound**  
Principles and types of ultrasonic imaging and indications for use to include:  
Transducers and use of doppler  

Image quality to include:  
Patient and equipment preparation  
Image artefact  
Range, storage and maintenance of probes and selection for use to include;  
Size and type  

To include the following uses:  
Orthopaedics (muscular-skeletal)  
Reproduction  
Internal medicine  

**Care and maintenance of ultrasound equipment**  
To include:  
Cleaning agents and methods  
Care of scanner, probes, transducers  
Obtaining ultrasonic images  
Use of conductive fluids, patient care and positioning  
Storing and methods of recording images  
Storage of equipment  

**Images are produced by magnetic resonance**  
Principles of magnetic resonance imaging  
Role and application to include:  
Advantages and disadvantages  
Considerations in relation to magnetic field  
Patient and equipment management, preparation and monitoring  

**Principles of endoscopy and the care, maintenance and storage of equipment**  
Principles of endoscopic examination and indications and implications of use of rigid and flexible endoscopes  
The use of endoscopes for diagnostic and surgical application  
Methods of patient positioning and restraint  

Care, management, storage and maintenance of equipment including fibre optics  
Methods of cleaning and sterilisation  

**Requirements for supporting imaging**  
Use of radioactive isotopes, licensing of premises  
Nature of Gamma radiation  
Safe handing and administration of isotopes  
Care of patient during and after administration of isotopes  
Safe handling and disposal of excreta.
Learning outcome
The learner will:
4. Understand how to take radiographs

Assessment criteria
The learner can:
4.1 summarise **methods of patient restraint** for radiographic examination
4.2 demonstrate **standard radiographic positions** and the use of positioning aids, to include views (appropriate to species) of:
- Limbs
- Head
- Spine
- Abdomen
- Thorax
- Pelvis.

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

Manual restraint, appropriate use, employee considerations
Clinical considerations when imaging debilitated patients
Implications of poor positioning
Patient preparation, care and safety in contrast radiography

Standard radiographic positions
Standard positioning collimation and radiographic views in general practice use
Positioning nomenclature in relation to directional terminology

Significance of differing views for diagnostic purposes appropriate to species
Application and use of positioning aids
Identification of common equipment;
Identification of collimation borders and centring points for a range of views
Placement of cassette and grid.

Learning outcome
The learner will:
5. Know how to process radiographs

Assessment criteria
The learner can:
5.1 explain the **principles of wet film processing**, to include:
- Use, storage and disposal of chemicals
- Function and care of automatic processor
- Recognition of film faults
5.2 explain the **principles of digital imaging**
5.3 explain the advantages and limitations of digital radiography
5.4 evaluate the **diagnostic quality of a processed radiograph**.

**Principles of wet film processing**
Stages of film development of exposed film:
Processing chemicals - functions, use and disposal
Automatic processor - function, preparation, maintenance and care
Processing faults to include: underwashing, over/under developing, over and under fixing, roller marks and artifacts

**Principles of digital imaging**
Principles of digital imaging, computer processing and the resultant images to include;
Comparison of computer radiography and direct digital radiography
Imaging manipulation
Correct submission details
Reasons for poor digital image quality

**Diagnostic quality of a processed radiograph**
Terms associated with radiographic quality: density, contrast, sharpness, causes of under/over exposure
Effects of kV and mAs on resulting exposure

Identification of common film faults:
- Contamination on screens
- Double exposure
- Static electricity
- Chemical splashes
- Crimp marks
- White light exposure
- Effects of under/over exposure
- Identification of movement and penumbra effect
- White light exposure
- Effects of under/over exposure
- Identification of movement and penumbra effect.
Evidence requirements
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Assessment
This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:
4.2
# Unit 309  Veterinary nursing support for laboratory diagnostics

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

## Learning outcome
The learner will:
1. Understand the function and use of laboratory equipment

## Assessment criteria
The learner can:
1.1 describe the requirements for the **safe use of laboratory equipment**, to include:
   - Operation and maintenance
   - Calibration and quality control
In relation to microscopes, analysers, centrifuge, refractometer.

## Safe use of laboratory equipment
Care, maintenance, storage and hygiene management of:
Microscope to include: all component parts
Centrifuge and microhaematocrit tubes
Refractometer
Analysers (referring to manufacturers instructions)
Quality control and standardisation when using analysers

Microscopes:
Types, components (to include sub-stage condenser)
Learning outcome
The learner will:
2. Understand how to collect and prepare specimens for examination

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

**Equipment and materials required for sample collection, preservation and transport**
Recognise and select suitable receptacles and preservatives for sample collection
Effects of storage and preserving samples over time
Equipment required for sample collection (blood, hair/skin, urine, faeces, other body fluids and tissue)

**Prepare animals for the collection of samples**
Species specific:
Patient checks
Safe moving/handling
Appropriate positioning and restraint

**Effective and safe sampling techniques**
Urine, faeces, blood, hair and skin

Sampling for biochemistry, haematology, bacteriology

Supporting special sampling techniques:
- synovial fluid
- fine needle aspirates
- cerebrospinal fluid
- equine tracheal wash
- bronchial, alveolar, lavage.
### Learning outcome

The learner will:

3. Know how to test pathological specimens

### Assessment criteria

The learner can:

3.1 explain how to use commercial test kits effectively

3.2 demonstrate how to carry out common test techniques, to include:

- Microscopy
- Packed cell volume (PCV)
- Blood smear
- Test strips
- Use of analyser
- Use of refractometer (SG)

3.3 describe how to dispose of surplus pathological material and reagents safely

3.4 demonstrate accurate and effective reporting of test results.

### Use commercial test kits

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

Samples required

Using kit materials and recording results

### Common laboratory techniques

Packed cell volume

Blood smear

Tests using haematological and biochemical analysers

Use of test strips

Examination of urine sediment

Use of refractometer

Equine faecal analysis (accuracy and limitations of assessment methods)

Processing haematological samples and urine using centrifuge, microscope and refractometers

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

Reproductive swabbing in mares – methods and reasons

Referral of samples post abortion

### Dispose of surplus pathological material and reagents

Disposal of reagents, sharps, animal tissue

Legislative requirements

PPE

### Reporting of test results

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

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

**Learning outcome**
The learner will:
4. Know how to prepare specimens for transportation

**Assessment criteria**
The learner can:
4.1 explain the requirements for the safe transport of specimens; to include packaging and labeling
4.2 describe how to store specimens safely and effectively prior to dispatch.

**Safe transport of specimens**
Maintaining asepsis in collection of samples
Infection control
Temperature control
Fixing/preservation of samples
Labelling of samples in appropriate containers, forms including tissue sampling
Effective handling, packaging techniques and despatch to external laboratories according to regulations

**Store specimens**
Refrigeration, segregation of pathological samples
Sample deterioration, prevention.
Unit 309  Veterinary nursing support for laboratory diagnostics

Supporting information

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

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Assessment
This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:
2.3, 3.2, 3.4
Unit 310  Supporting veterinary operating theatre practice

UAN: H/601/7287
Level: 3
Credit value: 10
GLH: 40

Relationship to NOS: This unit relates to Veterinary Nursing NOS units: RVN21, RVN22, RVN23, RVN24 and the RCVS Day 1 Competences for Veterinary Nursing

Endorsement by a sector or regulatory body: This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Aim: This unit facilitates an understanding of veterinary operating theatre practice for veterinary nurses.

It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.

Assessment E-volve test, portfolio (Nursing Progress Log)

Learning outcome
The learner will:
1. Understand the principles of operating theatre design and use

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

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

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

**Principles of planning an operating list**
Preferred order of priority for sterile, aseptic, and dirty procedures
Importance of priority to include
Clean, clean contaminated, contaminated, dirty.

**Learning outcome**
The learner will:
2. Be able to dress and behave appropriately in an operating theatre

**Assessment criteria**
The learner can:
2.1 **behave appropriately in an operating theatre**, to include:
   - Communication
   - Movement
   - Personal hygiene
   - Safety of self and others
2.2 **demonstrate effective hand-hygiene**, to include hand-washing, use of antiseptic gels and surgical “scrubbing”
2.3 **prepare and wear operating theatre clothing**, to include:
   - “Scrubs” and footwear
   - Caps and masks
   - Sterile gowns
   - Sterile gloves.

**Behave in an operating theatre**
Behaviour protocol in theatres:
Movement and posture in relation to sterile fields and scrubbed personnel
Movement of prepared patients
Designated roles and responsibilities of theatre staff, handling of equipment and patients, maintenance of sterile field
Essential verbal communication: avoiding droplet aerosol, use of masks
Personal hygiene to include: general cleanliness, no jewellery, nail varnish, piercings
Safety to include; Legislation, use of PPE, record keeping methods

**Effective hand-hygiene**
Types of skin disinfectants
Scrubbing brushes and towels: use, disposables
Washing technique (“scrubbing”) to include method
Gloving techniques (open and closed methods)

**Operating theatre clothing**
Use of scrubs: special set for operating theatre use, cleanliness of underclothing
Footwear: non-slip, safety, anti-static, maintaining cleanliness
Types of gown (back and side tie, disposables versus cloth, effective use)
Types of glove
Movement and posture when “scrubbed” to limit contact with non-sterile fields and potential contamination.

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<tr>
<td>The learner will:</td>
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<tr>
<td>3. Understand the use of operating theatre furniture and equipment</td>
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<tbody>
<tr>
<td>The learner can:</td>
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<tr>
<td>3.1 distinguish between essential, non-essential and inappropriate furnishings and equipment within the theatre environment</td>
</tr>
<tr>
<td>3.2 explain the safe use and care for key operating theatre equipment, to include:</td>
</tr>
<tr>
<td>• Lighting</td>
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<tr>
<td>• Adjustable table and positioning aids</td>
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<tr>
<td>• Diathermy</td>
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<tr>
<td>• Suction</td>
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<tr>
<td>• Tourniquets</td>
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<tr>
<td>3.3 explain the safe use of patient transport systems, to include hoists.</td>
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</tbody>
</table>

Essential, non-essential and inappropriate furnishings and equipment

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

Use and care for key operating theatre equipment

- Adjustable tables
- Theatre trolley
- Wall mounted clock
- Light sources
- Heat pads
- Diathermy Suction
- Scope racks
- Anaesthetic machine and scavenging system
- Cryosurgery equipment
- Control boxes and foot pedals
- Drip stand

Patient transport systems

- Winches, hoists and transfer equipment including stretchers and trolleys
- Safe transfer of patients to and from tables and recovery areas using mechanical aids.
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<td>4. Understand the principles of instrument care and sterilisation</td>
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<table>
<thead>
<tr>
<th>Assessment criteria</th>
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<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>4.1 describe the <strong>construction and care of common groups of instruments</strong>, to include:</td>
</tr>
<tr>
<td>- Materials used</td>
</tr>
<tr>
<td>- Care and storage requirements</td>
</tr>
<tr>
<td>- Identifying damage</td>
</tr>
<tr>
<td>- Safe handling</td>
</tr>
<tr>
<td>4.2 demonstrate how to <strong>clean instruments effectively</strong>, to include:</td>
</tr>
<tr>
<td>- Hand-cleaning</td>
</tr>
<tr>
<td>- Ultrasonic cleaning</td>
</tr>
<tr>
<td>4.3 demonstrate how to <strong>pack items for sterilisation</strong>, to include:</td>
</tr>
<tr>
<td>- Single instruments</td>
</tr>
<tr>
<td>- Instrument sets</td>
</tr>
<tr>
<td>- Drapes and gowns.</td>
</tr>
</tbody>
</table>

**Construction and care of common groups of instruments**

Care of hinges, working surfaces, materials used for construction to include maintenance and storage
Protection of bladed, sharp, toothed, delicate instruments
Commonly used types of: towel clips, scalpel holders and blades, dissecting forceps, scissors, artery forceps, retractors, speculums, bowel clamps, needle holders, luxators
Orthopaedic instrumentation
Ophthalmic instrumentation
Dental instrumentation
Care of tungsten-tipped instruments
Powered and specialist instrumentation to include: dental equipment, orthopaedic drills
Safe removal and handling of mounted blades and needles

**Clean instruments effectively**

Procedures for cleaning and maintenance
Cleaning solutions and methods
Hand cleaning
Ultrasonic cleaners
Delicate items
Checking function
Lubrication, sharpening and safe storage
Health and safety considerations

**Pack items for sterilisation**

Materials used for drapes and gowns:
Anti bacterial fabrics
Importance of breathability and water impermeability
Folding and packing techniques
Instrument and drape wrapping and packing techniques
Labelling
Sterilisation methods, checks and monitoring.

**Learning outcome**

The learner will:

5. Be able to assist the operating surgeon as a circulating nurse

**Assessment criteria**

The learner can:

5.1 **Prepare an animal in the operating theatre**, to include positioning and final skin preparation
5.2 Demonstrate how to assist a surgeon to don sterile clothing and gloves
5.3 **Open and pass sterile materials correctly**, to include:
   - Handing to a scrubbed operator
   - Onto a sterile field
5.4 Demonstrate the application of sterile wound dressings and bandages.

---

**Prepare an animal in the operating theatre**
Cardiorespiratory factors, monitoring methods, equipment, records including establishment of base line parameters
Risk of emesis (equine only: reflux), suction equipment, reduction of risk
Skin care (pressure and thermal issues associated with surgical skin preparation)
Dehiscence of corneal epithelium and exposed mucosae to include corneal lubrication
Type of procedure to include preparation of equipment
Use of ties and cradles, sandbags and foam wedges
Table extensions and attachments
Esmarch bandage and tourniquet (distal limb surgery) to include contraindications and restrictions for use
Purse string sutures (perineal surgery)

**Assist a surgeon to don sterile clothing and gloves**
Handling checking and opening sterile packs
Gowning technique
Open, plunged and closed gloving techniques

**Open and pass sterile materials correctly**
Avoidance of: leaning over sterile fields, dust aerosol from torn packs, sliding pack contents over unsterile edges.
Handing materials and equipment to scrubbed operator
Maintaining sterile field.
<table>
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<th><strong>Learning outcome</strong></th>
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<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>6. Understand the management of instruments and materials during a surgical procedure</td>
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<tr>
<td>The learner can:</td>
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<tr>
<td>6.1 identify commonly used <strong>instruments</strong> and explain their <strong>use</strong>, to include:</td>
</tr>
<tr>
<td>- General surgical</td>
</tr>
<tr>
<td>- Dental</td>
</tr>
<tr>
<td>- Orthopaedic</td>
</tr>
<tr>
<td>6.2 identify <strong>types of wound closure material</strong> and explain their properties and use, to include:</td>
</tr>
<tr>
<td>- Sutures</td>
</tr>
<tr>
<td>- Staples</td>
</tr>
<tr>
<td>- Glue</td>
</tr>
<tr>
<td>6.3 explain the <strong>use of instrument trolleys and Mayo tables</strong>, to include layout of instruments</td>
</tr>
<tr>
<td>6.4 demonstrate <strong>safe techniques for handling and passing instruments</strong>, to include:</td>
</tr>
<tr>
<td>- Passing bladed items</td>
</tr>
<tr>
<td>- Mounting needles</td>
</tr>
<tr>
<td>- Demounting blades</td>
</tr>
<tr>
<td>6.5 explain how to keep track of instruments and swabs, to include timing and recording of instrument and swab counts</td>
</tr>
<tr>
<td>6.6 describe the safe disposal of hazardous materials, to include:</td>
</tr>
<tr>
<td>- Sharps</td>
</tr>
<tr>
<td>- Swabs</td>
</tr>
<tr>
<td>- Suction bottle contents</td>
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<tr>
<td>- Tissue.</td>
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</table>

**Instruments and use**
Methodical layout, keeping track of instruments and swabs
Use of different instruments during identified general surgical, routine procedures eg towel clips, scalpel and blade holders, needle holders, artery forceps, dissecting forceps, tissue forceps, scissors
Additional specialist equipment
Dental equipment including luxators
Anticipating needs of surgeon according to stage of procedure and layout of equipment
Assisting with tissue handling and retraction
Insertion of wound drainage systems to include active and passive drains

**Types of wound closure material**
Advantages and disadvantages of each
Absorbables
Non-absorbables
Synthetic and natural materials
Mono and polyfilaments
Specific contra indications for suture materials
Types of suture needles, appropriate use, advantages and disadvantages, swaged and unswaged
Basic suture patterns to include: simple, continuous, interrupted, mattress, cruciate, Ford interlocking, purse string, subcutaneous and the indications for their use
Alternative suture materials and methods to include: glue, staples, adhesive tape/butterfly strips

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

**Safe techniques for handling and passing instruments**
Method of passing surgical instruments
Management of needles and blades

**Safe disposal of hazardous materials**
Sharps (eg blades, needles, vials)
Swabs
Suction bottle contents
Tissue (including body parts and cadavers).

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>7. Understand the principles of patient care during surgery</td>
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<tbody>
<tr>
<td>7.1 summarise observations to be made of an animal during surgery, to include:</td>
</tr>
<tr>
<td>• Urine output</td>
</tr>
<tr>
<td>• Blood loss</td>
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<tr>
<td>• Tourniquets</td>
</tr>
<tr>
<td>7.2 explain routine care requirements of an anaesthetised animal, to include:</td>
</tr>
<tr>
<td>• Maintaining temperature</td>
</tr>
<tr>
<td>• Prevention of pressure necrosis</td>
</tr>
<tr>
<td>• Avoidance of joint strain and limb swelling</td>
</tr>
<tr>
<td>• Prevention of corneal ulcers.</td>
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</table>

**Observations to be made of an animal during surgery**
Include coordination with anesthetic monitoring observations including record keeping
Monitoring of gross drainage and collection of fluids during procedures
Use of tourniquets to include contraindications and restrictions for use
Routine care requirements of an anaesthetised animal
Nursing measures to achieve the above for a range of species to include:
Monitoring and maintaining vital signs
Maintaining temperature
Prevention of pressure necrosis
Avoidance of joint strain and limb swelling
Prevention of corneal ulcers
Removal of purse strings, monitoring aids and temporary intubations.
Unit 310  
Supporting veterinary operating theatre practice

Supporting information

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

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

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

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

Assessment
This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:
2.1, 2.2, 2.3, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.4
Unit 311  Understanding the essentials of veterinary nursing care for hospitalised animals

UAN: T/601/7178
Level: 3
Credit value: 10
GLH: 40
Relationship to NOS: This unit relates to Veterinary Nursing NOS units: RVN6, RVN7, RVN9, RVN10 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body: This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim: This unit facilitates an understanding of the essentials of nursing sick animals within a veterinary environment.

It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.

Assessment E-volve test, portfolio (Nursing Progress Log)

Learning outcome
The learner will:
1. Understand the principles of a systematic approach to the provision of nursing care

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

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

**Nursing Process**
Introduction to the Nursing Process:
Elements of a care plan (assessment, planning, delivery, evaluation)
Introduction to simple frameworks for care planning (Roper, Logan & Tierney or Orem)

**Models of nursing**
Compare in relation to nursing situation, suitability for veterinary nursing
Advantages of a systematic framework of care

**Reflective approach to support nursing problem solving**
Process of reflection
Value of reflection in learning, improving practice
Using a reflective model eg Gibbs
Reflective diaries, commentary.

**Learning outcome**
The learner will:
2. Understand how to assess the condition of patients

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

**Nursing model is used to inform patient assessment**
Subjective, Objective, Assessment, Planning, Implementation, Evaluation, Reassessment (SOAP/IER) model of assessment
In-patient assessment, using a logical sequence and methodology
Holistic approach

**Actual and potential nursing problems**
Clinical assessment based on examination and observation
Identifying actual and potential nursing problems
Planning to prevent problems eg decubitus ulcers and other potential nursing considerations

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

**Record and monitor vital signs**
Normal parameters of the vital signs - dog, cat, rabbit, horse
Techniques for measuring vital signs eg correct use and placement of thermometers and other monitoring equipment
Collection of relevant data and recording using graphical methods and charts in a logical and sequential way
Reasons for abnormalities and variations in vital sign parameters
Descriptive and functional terms associated with pulse, respiration and body temperature and other vital signs
Locations of pulse points, use of and maintenance of stethoscope, measuring blood pressure
Normal appearance of mucous membranes, normal CRT.

**Learning outcome**
The learner will:
3. Be able to follow a care plan to deliver nursing care

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

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

**Clinical and behavioural indicators of a change in condition**
Effects of stress and pain on in-patient condition, temperament and demeanour
Recognition of pain, distress and deterioration
Management strategies to include reduction of stress, encourage normal behaviour and promote recovery

**Patients and nursing activities**
Making relevant and accurate reports
Recognising significant factors and changes in condition of patient.
Learning outcome
The learner will:
4. Understand the use of different types of accommodation for hospitalised animals

Assessment criteria
The learner can:
4.1 explain the requirements of hospital accommodation for small animals and horses, to include:
   - Layout and access to facilities
   - Size, design and construction materials
   - Maintaining temperature and ventilation
   - Isolation
   - Bedding and substrates
4.2 summarise safety considerations in relation to the use of accommodation and associated equipment, to include design, state of repair, fitness for purpose.

Requirements of hospital accommodation
Ward layout and access to facilities to include essential fixtures and fittings
Accommodation size, including minimum for species, design and maintenance, ease of cleaning and monitoring of patients condition
Construction materials to include: siting, insulation, noise levels and their properties
Maintaining environmental conditions and provision of additional heat
Isolation accommodation to include location, layout, provision of equipment, cleaning, maintaining, purpose
Barrier nursing
Substrates and bedding materials: uses and disposal appropriate for the species and life stage

Safety considerations in relation to the use of accommodation and associated equipment
Safe use of accommodation and equipment
Maintenance protocols
Reporting and managing unsafe accommodation and equipment
Appropriate accommodation for requirements of animal and personnel.

Learning outcome
The learner will:
5. Understand the nursing care and management of patients taking into account species, life-stage and temperament

Assessment criteria
The learner can:
5.1 explain the care needs of patients in relation to commonly encountered diseases and traumatic conditions, to include:
   - Recumbency
   - Post-surgical care
   - Trauma
5.2 outline principles of species-specific nursing, mentioning cats, dogs, exotics and horses, to include medical and surgical nursing needs.

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

Containment and physical therapies to include:
- Passive joint movement
- Hydrotherapy
- Physiotherapy
- Massage

Complimentary therapies in line with species and patient requirements

Recognition of normal and abnormal excretions/secretions and their implications:
- Urine and faeces
- Ophthalmic, nasal, aural, reproductive and oral secretions
- Vomiting and reflux
- Regurgitation (fluids/solids)

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

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

Physiological effects of recumbency and hospitalisation and measures to reduce effects

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

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

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

Identify purposes and types of bandage – dressing retention, pressure, support, presage, primary, secondary, tertiary.
Learning outcome
The learner will:
6. Know how to administer medications

Assessment criteria
The learner can:
6.1 explain techniques for administering medicines to include:
- Oral
- Rectal
- Topical
- Parenteral
- Sites commonly used for injection
- Care of intravenous cannulae

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

Techniques for administering medicines
Methods and routes of administration to a range of small animal species and horses to include advantages and disadvantages of each method and health and safety considerations
Principles, precautions and limitations of administering oral, topical, and rectal medication
Parenteral to include: principles, precautions and limitations of administering medication by subcutaneous, intramuscular and intravenous injection to include asepsis

Handling and restraint methods and equipment as per species
Techniques for administration of medicines
Commonly used injection sites, in dogs, cats, exotic species (rabbit, rodent, bird and reptile) and horses
Care of indwelling cannulas/catheters to include checking patency and site care
Requirements for nursing observation following administration of medication to include recording, reporting and monitoring
Species specific and life stage

Requirements for the safe disposal of used equipment and surplus medication
Basic disposal of unused medicines/broached vials and equipment/materials Disposal of equipment used for administration of medications to include oral, topical and injections.
Legislation to include COSHH
Hazardous Waste (England and Wales) regulations
Handling PPE including cytotoxic medications.
Unit 311  Understanding the essentials of veterinary nursing care for hospitalised animals

Supporting information

Evidence requirements
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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
This unit is assessed by an online multiple choice test.

The Nursing Progress Log (NPL) also covers the following assessment criteria:
2.3, 3.1, 3.2, 3.3
Unit 312  Principles of supporting veterinary anaesthesia

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

Learning outcome
The learner will:
1. Understand the principles of anaesthesia

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

Methods of anaesthesia
Types of anaesthesia/analgesia:
- General
- Epidural
- Regional
- Local
- Topical
Advantages and disadvantages
Onset and duration of action of commonly used local anaesthetic solutions
Local anaesthetic techniques, to include peri-neural and intra-articular anaesthesia
Sedative drugs/drug combinations available to facilitate the performance of radiography, standing surgical procedures
Use of continuous infusion sedation in equine practice

**Anaesthetic terminology**
- Dead space (equipment and physiological)
- Tidal volume and minute volume

**Physiology of anaesthesia**
Physiology of sedation and general anaesthesia, “triad of anaesthesia”
Exchange of gases in the lung and principles of tissue respiration
Effect of anaesthetic agents on the autonomic nervous system especially renal and hepatic perfusion and function

**Concept of balanced anaesthesia**
“triad of anaesthesia”

**Fresh gas flow rate**
Calculation formulae
Use of calculators and pre-prepared charts
Gross error checks
Significance of circuit factors.

### Learning outcome
The learner will:
2. Know the function of anaesthetic drugs

### Assessment criteria
The learner can:
2.1 summarise the function of key groups of anaesthetic drugs, to include:
- Intravenous and gaseous anaesthetics
- Intramuscular anaesthetics
- Sedatives
- Analgesics
- Muscle relaxants
and give examples in each group.

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

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<td>3. Understand the function of anaesthetic equipment</td>
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<td>3.1 explain the <strong>function and maintenance</strong> of key parts of an anaesthetic machine</td>
</tr>
<tr>
<td>3.2 identify, and summarise the use of, <strong>anaesthetic breathing systems</strong>, to include:</td>
</tr>
<tr>
<td>• Re-breathing</td>
</tr>
<tr>
<td>• Non re-breathing</td>
</tr>
<tr>
<td>3.3 summarise <strong>types of endotracheal tube</strong> and describe their use and maintenance</td>
</tr>
<tr>
<td>3.4 explain the <strong>safety checks to be made of anaesthetic equipment</strong>, to include:</td>
</tr>
<tr>
<td>• Endotracheal tubes</td>
</tr>
<tr>
<td>• Breathing systems</td>
</tr>
<tr>
<td>• Anaesthetic machines</td>
</tr>
<tr>
<td>• Pollution control systems</td>
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<tr>
<td>• Ventilator</td>
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<tr>
<td>3.5 explain the <strong>use of monitoring equipment</strong>, to include:</td>
</tr>
<tr>
<td>• Capnograph</td>
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<td>• Pulse oximeter</td>
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<tr>
<td>• Electro-cardiograph</td>
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**Function and maintenance**
Use and maintenance of equipment for the administration of inhalation anaesthetic agents including:
Identification of key parts of an anaesthetic machine: Gas supply (oxygen and nitrous oxide), pressure gauge, flow-meters, vaporiser, emergency flush, pin index system and alarm systems
Oxygen and gas delivery systems: piped, cylinders

**Anaesthetic breathing systems**
Advantages and disadvantages of non re-breathing systems: Gas flow in Lack, Bain, T-piece, Humphrey ADE circuits
Advantages and disadvantages of re-breathing systems
Gas flow in a Circle circuit
Use of circuit types in small animal and equine practice
The advantages and disadvantages of Intermittent Positive Pressure Ventilation (IPPV) and its practical use

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

Safety checks to be made of anaesthetic equipment
Tube patency and integrity
Circuits intact and not leaking, APL valve works and open
Machine: oxygen flush working, gas supply connected and sufficient, vaporiser filled
Scavenging – weigh absorber, system connected and working

Use of monitoring equipment
Indications for use, effective use of equipment.

Learning outcome
The learner will:
4. Understand anaesthetic preparation and induction

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

Preparation of a animal for general anaesthesia
Checking admission information and procedures carried out
Principles of pre-medication and drugs in common use
General anaesthetic risks associated with special cases:
   - Toxic patients
- Limb fractures
- Existing conditions
- Age of Patient
- Obesity
- Caesarean section
- Myopathy (equine)

American Association of Anaesthesiologists anaesthetic risk score

Species-related risks
Small animal:
- Ruptured diaphragm
- Gastric Dilatation and Volvulus (GDV)

Equine:
- Colic and the management of such cases to minimise complications

**Materials and equipment needed**
**Types and use**

**Support of the anaesthetist during anaesthetic induction**
- Patient restraint
- Raising veins
- Intravenous catheter types and the principles of catheter placement, fixing cannulae
- Use and preparation of endotracheal tube, anaesthetic machine and circuit
- Adjusting gas flow, volatile agent
- Securing intravenous lines, indwelling urinary catheters etc
- To include ability to respond to anaesthetic emergency

**Principles of effective intubation**
- Correct size of tube
- Use of laryngoscope
- Identification of epiglottis
- Avoidance of laryngeal spasm
- Correct inflation of cuff
- Risks and complications.
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<td>The learner will:</td>
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<tr>
<td>5. Understand the principles of monitoring an anaesthetised animal</td>
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</tr>
<tr>
<td>5.1 explain the <strong>observations to be made of an anaesthetised animal</strong>, and how these should be recorded, to include:</td>
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<tr>
<td>• Temperature, pulse, respiration</td>
</tr>
<tr>
<td>• Level of consciousness</td>
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<tr>
<td>5.2 describe the <strong>observations to be made of equipment</strong> during an anaesthetic, to include:</td>
</tr>
<tr>
<td>• Gases and volatile agents</td>
</tr>
<tr>
<td>• Circuits and tube</td>
</tr>
<tr>
<td>• Monitoring equipment</td>
</tr>
<tr>
<td>5.3 explain the <strong>positioning and monitoring of a patient during anaesthetic</strong> recovery, to include extubation</td>
</tr>
<tr>
<td>5.4 summarise <strong>observations to be reported to the veterinary surgeon during anaesthetic</strong> and recovery monitoring.</td>
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<table>
<thead>
<tr>
<th>Observations to be made of an anaesthetised animal</th>
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<tbody>
<tr>
<td>Frequency of observations</td>
</tr>
<tr>
<td>Eye position, muscle tone, reflexes</td>
</tr>
<tr>
<td>Pulse oximetry</td>
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<tr>
<td>Electrocardiogram</td>
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<tr>
<td>Blood pressure monitoring</td>
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<tr>
<td>Capnography</td>
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<tr>
<td>Blood gas monitoring</td>
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<tr>
<td>Reporting of significant changes</td>
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<tr>
<td>Maintaining anaesthetic record</td>
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<thead>
<tr>
<th>Observations to be made of equipment</th>
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<tbody>
<tr>
<td>Power supply, connections</td>
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<tr>
<td>Supply of gases and volatile agents</td>
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<tr>
<td>Correlation of equipment read-outs with condition of patient</td>
</tr>
<tr>
<td>Routine servicing and calibration of equipment</td>
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<table>
<thead>
<tr>
<th>Positioning and monitoring of a patient during anaesthetic</th>
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<tr>
<td>Recognising when to extubate</td>
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<tr>
<td>Laryngeal spasm</td>
</tr>
<tr>
<td>Effects of patient positioning on respiratory and cardiovascular function</td>
</tr>
<tr>
<td>Use of positioning aids to avoid complications</td>
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<thead>
<tr>
<th>Observations to be reported to the veterinary surgeon during anaesthetic</th>
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<tr>
<td>Key observations and changes.</td>
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<td>Learning outcome</td>
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<tr>
<td>The learner will:</td>
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<tr>
<td>6. Know how to recognise and respond to anaesthetic emergencies</td>
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<thead>
<tr>
<th>Assessment criteria</th>
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<tr>
<td>The learner can:</td>
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<tr>
<td>6.1 explain how to recognise respiratory and cardiac arrest</td>
</tr>
<tr>
<td>6.2 explain the management of resuscitation, to include airway management, CPR, drugs</td>
</tr>
<tr>
<td>6.3 describe how to recognise and manage equipment failure, to include power failure.</td>
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<table>
<thead>
<tr>
<th>Recognise respiratory and cardiac arrest</th>
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<tbody>
<tr>
<td>Identify clinical signs associated with:</td>
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<tr>
<td>Respiratory obstruction</td>
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<tr>
<td>Respiratory arrest</td>
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<tr>
<td>Cardiac arrest</td>
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<table>
<thead>
<tr>
<th>Management of resuscitation</th>
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<tbody>
<tr>
<td>Contents of and use of anaesthetic emergency box to include drugs, consumables and equipment</td>
</tr>
<tr>
<td>Drugs in resuscitation</td>
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<tr>
<td>Cardio-pulmonary resuscitation</td>
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<tr>
<td>Recognition of effective resuscitation</td>
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<table>
<thead>
<tr>
<th>Recognise and manage equipment failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency lighting, manual ventilation, management of surgical procedure, use of generators.</td>
</tr>
</tbody>
</table>
Unit 312  Principles of supporting veterinary anaesthesia

Supporting information

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

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

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

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

Assessment
This unit is assessed by an online multiple choice test.
Unit 313  Preparing for professional registration

UAN: M/601/7289
Level: 4
Credit value: 10
GLH: 35
Relationship to NOS: This unit relates to Veterinary Nursing NOS unit: RVN31 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body: This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim: This unit will assist student veterinary nurses nearing the point of qualification for the RCVS Register to understand and explore the concept of professional accountability and their duties as registered practitioners.

They will consider some of the moral and ethical conflicts that may be encountered in caring for animals and working with colleagues and learn to apply strategies for resolving such conflicts and/or how to seek appropriate expert help.

Assessment Centre devised case study, centre-devised assignment (independent (centre-based) examination)

Learning outcome
The learner will:
1. Know the legal framework for veterinary nursing practice

Assessment criteria
The learner can:
1.1 summarise the UK legal system, to include criminal and civil law, sources of law and mentioning key differences in Scotland
1.2 interpret the provisions of the Veterinary Surgeons Act, to include
   • Meaning of Schedule 3
   • Scope of veterinary nursing practice.

UK legal system
Criminal and civil law, Tort (Delict in Scotland)
Courts
Statute and common law, precedent
Provisions of the Veterinary Surgeons Act
Purpose of the Veterinary Surgeons Act
Treatment by non-veterinary surgeons: Schedule 3, exemption orders.

Learning outcome
The learner will:
2. Understand the accountability of veterinary nurses

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

Features of professional status
Education, accountability, public regard
History and status of veterinary nursing

Purpose and principles of professional regulation
Public interest, protection of the vulnerable
Examples of statutory and voluntary regulation
Meaning of professional self regulation
Independent regulation, government regulatory agencies

Functions of a professional regulatory body
Maintaining register
Standard-setting: education, standards of practice, CPD and re-validation
Compare other (non-veterinary) regulators eg General Dental Council, Nursing and Midwifery Council
Investigation of complaints, disciplinary sanctions

RCVS regulatory Bye-laws in relation to veterinary nurses
Education, registration, standards, regulation
List versus Register
Limitations of non-statutory regulation

RCVS Guide to Professional Conduct for veterinary nurses
Provisions of the Guide
Application to practical situations
Obtaining help and advice.
Learning outcome
The learner will:
3. Understand the application of ethical principles

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

Ethical schools of thought
Utilitarian costs and benefits versus moral rights and wrongs
Examples of major theorists eg Bentham, Kant
Recognising the basis of arguments
Individual character and conscience – limitations

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

Patient care issues
Practical debate using principles in 3.1 and real or supplied problems from veterinary practice
Resolving dilemmas
Where to go for help; representative organisations, Vet Helpline.

Learning outcome
The learner will:
4. Understand the principles of consent to veterinary treatment

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

Legal requirements for consent to treatment
Express and implied consent, written and verbal, mental competence, giving of information
Design of consent forms

Features of informed consent
Information giving versus understanding, how much understanding is sufficient

Potential barriers to informed consent
Time, training of staff, emergency situations, unethical practices.
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<thead>
<tr>
<th><strong>Learning outcome</strong></th>
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<tr>
<td>The learner will:</td>
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<tr>
<td>5. Understand Legal and ethical duties to clients, colleagues and animals</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>The learner can:</td>
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<tr>
<td>5.1 Explain the <strong>principle of Duty of Care</strong> in relation to clients, colleagues and animals, to include:</td>
</tr>
<tr>
<td>- Animal Welfare Act</td>
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<td>- Negligence</td>
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<tr>
<td>- Maintaining professional competence</td>
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<tr>
<td>- Personal scope of competence</td>
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<tr>
<td>5.2 critically analyse <strong>ethical issues surrounding the support of colleagues and clients</strong>, to include whistle-blowing.</td>
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</table>

**Principle of Duty of Care**
- Animal welfare act, statutory duties to animals
- Duty of care to clients and colleagues, Reasonableness Negligence, remedies in law
- Practising within own level of competence, resisting inappropriately delegated work
- Maintaining CPD
- Professional development from “beginner to expert”

**Ethical issues surrounding the support of colleagues and clients**
- Addressing problems, protocols for whistle-blowing, breaching confidentiality in the public interest, where to seek advice and help.
Evidence requirements
You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

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

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

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

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

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

The candidates must explore an ethical issue in depth. This must have been experienced by them in a veterinary practice. The issue could include:
• Consent to treatment
• Euthanasia of a healthy animal
• Delegation of acts of veterinary surgery
• Addressing unprofessional conduct.

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

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

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

This will be an open book exam (unannotated key texts may be brought in). The exam must last one hour, excluding reading time. Full invigilation procedures must be followed throughout. A score of 65% is required to pass.
A choice of at least **two** well-defined areas of focus should be provided a maximum of **four weeks** in advance of the examination to candidates in order for them to prepare in depth. Examination questions must be based on these areas and can include clinical scenarios for analysis and discussion.

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

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

*Learning outcome 3.1 may be assessed by either centre-devised assignment or centre-devised exam.*
Unit 314  Principles of peri-operative veterinary nursing support for small animals

UAN: T/601/7729
Level: 3
Credit value: 10
GLH: 40
Relationship to NOS: This unit relates to Veterinary Nursing NOS unit: RVN14 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body: This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Aim: This unit facilitates an understanding of peri-operative nursing care principles relating to small animals within a veterinary environment. It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.

Assessment Centre-devised assignment - case study series

Learning outcome
The learner will:
1. Understand how to prepare a patient for surgery

Assessment criteria
The learner can:
1.1 explain the information to be obtained from the animal's owner, to include starvation, normal routine, contact details
1.2 summarise the legal requirements for consent to a surgical procedure, to include fee estimate, explanation, signature
1.3 explain the principles of withholding food and fluids prior to anaesthesia
1.4 describe requirements for clipping and skin preparation, to include:
   • Care and use of clippers
   • Identification of site
   • First skin scrub
   • Foot bandage
Information to be obtained from the animal's owner
Reason for admission
Contact details, animal's normal routine, including feeding and exercise
Period of starvation
General condition, any change since last consultation
Consent
Contact point and time to call given to owner

Legal requirements for consent to a surgical procedure
Legal requirements for consent to treatment
Contrast with concept of informed consent

Principles of withholding food and fluids
Risk of regurgitation
Pulmonary acid aspiration syndrome
Varying period of withholding in special cases eg geriatric animals

Requirements for clipping and skin preparation
Aims of skin preparation, techniques and procedures:
Identification and marking of surgical site
Restraint and handling
Clippers
Skin disinfectants/antiseptics
Swabbing technique.

Learning outcome
The learner will:
2. Understand the requirements for immediate post-operative care

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

Requirements for handover from the operating theatre
Preparation of suitable recovery accommodation
Transition from anaesthetic recovery to ward
Handover observations eg airway, level of consciousness, vital signs, wound, drainage
Importance of communication and record keeping
**Post-operative observations**
Common post operative complications
Preventative measures
Nursing management

Immediate post-operative care:
Post-operative positioning and its influence on circulation and breathing
Pain monitoring
Monitoring – vital signs, wound, casts

**Physiology, recognition and management of post-operative shock**
Types of shock – cardiogenic, hypovolaemic, distributive
Physiology of hypovolaemic shock, compensatory mechanisms
Signs of shock
Arrest of haemorrhage
Fluid replacement
Complications

**Post-operative fluid balance is maintained**
Reasons for perioperative altered fluid balance
Calculation formulae
Gravity feed infusions and infusion pumps
Venous spasm, dealing safely with stopped infusion
Recognising extravasation

**Principles of effective post-operative pain management**
Analgesics commonly used peri and intra-operatively
Monitoring effective pain relief (physiological signs of pain)
Epidural analgesia, local/regional blocks.

**Learning outcome**
The learner will:
3. Understand nursing requirements of the convalescent patient

**Assessment criteria**
The learner can:
3.1 explain core nursing requirements during post-operative convalescence, to include:
- fluid and nutrition
- elimination
- mobility, exercise
- pain relief, alleviation of stress
- wound management
3.2 describe the principles of surgical wound care, to include:
- appearance of haematoma, infection
- drains
- dressing and bandaging
- removal of drains, closures
- preventing interference
**Core nursing requirements during post-operative convalescence**
Evaluation of the above, taking into account species, specific condition, age and general fitness

**Principles of surgical wound care**
Haematoma and bruising
Differentiation of normal inflammation and infection
Purpose, types and management of wound drainage
Dressing types and their application, to include major groups of interactive dressings
Aseptic dressing technique
Purposes of bandaging (dressing retention/pressure/support) and techniques
Casting materials and application/removal of casts
Suture removal – principles for different suture types, staples
Use of Elizabethan collars etc.

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<tr>
<th>Learning outcome</th>
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<tbody>
<tr>
<td>The learner will:</td>
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<tr>
<td>4. Know species-specific nursing requirements for patients before and following specific procedures</td>
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<thead>
<tr>
<th>Assessment criteria</th>
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<tbody>
<tr>
<td>The learner can:</td>
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<tr>
<td>4.1 summarise the <strong>species-specific peri-operative nursing requirements of patients</strong>, mentioning cats, dogs and exotics, to include:</td>
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<tr>
<td>• minor surgery</td>
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<td>• abdominal procedures</td>
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<td>• orthopaedic procedures.</td>
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**Species-specific peri-operative nursing requirements of patients**
Include specific nursing requirements of range of common minor and major procedures seen in general veterinary practice
Special requirements for nursing following spinal, ophthalmic and thoracic procedures.
### Learning outcome

The learner will:

5. Understand how to facilitate home convalescence

### Assessment criteria

The learner can:

<table>
<thead>
<tr>
<th>Number</th>
<th>Task Description</th>
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<tbody>
<tr>
<td>5.1</td>
<td>Analyse the factors to consider when planning for discharge, to include condition of the patient and home circumstances</td>
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<tr>
<td>5.2</td>
<td>Explain the core requirements for a home care plan</td>
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<tr>
<td>5.3</td>
<td>Analyse the requirements for effective discharge handover to an owner</td>
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### Factors to consider when planning for discharge

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

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

- Changes to their daily routine
- Adaptations to the home environment
- The administration of simple physiotherapy techniques
- The observation and recording of clinical signs
- The administration of drugs

### Core requirements for a home care plan

- Activity and exercise
- Feeding
- Elimination
- Care of wounds, bandages, collars
- Administration of medication
- Recognising complications
- Seeking assistance and advice
- Incorporation of the results of diagnostic tests, and their implications, into the design of nursing care plans

### Requirements for effective discharge handover to an owner

Importance of assessing needs of owner before providing care plan:

- Understanding and engagement
- Ability to provide care, suitable home environment
- Economic situation
- Effective communication
Supporting information

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

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

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

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

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

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

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

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

For full details and a template assignment, please see the Assessment Pack.
## Unit 315 Principles of veterinary nursing support for small animal patients

<table>
<thead>
<tr>
<th>UAN:</th>
<th>T/601/7732</th>
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<tr>
<td>Level:</td>
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<td>Credit value:</td>
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<td>GLH:</td>
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**Relationship to NOS:** This unit relates to Veterinary Nursing NOS unit: RVN15 and the RCVS Day 1 Competences for Veterinary Nursing

**Endorsement by a sector or regulatory body:** This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

**Aim:**
This unit facilitates an understanding of the complex nursing of sick small animals within a veterinary environment. It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.

**Assessment**
Centre-devised Assignment – Case study series, centre-devised assignment – independent (centre-based) examination

### Learning outcome

The learner will:
1. Understand how pathology affects the normal function of an animal

### Assessment criteria

The learner can:
1.1 **describe the pathology of a range of commonly encountered medical disorders**, to include:
   - Circulatory disorders
   - Respiratory disorders
   - Urinary tract disorders
   - Endocrine disorders
   - Neurological disorders
   - Alimentary tract disorders
   - Reproductive tract disorders
   - Musculoskeletal disorders
   - Disorders of the sense organs
1.2 explain the effects of pathophysiological states and common pathologies on the normal function of an animal, to include:

- Sensory impairment
- Behaviour
- Reduced mobility
- Impaired nutrition
- Metabolic disturbance

1.3 recognise the significance of abnormal diagnostic test results and the impact of these on nursing requirements.

Pathology of a range of commonly encountered medical disorders
To include degenerative, infective and neoplastic conditions commonly encountered in general practice
Presentation, diagnosis and veterinary treatment

Effects of pathophysiological states and common pathologies on the normal function
Links to outcome 1.1. Identification of the potential nursing requirements of animals with medical disorders
Taking into account life-stage and general condition

Significance of abnormal diagnostic test results
Normal parameters, abnormalities

Diagnostic tests to include:
- Body fluids
- Blood tests
- Urine tests
- Trans-cellular fluid (cerebrospinal fluid and synovial fluid).

Learning outcome
The learner will:
2. Understand how to plan and deliver care for animals with a range of commonly encountered conditions

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

Models and frameworks of nursing
Suitability of established “human” nursing models to the veterinary situation
Interpretation and adaptation of models
Including psychological and social factors in care planning
Models or frameworks to assess animals
Care planning for patients with a range of commonly encountered conditions taking into account the influence of environmental, physical and psychological factors:
- Circulatory disorders
- Respiratory disorders
- Urinary tract disorders
- Endocrine disorders
- Neurological disorders
- Alimentary tract disorders
- Reproductive tract disorders
- Muscular-skeletal disorders
- Disorders of the sense organs
- Application of nursing techniques:
  - Assisted feeding, tube feeding
  - Parenteral feeding
  - Urinary catheter management and care
  - Enemata
  - Fluid therapy and intravenous catheter care
  - Drug therapy, including the administration of cytotoxic treatment
  - Physiotherapy
  - Complementary therapies

Evidence base to care planning and delivery
Sources of information to support nursing practice
Evidence-based versus tradition/common practice
Reading and evaluating literature
Critical analysis.

Learning outcome
The learner will:
3. Understand the principles of wound healing and care

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

Process of wound healing
Physiology of healing
1st intention, 2nd intention, delayed primary suture
Recognising stages of healing
Granulation tissue
Nutrition and wound healing
**Principles of management for chronic wounds**
Factors that delay healing, effects of moisture, temperature
Debridement – chemical and surgical
Use of cleansing solutions, effect on healing
Recognising colonisation and infection
Indications for antibiotic therapy
Use of interactive dressings

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

**Learning outcome**
The learner will:
4. Understand the principles of isolation nursing

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

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

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

**Required conduct of staff**
Planning of patient contact – avoiding unnecessary entry to isolation facility
Correct use of PPE, methodical hand hygiene
Consideration of fomites – equipment, staff items (pens, notebooks) patient toys, bedding
Access by essential staff, avoiding unnecessary traffic/contact
Educating lay staff and owner.

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<tr>
<td>The learner will:</td>
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<tr>
<td>5. Understand how to facilitate effective home and follow-up care for animals with long-term illness</td>
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<tr>
<td>The learner can:</td>
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<tr>
<td>5.1 explain the importance of <strong>client concordance in the home management of a patient</strong> and identify factors that may inhibit this</td>
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<tr>
<td>5.2 evaluate <strong>strategies for maintaining and improving client concordance with home care plans</strong></td>
</tr>
<tr>
<td>5.3 explain the <strong>value of nursing follow-up clinics</strong> in support of chronic animal health problems, to include:</td>
</tr>
<tr>
<td>• Role of the veterinary team in long term care</td>
</tr>
<tr>
<td>• Requirements for an effective nursing clinic</td>
</tr>
<tr>
<td>• Role and remit of the veterinary nurse in consultations.</td>
</tr>
</tbody>
</table>

**Client concordance in the home management of a patient**
Importance of assessing needs of owner before providing home care plan:
Understanding of illness and engagement with treatment aims
Expectations in relation to terminal illness eg malignancy, old age
Ability to provide care, suitable home environment
Economic situation
Effective communication

**Strategies for maintaining and improving client concordance with home care plans**
Frequency of follow-up
Points of contact; named nurse or vet
Nursing clinics
Achievable goals, compromises

**Value of nursing follow-up clinics**
Improving client concordance, providing client support, improving quality of life
Clinic aims, costing and budget, parameters
Consultation protocols, clear guidance for veterinary referral.
## Learning outcome

The learner will:

6. Understand how to support a client through grief and loss

## Assessment criteria

The learner can:

6.1 explain the **psychological processes of loss and grieving** and summarise how these may impact on communication with a client

6.2 evaluate the **nurse’s role in breaking bad news to clients**

6.3 explain how **sensitive euthanasia can be accomplished** within a busy veterinary practice

6.4 evaluate **services available to assist clients** to cope with loss.

### Psychological processes of loss and grieving

Grieving process, stages of grieving, anger as a natural reaction to loss

### Nurse’s role in breaking bad news to clients

Relationship with client, time, training

Ongoing support – bereavement counselling

### Sensitive euthanasia can be accomplished

Preparing clients, timing of appointment, special entrance and exit for clients, layout of consulting room, handling of animal, support of clients

Unexpected euthanasia – breaking bad news

Dealing with cadaver, billing for euthanasia

### Services available to assist clients

Pet bereavement counselling

Pet crematoria.
Unit 315  Principles of veterinary nursing support for small animal patients

Supporting information

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

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

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

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

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

The assignment covers the following assessment criteria:
2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 6.1*, 6.2*, 6.3*, 6.4*

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

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

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

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

The exam covers the following assessment criteria:
1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 6.1*, 6.2*, 6.3*, 6.4*
The time allowed for this exam is **90 minutes**, excluding reading time. This is a closed-book exam: no key texts are permitted in the exam room. Invigilation procedures must be followed throughout. A score of 65% is required to pass.

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

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

*Learning outcome 6 may be assessed by either centre-devised assignment or centre-devised exam
Unit 316  Principles of small animal veterinary nursing emergency and critical care

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

### Learning outcome

The learner will:
1. Understand the principles of small animal first aid

### Assessment criteria

The learner can:
1.1 define the **scope of first aid**, mentioning legal entitlement to provide first aid to animals
1.2 explain the **principles of first aid management and treatment**, to include:
   - Safety of self and others
   - Models of casualty assessment
   - Safe methods of movement
1.3 demonstrate **first aid treatment techniques**, to include:
   - Unconsciousness
   - Compromised airway (including CPR)
   - Haemorrhage
   - Fractures
1.4 explain the **first aid management of burns and ingestion of poison**

1.5 explain what **information should be given to a veterinary surgeon** regarding a treated first aid casualty

**Scope of first aid**
- Meaning of first aid care
- Legal difference between first aid and emergency veterinary treatment
- Provisions of the Veterinary Surgeons Act

**Principles of first aid management and treatment**
- Safe environment, safety of first aider and others
- Systematic assessment of casualty eg airway, breathing, circulation, neurological status, other injuries
- Methods of safe movement, emergency immobilisation, prevention of further injury

**First aid treatment techniques**
- Demonstration, practical experience and testing using simulation and resuscitation mannequins where appropriate in the interests of animal welfare

**First aid management of burns and ingestion of poison**
- Immediate treatment of burns and scalds, suitable first aid dressings
- Common poisons eg metaldehyde, theobromine
- History taking, immediate treatment
- Veterinary poisons information service

**Information should be given to a veterinary surgeon**
- Time and nature of injury, treatment given, condition of animal throughout, presenting person’s contact details, owner details if known.

**Learning outcome**
- The learner will:
  2. Know how to support emergency veterinary care

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

**Concept of triage and identify situations**
- Communication with client/lay person
- Systematic information gathering, use of protocols
Differentiate between commonly encountered emergency situations and those requiring attention through appointments in the immediate future

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

Contents and maintenance of an emergency “crash box” or trolley
Contents, routine checking and rotation of contents, replenishment after use

Support the veterinary surgeon during resuscitation and stabilisation procedures
Assist with stabilisation of case
Importance of maintaining organisation, record-keeping throughout resuscitation/emergency surgery
Safety: keep floor clear, keep track of equipment, sharps.

Learning outcome
The learner will:
3. Understand the principles of intravenous catheterisation

Assessment criteria
The learner can:
3.1 explain the principles of intravenous cannulation, to include:
   • Indications
   • Identification of access points and veins
   • Selection of cannula
   • Risks and complications
3.2 demonstrate the safe and effective introduction of a peripheral intravenous catheter
3.3 explain the care of an intravenous catheter, to include:
   • Site care
   • Maintaining patency
   mentioning intermittent use, parenteral nutrition, central lines.

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

Safe and effective introduction of a peripheral intravenous catheter
Practical tuition and experience using simulation and animal patients, with regard for animal welfare

Care of an intravenous catheter
Site monitoring, hygiene, catheter fixing
Heparinisation, dealing with venous spasm, blocked catheter
# Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

4.1 prepare accommodation for a critically ill patient, to include:
- Types of accommodation
- Environment
- Access for observation and nursing
- Bedding
- Proximity of electrical supply and oxygen
- Observation charts

4.2 explain the **nursing needs of a critically ill animal**, to include:
- Breathing and cardiovascular function
- Nutrition and fluid balance
- Mobility
- Hygiene
- Maintaining body temperature
- Pain and stress

4.3 explain the **principles of record keeping and reporting** for critically ill animals.

## Nursing needs of a critically ill animal

Position in relation to respiratory function, oxygen therapy
Tube or parenteral feeding, nutritional requirements of critically ill animal, fluid therapy, use of infusion pumps
Physiotherapy: prevention of contractures, pressure relief
Skin care: hygiene, prevention of maceration, matting
Temperature control: warming or cooling techniques
Reduction of stress, management of pain

## Principles of record keeping and reporting

Record-keeping in critical care, intensive care charts
Monitoring by appropriate personnel, recognising significant changes.

# Learning outcome

The learner will:

5. Understand special intensive nursing care techniques

## Assessment criteria

The learner can:

5.1 explain the **observations required of a critically ill patient**, to include:
- Frequency
- Vital signs
- Blood pressure monitoring
5.2 explain the principles of administering blood and blood products, to include:
- Donors
- Storage
- Equipment and administration
- Patient monitoring and complications

5.3 explain the principles of respiratory therapy, to include:
- oxygen supplementation
- tracheostomy
- thoracic drains
- pulse oximetry, blood gas analysis
- Physiotherapy and postural drainage.

Observations required of a critically ill patient
Patient monitoring:-vital signs, blood pressure, neurological observations, urine output
Frequency of monitoring, effect of normal diurnal cycle eg on temperature

Principles of administering blood and blood products
Collection and storage of blood products
Reasons for reactions, recognition, action to take
Significance of transfusion rates
Consequences of over transfusion
Central venous pressure

Principles of respiratory therapy
Management of patient with critical thoracic trauma.

Learning outcome
The learner will:
6. Know species-specific nursing requirements for small animals requiring intensive care

Assessment criteria
The learner can:
6.1 summarise the species-specific intensive nursing requirements of patients, mentioning cats, dogs and exotics, to include:
- trauma
- major surgical procedures
- critical medical conditions.

Species-specific intensive nursing requirements of patients
Include specific nursing requirements of a range of trauma, critical post operative and medical conditions seen in veterinary practice.
Evidence requirements
You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

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

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

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

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

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

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

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

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

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

For full details and a template assignment, please see the Assessment Pack.
The exam covers the following assessment criteria:
1.1, 1.2, 1.4, 1.5, 2.3, 2.4, 3.1, 3.3, 5.2, 5.3, 6.1

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

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

For full details and a template examination, please see the Assessment Pack.
Unit 317  Practical monitoring of small animal veterinary anaesthesia

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<tr>
<td>Relationship to NOS:</td>
<td>This unit relates to Veterinary Nursing NOS units: RVN25, RVN26, RVN27 and the RCVS Day 1 Competences for Veterinary Nursing</td>
</tr>
<tr>
<td>Endorsement by a sector or regulatory body:</td>
<td>This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.</td>
</tr>
<tr>
<td>Aim:</td>
<td>This unit is intended to form part of a qualification leading to a regulated professional licence. As such it must be independently assessed.</td>
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**Assessment**

Portfolio (Nursing Progress Log)

**Learning outcome**

The learner will:
1. Be able to prepare, use and maintain anaesthetic equipment

**Assessment criteria**

The learner can:
1.1 demonstrate the set-up and checks required of
1.2 anaesthetic equipment, to include
   - Endotracheal tubes
   - Circuits
   - Anaesthetic machines
   - Pollution control systems
   - Monitoring equipment
1.3 clean and care for anaesthetic equipment, to include the items set out in 1.1.

**Learning outcome**

The learner will:
2. Be able to assist with anaesthetic preparation and induction

**Assessment criteria**

The learner can:
2.1 prepare materials and equipment needed for induction of anaesthesia, to include:
   - 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

Assessment criteria

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 317  Practical monitoring of small animal veterinary anaesthesia

Supporting information

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

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

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

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

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

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

**Assessment**
The Nursing Progress Log (NPL) covers all of the unit’s assessment criteria.
# Unit 318

**Practical peri-operative veterinary nursing support for small animals**

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<th>UAN:</th>
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<td>Level:</td>
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</table>

**Relationship to NOS:**
This unit relates to Veterinary Nursing NOS units: RVN11, RVN15, RVN28 and the RCVS Day 1 Competences for Veterinary Nursing.

**Endorsement by a sector or regulatory body:**
This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

**Aim:**
This unit develops practical peri-operative nursing care skills relating to small animals within a veterinary environment.

It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.

## Assessment
Portfolio (Nursing Progress Log)

### Learning outcome
The learner will:
1. Be able to prepare a patient for surgery

### Assessment criteria
The learner can:
1.1 admit animals for surgery, to include
   - 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

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

Learning outcome
The learner will:
3. Deliver nursing requirements of the convalescent patient

Assessment criteria
The learner can:
3.1 plan, implement and evaluate care plans to address core nursing requirements during post-operative convalescence, to include:
   - 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

Assessment criteria
The learner can:
4.1 deliver species-specific peri-operative nursing care to patients, including cats, dogs and exotics, to include:
   - minor surgery
   - abdominal procedures
   - orthopaedic procedures.
<table>
<thead>
<tr>
<th>Learning outcome</th>
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<tr>
<td>The learner will:</td>
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<tr>
<td>5. Be able to facilitate home convalescence</td>
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<table>
<thead>
<tr>
<th>Assessment criteria</th>
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<tbody>
<tr>
<td>The learner can:</td>
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<tr>
<td>5.1 demonstrate effective care planning for discharge, to include condition of the patient and home circumstances</td>
</tr>
<tr>
<td>5.2 demonstrate effective communication with patients' owners, to include oral and written guidance, teaching of practical techniques (to include medication).</td>
</tr>
</tbody>
</table>
Unit 318  Practical peri-operative veterinary nursing support for small animals

Supporting information

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

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

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

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

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

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

Assessment
The Nursing Progress Log (NPL) covers all of the unit’s assessment criteria.
Unit 319  Practical veterinary nursing support of small animal patients

UAN: R/601/7737
Level: 3
Credit value: 5
GLH: 20
Relationship to NOS: This unit relates to Veterinary Nursing NOS unit: RVN15 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body: This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Aim: This unit facilitates the acquisition of practical skills in the complex nursing of sick small animals within a veterinary environment. It is intended to support individuals working in veterinary practice and who are working towards professional registration as a veterinary nurse.

Assessment Portfolio (Nursing Progress Log)

Learning outcome
The learner will:
1. Be able to provide care for animals with a range of commonly encountered conditions

Assessment criteria
The learner can:
1.1 plan, deliver and evaluate care for animals with a range of conditions, using an appropriate model or framework
1.2 provide an appropriate nursing environment, taking into account the patient’s species, age condition and normal routines
1.3 demonstrate effective communication with the veterinary team in relation to the evaluation and review of nursing care.
### Learning outcome
The learner will:

2. Be able to perform a range of complex nursing techniques in support of sick animals

### Assessment criteria
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

### Assessment criteria
The learner can:

3.1 prepare isolation accommodation for an admission

3.2 limit the transfer of micro-organisms through:
   - Effective hand hygiene
   - Protective clothing
   - Recognising and managing fomites
   - Restricting access to isolation accommodation

3.3 address the special needs of isolated patients, to include reduction of stress, company

3.4 clean isolation accommodation:
   - Daily cleaning regime
   - Terminal disinfection.
### Learning outcome
The learner will:

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

### Assessment criteria
The learner can:

4.1 demonstrate effective care planning for discharge, to include condition of the patient and home circumstances

4.2 demonstrate effective communication with patients’ owners, to include oral and written guidance, teaching of practical techniques (to include medication).

---

### Learning outcome
The learner will:

5. Be able to participate in a veterinary nursing clinic

### Assessment criteria
The learner can:

5.1 identify suitable candidates for a nursing clinic in consultation with the veterinary surgeon

5.2 conduct effective consultations, to include:

- History taking
- Appropriate examination
- Identifying cases for referral to the veterinary surgeon
- Conduct of treatments
- Communication with clients
- Record-keeping.
Unit 319  Practical veterinary nursing support of small animal patients

Supporting information

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

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

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

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

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

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

Assessment
The Nursing Progress Log (NPL) covers all of the unit's assessment criteria.
### Unit 320

**Principles of peri-operative veterinary nursing support for horses**

<table>
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<tr>
<th><strong>UAN:</strong></th>
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**Relationship to NOS:**
This unit relates to Veterinary Nursing NOS units: RVN11, RVN15, RVN28 and the RCVS Day 1 Competences for Veterinary Nursing.

**Endorsement by a sector or regulatory body:**
This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

**Aim:**
This unit facilitates understanding of peri-operative nursing care principles relating to horses within a veterinary environment.

It is intended to support individuals working in equine veterinary practice and who are working towards professional registration as a veterinary nurse.

**Assessment**
Centre-devised assignment – case study series

### Learning outcome

The learner will:
1. Know how to prepare a patient for surgery

### Assessment criteria

The learner can:
1.1 explain the **information to be obtained from the animal's owner**, to include starvation, normal routine, relevant veterinary history, contact details
1.2 summarise the **legal requirements for consent to a surgical procedure**, to include fee estimate, explanation, signature
1.3 explain the **principles of withholding food and fluids prior to anaesthesia**
1.4 describe **requirements for clipping and skin preparation**, to include:
   - Care and use of clippers
   - Identification of site
   - First skin scrub
   - Shoe removal
1.5 explain the use of prophylactic medication, to include: Antibiotics, Tetanus toxoid and/or antitoxin, analgesia.
Information to be obtained from the animal's owner
Reason for admission
Contact details, animal's normal routine, including feeding and exercise
Period of starvation
General condition, any change since last consultation
Consent
Contact point and time to call given to owner

Legal requirements for consent to a surgical procedure
Legal requirements for consent to treatment
Contrast with concept of informed consent

Principles of withholding food and fluids prior to anaesthesia
Risk of reflux
Pulmonary acid aspiration syndrome
Varying period of withholding in special cases eg geriatric animals

Requirements for clipping and skin preparation
Aims of skin preparation, techniques and procedures:
Identification and marking of surgical site
Restraint and handling
Shoe removal
Clippers
Skin disinfectants/antiseptics
Swabbing technique.

Learning outcome
The learner will:
2. Understand the requirements for immediate post-operative care

Assessment criteria
The learner can:
2.1 explain the requirements for handover from the operating theatre, to include surgical procedure, anaesthetic, anaesthetic recovery, observations at handover, treatment instructions
2.2 interpret post-operative observations, to include vital signs, pain, urine output, wound appearance and drainage
2.3 explain the physiology, recognition and management of post-operative shock
2.4 explain how post-operative fluid balance is maintained, to include:
• altered intake/output,
• calculating fluid requirements,
• maintaining intravenous infusion
1.5 summarise the principles of effective post-operative pain management.
Requirements for handover from the operating theatre
Preparation of suitable recovery accommodation
Transition from anaesthetic recovery to ward
Handover observations eg vital signs, wound integrity and discharge, time and quality of recovery, evidence of neuropathies or myopathies
Importance of communication and record keeping

Post-operative observations
Common post operative complications
Preventative measures
Nursing management

Immediate post-operative care:
Post-operative positioning and its influence on circulation and breathing
Pain monitoring
Monitoring – vital signs, wound, casts

Post-operative shock
Types of shock – cardiogenic, hypovolaemic, distributive
Physiology of hypovolaemic shock, compensatory mechanisms
Signs of shock
Arrest of haemorrhage
Fluid replacement
Complications

Post-operative fluid balance is maintained
Reasons for per-operative altered fluid balance
Calculation formulae
Gravity feed infusions and infusion pumps
Venous spasm, dealing safely with stopped infusion
Recognising extravasation

Principles of effective post-operative pain management
Analgesics commonly used peri and intra-operatively
Monitoring effective pain relief (physiological signs of pain)
Epidural analgesia, local/regional blocks.

Learning outcome
The learner will:
3. Understand nursing requirements of the convalescent horse

Assessment criteria
The learner can:
3.1 explain core nursing requirements during post-operative convalescence, to include:
- environment, accommodation
- fluid and nutrition
- defaecation and urinary output
- mobility, exercise
- pain relief, other medication, alleviation of stress
3.2 describe the **principles of surgical wound care**, to include:
- normal healing
- complications of healing
- drains
- dressing and bandaging
- removal of drains, closures
- preventing interference.

### Core nursing requirements during post-operative convalescence
Evaluation of the above, taking into account specific condition, age and general fitness

**Principles of surgical wound care**
Haematoma and bruising
Differentiation of normal inflammation and infection
Signs of wound breakdown
Purpose, types and management of wound drainage
Dressing types and their application, to include major groups of interactive dressings
Aseptic dressing technique
Purpose of bandaging (dressing retention/ pressure/ support) and techniques
Casting materials and application/ removal of casts
Suture removal – principles for different suture types, staples.

### Learning outcome
The learner will:
4. Know nursing requirements for horses before and following specific surgical procedures

### Assessment criteria
The learner can:
4.1 summarise the **peri-operative nursing requirements of horses**, to include:
- minor surgery
- standing procedures
- head and neck procedures
- abdominal procedures
- orthopaedic procedures.

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

The learner will:

5. Understand how to facilitate home convalescence

### Assessment criteria

The learner can:

5.1 analyse the **factors to consider when planning for discharge**, to include condition of the patient and home circumstances, transport home

5.2 explain the **core requirements for a home care plan**

5.3 analyse the **requirements for effective discharge handover to an owner**.

### Factors to consider when planning for discharge

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

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

- Changes to their daily routine
- Adaptations to the home environment
- Administration of simple exercise/physiotherapy techniques
- Observation and recording of clinical signs
- Administration of drugs, to include implications for equine passport

### Core requirements for a home care plan

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

- Activity and exercise
- Feeding
-Elimination
- Care of wounds, bandages
- Administration of medication
- Recognising complications
- Seeking assistance and advice

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

### Requirements for effective discharge handover

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

- Understanding and engagement
- Ability to provide care, suitable home environment
- Economic situation
- Effective communication.
Unit 320 Principles of peri-operative veterinary nursing support for horses

Supporting information

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

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

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

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

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

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

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

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

For full details and a template assignment, please see the Assessment Pack.
## Unit 321
### Principles of veterinary nursing support for equine patients

<table>
<thead>
<tr>
<th>UAN:</th>
<th>F/601/7748</th>
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<tbody>
<tr>
<td>Level:</td>
<td>3</td>
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<tr>
<td>Credit value:</td>
<td>10</td>
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<tr>
<td>GLH:</td>
<td>40</td>
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<tr>
<td>Relationship to NOS:</td>
<td>This unit relates to Veterinary Nursing NOS units: RVN15 and the RCVS Day 1 Competences for Veterinary Nursing</td>
</tr>
<tr>
<td>Endorsement by a sector or regulatory body:</td>
<td>This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.</td>
</tr>
<tr>
<td>Aim:</td>
<td>This unit facilitates an understanding of the complex nursing of sick horses within a veterinary environment. It is intended to support individuals working in equine veterinary practice and who are working towards professional registration as a veterinary nurse.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Centre-devised assignment – case study series, centre-devised assignment – independent (centre-based) examination</td>
</tr>
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### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

1.1 describe the **pathology of a range of commonly encountered medical disorders**, to include:

- Circulatory disorders
- Respiratory disorders
- Urinary tract disorders
- Endocrine disorders
- Neurological disorders
- Alimentary tract disorders
- Reproductive tract disorders
- Musculoskeletal disorders
- Disorders of the sense organs
1.2 **explain the effects of pathophysiological states and common pathologies** on the normal function of an animal, to include:
   - Sensory impairment
   - Behaviour
   - Reduced mobility
   - Impaired nutrition
   - Metabolic disturbance

1.3 **recognise the significance of abnormal diagnostic test results** and the impact of these on nursing requirements.

**Pathology of a range of commonly encountered medical disorders**
To include degenerative, infective and neoplastic conditions commonly encountered in general practice
Presentation, diagnosis and veterinary treatment

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

**Significance of abnormal diagnostic test results**
Normal parameters, abnormalities
Diagnostic tests to include:
   - Body fluids
   - Blood tests
   - Urine tests
   - Trans-cellular fluid (peritoneal and synovial fluid).

**Learning outcome**
The learner will:
2. **Understand how to plan and deliver care for horses with a range of commonly encountered conditions**

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

**Models and frameworks of nursing**
Suitability of established “human” nursing models to the veterinary situation
Interpretation and adaptation of models
Including psychological and social factors in care planning
Models or frameworks to assess animals, plan, implement and evaluate nursing care
Care planning for patients with a range of commonly encountered conditions taking into account the influence of environmental, physical and psychological factors:
Circulatory disorders
Respiratory disorders
Urinary tract disorders
Endocrine disorders
Neurological disorders
Alimentary tract disorders
Reproductive tract disorders
Muscular-skeletal disorders
Disorders of the sense organs
Application of nursing techniques:
Assisted feeding, tube feeding
Parenteral feeding
Urinary catheter management and care
Enemata
Fluid therapy and intravenous catheter care
Drug therapy, including the administration of cytotoxic treatment
Physiotherapy
Complementary therapies

Application of an evidence base to care planning and delivery
Sources of information to support nursing practice
Evidence-based versus tradition/common practice
Reading and evaluating literature
Critical analysis.

Learning outcome
The learner will:
3. Understand the principles of wound healing and care

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

Process of wound healing
Physiology of healing
1st intention, 2nd intention, delayed primary suture
Recognising stages of healing
Granulation tissue
Nutrition and wound healing

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

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

**Learning outcome**
The learner will:
4. Understand the principles of isolation nursing

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

**Reasons for isolation nursing**
Define isolation, quarantine and “barrier” nursing
Reasons for patient isolation

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

**Conduct of staff in relation to isolated cases**
Planning of patient contact – avoiding unnecessary entry to isolation facility
Correct use of PPE, methodical hand hygiene
Consideration of fomites – equipment, staff items (pens, notebooks), head collars, rugs, bedding
Access by essential staff, avoiding unnecessary traffic/contact
Educating lay staff and owner.

<table>
<thead>
<tr>
<th>Learning outcome</th>
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<tbody>
<tr>
<td>The learner will:</td>
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<tr>
<td>5. Understand how to facilitate effective home and follow-up care for horses with long-term illness</td>
</tr>
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<table>
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<tbody>
<tr>
<td>The learner can:</td>
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<tr>
<td>5.1 explain the importance of client concordance in the home management of a patient and identify factors that may inhibit this</td>
</tr>
<tr>
<td>5.2 evaluate strategies for maintaining and improving client concordance with home care plans.</td>
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</table>

<table>
<thead>
<tr>
<th>Importance of client concordance in the home management of a patient</th>
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<tbody>
<tr>
<td>Importance of assessing needs of owner before providing home care plan:</td>
</tr>
<tr>
<td>Understanding of illness and engagement with treatment aims</td>
</tr>
<tr>
<td>Expectations in relation to terminal illness e.g. malignancy, old age</td>
</tr>
<tr>
<td>Ability to provide care, suitable home environment</td>
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<tr>
<td>Economic situation</td>
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<tr>
<td>Effective communication</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Strategies for maintaining and improving client concordance with home care plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of follow-up</td>
</tr>
<tr>
<td>Points of contact; named nurse or vet</td>
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<tr>
<td>Achievable goals, compromises.</td>
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<tbody>
<tr>
<td>The learner will:</td>
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<tr>
<td>6. Understand how to support a client through grief and loss</td>
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<tr>
<td>The learner can:</td>
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<tr>
<td>6.1 explain the psychological processes of loss and grieving and summarise how these may impact on communication with a client</td>
</tr>
<tr>
<td>6.2 evaluate the nurse’s role in breaking bad news to clients</td>
</tr>
<tr>
<td>6.3 explain how sensitive euthanasia can be accomplished within a busy veterinary practice</td>
</tr>
<tr>
<td>6.4 evaluate services available to assist clients to cope with loss.</td>
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</tbody>
</table>

**Psychological processes of loss and grieving**
Grieving process, stages of grieving, anger as a natural reaction to loss

**Nurse’s role in breaking bad news to clients**
Relationship with client, time, training  
Ongoing support – bereavement counselling

**Sensitive euthanasia can be accomplished**  
Preparing clients, special entrance and exit for clients, handling of animal, support of clients  
Euthanasia services: knackers yards, hunt kennels  
Unexpected euthanasia – supporting the client  
Dealing with cadaver, billing for euthanasia, crematoria

**Services available to assist clients to cope with loss**  
Bereavement counselling  
Knackers.
Unit 321 Principles of veterinary nursing support for equine patients

Supporting information

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

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

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

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

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

The assignment covers the following assessment criteria:
2.1, 2.2, 2.3, 5.1, 5.2, 5.3

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

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

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

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

The exam covers the following assessment criteria:
1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 6.1, 6.2, 6.3, 6.4

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

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

For full details and a template examination, please see the Assessment Pack.
Unit 322  Principles of equine veterinary nursing emergency and critical care

UAN: A/601/7750
Level: 3
Credit value: 10
GLH: 40
Relationship to NOS: This unit relates to Veterinary Nursing NOS units: RVN16, RVN17 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body: This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim: This unit prepares learners to provide first aid treatment to injured, and nursing care to critically ill horses within a veterinary environment.
It is intended to support individuals working in equine veterinary practice and who are working towards professional registration as a veterinary nurse.

Assessment
Portfolio (Nursing Progress Log), centre-devised assignment – Case study series, centre-devised assignment – Independent (centre-based) examination

Learning outcome
The learner will:
1. Understand the principles of equine first aid

Assessment criteria
The learner can:
1.1 define the scope of first aid, mentioning legal entitlement to provide first aid to horses
1.2 explain the principles of first aid management and treatment, to include:
   • Safety of self and others
   • Models of casualty assessment
   • Safe methods of movement
1.3 demonstrate first aid treatment techniques, to include:
   • Haemorrhage and wounds
   • Musculo-skeletal injuries
   • Cast horse
   • Severe abdominal pain
1.4 explain the **first aid management of burns and ingestion of poison**

1.5 explain what **information should be given to a veterinary surgeon regarding a treated first aid casualty**.

### Scope of first aid
- Meaning of first aid care
- Legal difference between first aid and emergency veterinary treatment
- Provisions of the Veterinary Surgeons Act

### Principles of first aid management and treatment
- Safe environment, safety of first aider and others
- Systematic assessment of casualty eg airway, breathing, circulation, neurological status, other injuries
- Methods of safe movement, emergency immobilisation, prevention of further injury

### First aid treatment techniques
- Demonstration, practical experience and testing using simulation where appropriate in the interests of animal welfare

### First aid management of burns and ingestion of poison
- Immediate treatment of burns and scalds, suitable first aid dressings
- Common poisons e.g ragwort, yew
- History taking, immediate treatment
- Veterinary poisons information service

### Information should be given to a veterinary surgeon regarding a treated first aid casualty
- Time and nature of injury, treatment given, condition of animal throughout, first aider contact details, owner details if known.

### Learning outcome
- The learner will:
  2. **Know how to support emergency veterinary care**

### Assessment criteria
- The learner can:
  2.1 explain the **concept of triage and identify situations that constitute emergencies**, to include communication with client, lay persons
  2.2 explain how to **prepare for the admission of an emergency case**, to include admission area, equipment, consumables and operating theatre
  2.3 explain the **contents and maintenance of an emergency “crash box” or trolley**
  2.4 explain how to **support the veterinary surgeon during resuscitation and stabilisation procedures**.

<table>
<thead>
<tr>
<th>Concept of triage and identify situations that constitute emergencies</th>
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<tbody>
<tr>
<td>Communication with client/lay person</td>
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<tr>
<td>Systematic information gathering, use of protocols</td>
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</table>
Differentiate between commonly encountered emergency situations and those requiring attention through appointments in the immediate future

**Prepare for the admission of an emergency case**
Clearing working space, deferring non-urgent patients if necessary
Fetch emergency box, prepare IV fluids, swabs, dressings
Place general surgical set in autoclave/have pack ready

**Contents and maintenance of an emergency “crash box” or trolley**
Contents, routine checking and rotation of contents, replenishment after use

**Support the veterinary surgeon during resuscitation and stabilisation procedures**
Assist with stabilisation of case
Importance of maintaining organisation, record-keeping throughout resuscitation/emergency surgery
Safety: keep floor clear, keep track of equipment, sharps.

---

### Learning outcome

The learner will:
3. Understand the principles of intravenous catheterisation

### Assessment criteria

The learner can:
3.1 explain the **principles of intravenous cannulation**, to include:
   - Indications
   - Identification of access points and veins
   - Selection of cannula
   - Risks and complications

3.2 explain the **care of an intravenous catheter**, to include:
   - Site care
   - Maintaining patency.

---

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

**Care of an intravenous catheter**
Mentioning intermittent use, parenteral nutrition, central lines
Site monitoring, hygiene, catheter fixing
Heparinisation, dealing with venous spasm, blocked catheter
Care of central lines
Managing parenteral nutrition.
### Learning outcome
The learner will:

4. **Understand the nursing requirements of a critically ill or injured horse**

### Assessment criteria
The learner can:

<table>
<thead>
<tr>
<th>4.1</th>
<th>prepare accommodation for a critically ill patient, to include:</th>
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<tbody>
<tr>
<td></td>
<td>- Types of accommodation</td>
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<td>- Environment</td>
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<td>- Access for observation and nursing</td>
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<td>- Bedding</td>
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<td>- Availability of electrical supply</td>
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<td>- Observation charts</td>
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</table>

4.2 **explain the nursing needs of a critically ill horse**, to include:

- Breathing and cardiovascular function
- Nutrition and fluid balance
- Mobility
- Hygiene
- Maintaining body temperature
- Pain and stress

4.3 **explain the principles of record keeping and reporting** for critically ill animals.

---

### Nursing needs of a critically ill horse
Position in relation to respiratory function, oxygen therapy, Tube or parenteral feeding, nutritional requirements of critically ill animal, fluid therapy, use of infusion pumps

Physiotherapy: prevention of contractures, pressure relief, support/slings in limb injury

Skin care: hygiene, prevention of maceration

Temperature control: warming or cooling techniques

Reduction of stress, management of pain

### Principles of record keeping and reporting
Record-keeping in critical care, intensive care charts
Monitoring by appropriate personnel, recognising significant changes.

---

### Learning outcome
The learner will:

5. **Understand special intensive nursing care techniques**

### Assessment criteria
The learner can:

5.1 **explain the observations required of a critically ill patient**, to include:

- Frequency
5.2 Explain the **principles of administering blood and blood products**, to include:
- Donors
- Storage
- Equipment and administration
- Patient monitoring and complications

5.3 Explain the **principles of respiratory therapy**, to include:
- Oxygen supplementation
- Tracheostomy
- Thoracic drains
- Pulse oximetry, blood gas analysis.

**Observations required of a critically ill patient**
Patient monitoring: vital signs, blood pressure, neurological observations, urine output, faecal output
Blood gas analysis
Frequency of monitoring

**Principles of administering blood and blood products**
Collection and storage of blood products
Reasons for reactions, recognition, action to take
Significance of transfusion rates
Consequences of over transfusion
Central venous pressure

**Principles of respiratory therapy**
Management of patient with critical thoracic trauma.

**Learning outcome**
The learner will:
6. Know nursing requirements for equine requiring intensive care

**Assessment criteria**
The learner can:
6.1 Summarise the **species-specific intensive nursing requirements of horses**, to include:
- Trauma
- Major surgical procedures
- Critical medical conditions.

**Species-specific intensive nursing requirements of horses**
Include specific nursing requirements of a range of trauma, critical post operative and medical conditions seen in veterinary practice.
Evidence requirements
You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

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

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

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

Assessment
The Nursing Progress Log (NPL) covers the following assessment criteria: 1.3, 4.1, 6.1

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

The assignment covers the following assessment criteria: 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 6.1

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

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

The assignment should be no more than 3,500 words in length and a score of 50% is required to pass.
For full details and a template assignment, please see the Assessment Pack.

The exam covers the following assessment criteria:
1.1, 1.2, 1.4, 1.5, 2.3, 2.4, 3.1, 3.2, 5.2, 5.3, 6.1

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

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

For full details and a template examination, please see the Assessment Pack.
Unit 323 Principles of equine neonatal care

UAN: F/601/7751
Level: 3
Credit value: 10
GLH: 40
Relationship to NOS: This unit relates to Veterinary Nursing NOS units: RVN15 and the RCVS Day 1 Competences for Veterinary Nursing
Endorsement by a sector or regulatory body: This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.
Aim: This unit addresses the key specialist nursing requirements of equine neonates. It is intended to support individuals working in equine veterinary practice and who are working towards professional registration as a veterinary nurse.

Assessment
Portfolio (Nursing Progress Log), centre-devised assignment – Case study series, centre-devised assignment – independent (centre-based) examination

NB: Some of the procedures that must be demonstrated in the assessment outcomes of this unit are legally restricted to those enrolled with the RCVS as student veterinary nurses (Veterinary Surgeons Act 1966, Schedule 3)

Learning outcome
The learner will:
1. Understand normal foal physiology and development

Assessment criteria
The learner can:
1.1 explain **key differences between the major body systems of neonates, foals and adult horses**
1.2 explain the **development of immunity in equine neonates**, to include significance for nursing care
1.3 describe the **normal adaptive behaviour and reflexes of a newborn foal**.
Key differences between the major body systems of neonates, foals and adult horses

Immune system
Cardiovascular system
Respiratory system
Renal system
Gastro-intestinal system
Temperature control

Development of immunity in equine neonates
Passive immunity, significance of colostrum
Importance of hygiene

Normal adaptive behaviour and reflexes of a newborn foal
Righting and suck reflexes
Standing
Urination, passing of meconium

Behaviour.

Learning outcome
The learner will:
2. Understand foal nutrition and feeding

Assessment criteria
The learner can:
2.1 summarise the process of lactation in the mare, to include:
   - Nutritional requirements of mare
   - Physiology of milk production and let-down
   - Constituents of colostrum and milk
2.2 explain the requirements of foal weaning, to include:
   - Feed requirements
   - Separation from the mare
   - Monitoring
2.3 explain the nursing requirements of an orphan foal, to include:
   - Feeding and nutrition
   - Socialisation.

Process of lactation in the mare
Mammary function, hormonal control of lactation
Milk let-down, painful udders, mastitis
Agalactia
Constituents of colostrum and milk
Milking

Requirements of foal weaning
Milk requirements
Development of intestinal function
Weaning: age, feed requirements
Removing the mare
Monitoring growth rate.
Nursing requirements of an orphan foal
Use of milk replacers, bucket feeding
Vitamin/mineral supplements
Equine company.

Learning outcome
The learner will:
3. Understand the routine veterinary care of normal foals

Assessment criteria
The learner can:
3.1 explain requirements for handling and foot care, to include:
   • Catching and restraint
   • Farriery requirements
3.2 summarise the reasons, and normal protocols, for parasite control in foals
3.3 summarise the normal vaccination protocols for foals
3.4 explain the protocols and requirements for breed registration, to include Weatherbys.

Requirements for handling and foot care
Early handling, safe techniques, foot care

Reasons, and normal protocols, for parasite control in foals
Worming protocols
Paddock management

Normal vaccination protocols
Vaccine and protocols

Protocols and requirements for breed registration
Breeds, markings, colours
Breed societies
Blood sampling, microchipping
Foal registration
Passports.

Learning outcome
The learner will:
4. Understand the nursing requirements of sick foals

Assessment criteria
The learner can:
4.1 explain the accommodation requirements for nursing foals, to include bedding, temperature, infection control
4.2 explain the essential nursing requirements of recumbent foals to include:
   • Hygiene, infection control
   • Positioning, skin care
   • Maintaining temperature
4.3 explain the nursing support of foals undergoing investigations and supportive therapies, to include:

- Blood sampling
- Diagnostic imaging
- Parenteral fluids and nutrition
- Tube feeding
- Oxygen therapy
- Urinary catheterization.

**Accommodation requirements for nursing foals**
Bedding materials, foot dips, hand-washing

**Essential nursing requirements of recumbent foals**
Conditions affecting sick foals: disturbed adaptive processes, developmental conditions, infections, immunological conditions

- Monitoring: vital signs, urine output, behaviour
- Temperature control: ambient temperature, use of rug, bandages
- Position: respiratory function, pressure relief, change of bedding
- Physiotherapy: prevention of flexural deformity, introducing exercise
- Feeding, urination, defaecation, to include administration of enemata
- Care planning and record-keeping

**Nursing support of foals undergoing investigations and supportive therapies**
Stabilisation of sick foal
Fluid requirements
Blood pressure monitoring, pulse oximetry
Administration of blood and plasma
IgG monitoring - include importance of passive transfer of immunity, use of donor colostrum and donor plasma; implications of low IgG for future health.

**Learning outcome**
The learner will:
5. Be able to provide nursing care to a sick foal

**Assessment criteria**
The learner can:
5.1 prepare and maintain a suitable nursing environment for a sick foal
5.2 provide essential nursing care for a sick foal
5.3 manage and maintain supportive veterinary therapies
<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>5.4</td>
<td>monitor sick neonates, to include interpretation and appropriate reporting of observations</td>
</tr>
<tr>
<td>5.5</td>
<td>provide appropriate support and information to owners.</td>
</tr>
</tbody>
</table>

This outcome concerns the application of practical skills and techniques as stipulated in the assessment criteria. It is anticipated that techniques will be taught both in the college and practice environments, paying attention to safe and effective practice. Simulation may be used in teaching where appropriate, and in the interests of animal welfare.
Unit 323 
Principles of equine neonatal care 
Supporting information 

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

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

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

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

Assessment 
The Nursing Progress Log (NPL) covers the following assessment criteria: 5.1, 5.2, 5.3, 5.4, 5.5

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

The assignment covers the following assessment criteria: 4.1, 4.2, 4.3

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

Three case studies should be provided, covering a diverse range of care that should include the nursing support of neonates and foals requiring medical and peri-operative care. A range of species should be covered. Candidates should supply case identifiers for the centre to check against practice records in order to prevent fabrication and plagiarism.

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

For full details and a template assignment, please see the Assessment Pack.
The exam covers the following assessment criteria: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4

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

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

For full details and a template examination, please see the Assessment Pack.
Unit 324 Practical peri-operative veterinary nursing support for horses

<table>
<thead>
<tr>
<th>UAN:</th>
<th>A/601/7747</th>
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</thead>
<tbody>
<tr>
<td>Level:</td>
<td>3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>5</td>
</tr>
<tr>
<td>GLH:</td>
<td>20</td>
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</table>

Relationship to NOS:
This unit relates to Veterinary Nursing NOS units: RVN8, RVN11, RVN15, RVN28 and the RCVS Day 1 Competences for Veterinary Nursing

Endorsement by a sector or regulatory body:
This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Aim:
This unit prepares learners to provide peri-operative nursing care to horses within a veterinary environment. It is intended to support individuals working in equine veterinary practice and who are working towards professional registration as a veterinary nurse.

Assessment
Portfolio (Nursing Progress Log)

Learning outcome
The learner will:
1. Be able to prepare a patient for surgery

Assessment criteria
The learner can:
1.1 admit animals for surgery, to include
   - 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
   - Removal of shoes.
### Learning outcome

The learner will:

2. Be able to provide immediate postoperative care

### Assessment criteria

The learner can:

2.1 receive a handover from the recovery area, to include surgical procedure, anaesthetic, observations at handover, treatment instructions

2.2 prepare accommodation for a post-operative patient, taking into account condition and procedure

2.3 record post-operative observations, to include vital signs, pain, urine output, wound appearance and drainage, and respond appropriately and record fluid intake, to include intravenous fluids and oral intake

2.4 recognise pain and stress and take appropriate measures to reduce these, to include environment, company and analgesics.

### Learning outcome

The learner will:

3. Be able to provide care for convalescent patients

### Assessment criteria

The learner can:

3.1 plan, implement and evaluate care plans to address core nursing requirements during post-operative convalescence, to include:

- 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. Be able to provide nursing for patients before and following specific procedures

### Assessment criteria

The learner can:

4.1 deliver specific peri-operative nursing care to horses, to include:

- minor surgery
- standing surgery
- head and neck procedures
- abdominal procedures
- orthopaedic procedures.
<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>5. Be able to facilitate home convalescence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>5.1 demonstrate effective care planning for discharge, to include condition of the patient, transport home and home circumstances</td>
</tr>
<tr>
<td>5.2 demonstrate effective communication with patients' owners, to include oral and written guidance, teaching of practical techniques (to include medication).</td>
</tr>
</tbody>
</table>
Unit 324  
Practical peri-operative veterinary nursing support for horses

Supporting information

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

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

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

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

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

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

Assessment
The Nursing Progress Log (NPL) covers all of the Unit’s assessment criteria.
Unit 325  Practical veterinary nursing support of equine patients

**UAN:** J/601/7749  
**Level:** 3  
**Credit value:** 5  
**GLH:** 20  
**Relationship to NOS:** This unit relates to Veterinary Nursing NOS units: RVN15 and the RCVS Day 1 Competences for Veterinary Nursing  
**Endorsement by a sector or regulatory body:** This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

**Aim:** This unit prepares learners to provide complex nursing care to sick horses within a veterinary environment.

It is intended to support individuals working in equine veterinary practice and who are working towards professional registration as a veterinary nurse.

**Assessment**  
Portfolio (Nursing Progress Log)

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be able to provide care for horses with a range of commonly encountered conditions</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 plan, deliver and evaluate care for animals with a range of conditions, using an appropriate model or framework</td>
<td></td>
</tr>
<tr>
<td>1.2 provide an appropriate nursing environment, taking into account the patient’s species, age, condition and normal routines</td>
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<tr>
<td>1.3 demonstrate effective communication with the veterinary team in relation to the evaluation and review of nursing care</td>
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</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
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<tbody>
<tr>
<td>2. Be able to perform a range of complex nursing techniques in support of sick horses</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 demonstrate effective wound management techniques, to include</td>
<td></td>
</tr>
<tr>
<td>• Accurate assessment</td>
<td></td>
</tr>
</tbody>
</table>

Level 3 Diploma in Veterinary Nursing (7457) 188
• Taking swabs
• Irrigation and drains
• Selection and application of dressings and supportive bandages
• Client education

2.2 administer complex medications, to include:
• Infused medications
• Intravenous bolus medications

2.3 manage naso-gastric catheters or 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 prokinetics and faecal softeners

2.6 demonstrate physical therapy techniques, to include:
• Active exercise
• Limb support
• Foot/frog support.

Learning outcome
The learner will:
3. Be able to provide nursing care to patients requiring isolation

Assessment criteria
The learner can:
3.1 prepare isolation accommodation for an admission
3.2 limit the transfer of micro-organisms through:
• Effective hand hygiene
• Protective clothing
• Recognising and managing fomites
• Restricting access to isolation accommodation
3.3 address the special needs of isolated patients, to include reduction of stress, company
3.4 clean isolation accommodation:
• Daily cleaning regime
• Terminal disinfection.

Learning outcome
The learner will:
4. Be able to provide appropriate home care plans for chronically sick horses

Assessment criteria
The learner can:
4.1 demonstrate effective care planning for discharge, to include condition of the patient and home circumstances
4.2 demonstrate effective communication with patients’ owners, to include oral and written guidance, teaching of practical techniques (to include medication).
Unit 325  Practical veterinary nursing support of equine patients

Supporting information

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

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

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

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

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

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

Assessment
The Nursing Progress Log (NPL) covers all of the Unit's assessment criteria.
Appendix 1  Relationships to other qualifications

Links to other qualifications

NB: For QCF qualifications, mapping to NOS should be included in each unit.
Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:
- Functional Skills (England) – see www.cityandgilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandgilds.com/essentialskillsni
- Essential Skills Wales – see www.cityandgilds.com/esw
## Appendix 2  Student guide and materials

### Personal information
Please complete the following details; you will need to refer to these throughout your veterinary nurse training.

<table>
<thead>
<tr>
<th>Name:</th>
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<tbody>
<tr>
<td><strong>RCVS enrolment number:</strong></td>
</tr>
<tr>
<td><strong>Date of enrolment:</strong></td>
</tr>
<tr>
<td><strong>Approved Centre (college or university):</strong></td>
</tr>
<tr>
<td><strong>Centre telephone number and email address:</strong></td>
</tr>
<tr>
<td><strong>Head of centre:</strong></td>
</tr>
<tr>
<td><strong>Programme leader:</strong></td>
</tr>
<tr>
<td><strong>Training practice (TP) number:</strong></td>
</tr>
<tr>
<td><strong>TP address and telephone number:</strong></td>
</tr>
<tr>
<td><strong>Clinical coach:</strong></td>
</tr>
<tr>
<td><strong>Training Practice Principal:</strong></td>
</tr>
<tr>
<td><strong>City &amp; Guilds:</strong> Telephone: 0844 543 0033 Email: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a> Web: <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td><strong>RCVS:</strong> Telephone: 0207 2020 788 Fax: 0207 2222 004 Email: <a href="mailto:vetnursing@rcvs.org.uk">vetnursing@rcvs.org.uk</a> Web: <a href="http://www.rcvs.org.uk">www.rcvs.org.uk</a></td>
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</tbody>
</table>
1 Being a student veterinary nurse

The Royal College of Veterinary Surgeons (RCVS) is relevant to you, as a student veterinary nurse. The RCVS is the professional regulatory body for veterinary surgeons and veterinary nurses. This means that the RCVS protects the public interest and animal welfare through assuring professional standards. In the case of veterinary nurses, the RCVS maintains a List (Register) of veterinary nurses and sets the standard of training for nurses intending to register.

Qualifying to be a veterinary nurse
In order to become eligible to register as a veterinary nurse on the RCVS Register of Veterinary Nurses you must complete qualifications that are recognised by the Royal College of Veterinary Surgeons as the professional regulator. These can be:

- Vocational qualifications awarded by City & Guilds (e.g. Level 3 Diploma in Veterinary Nursing)
  or
- A degree or HND approved by the RCVS for entry to the Register

In addition, you must complete the required period of practical training set out in the Veterinary Nursing Bye-laws that are laid down by the RCVS as a professional regulatory body.

If you are a vocational student, you will need to complete the Level 3 Diploma in Veterinary Nursing.

In addition to your qualifying awards, the RCVS regulatory bye-laws require that you must also undertake a minimum period of training as follows:

- Overall period of training. This must be a minimum of 85 weeks (2,990 hours) excluding annual leave or absence, and includes all elements of your training i.e. your educational programme and practical training.
- Practical training. The overall period of training must include a minimum period of 51 weeks (1,800 hours) of employment or educational placement in an approved training practice.

You may complete your training on a part time basis, however you will need to complete the part time equivalent of the above periods e.g. if you work 30 hours per week you will need to complete 110 weeks. You cannot complete your practical training in any less than 51 weeks regardless of the hours you work.

A full time week is deemed to be 35 hours or more. The hours must be your contracted (or programmed) hours; you cannot count overtime or on-call hours or locum work.
You must keep an accurate record of your training (see below) as this will be needed when you come to register as a qualified veterinary nurse.

**Enrolment**

As a student veterinary nurse you are enrolled, via your approved centre, by City & Guilds for a period of up to six years. Your enrolment serves two important purposes:

- Your enrolment serves as a record of your legal status as a student veterinary nurse and gives you dispensation to undertake aspects of nursing care and animal treatment, under supervision that are covered by Schedule 3 of the Veterinary Surgeons Act 1966.

**Record of training**

You must ensure that your Record of Training form is correctly completed according to the instructions and is kept up-to-date at all times. It must be accurately dated and signed by your training principal.

It is especially important to ensure that your card is up-to-date and signed before you leave a training practice. It may be difficult to obtain signatures in retrospect if you fail to do this. The RCVS will need your Record of Training in order to enter you on the Register of Veterinary Nurses once you have completed your training. You should note that the RCVS routinely audits and verifies signatures on records of training.

**Moving to another training practice**

RCVS centres approve affiliated training practices to support veterinary nursing learners. They therefore must agree the enrolment of new students and the acceptance by a training practice of any student moving from another practice and/or centre part-way through training.

You must inform both your centre and the RCVS before you move to another practice during your training. Such a move may mean that you have to transfer to another centre. If you fail to make arrangements for this before you change your employer, you may seriously disrupt, or even curtail, your training. The offer of employment by a training practice is no guarantee that you may continue with your qualification. A form to notify your intended change of training practice can be found in section 6.

If you wish to move to another TP affiliated to your current centre, you must still notify the head of centre and obtain his/her agreement to your move.

**Schedule 3 of the Veterinary Surgeons Act 1966**

You must always ensure that the veterinary staff you work with know that you are a student. This is especially important if you work with locum staff who may not know you very well, or you go to work in a different branch of your practice. In this way you will be better supported as a trainee and are less likely to find yourself being asked to undertake work that is beyond your competence. You must always introduce yourself clearly to clients so
that they know you are a student. Be careful not to mislead clients into thinking that you are a qualified veterinary nurse.

As an enrolled student veterinary nurse you must always work under the supervision of qualified veterinary staff who must be veterinary surgeons or Registered Veterinary Nurses. You may provide nursing care for animals under the direction of the veterinary surgeon in charge of the case and under the supervision of other qualified members of the veterinary team.

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

You may only undertake Schedule 3 work in your training practice. You must not undertake Schedule 3 work if working at a practice that is not a TP, or when working in your own time as a locum.

If you cease to be a student veterinary nurse, either because you leave training or because you have completed training but have not registered on the RCVS Register of qualified nurses, you will lose your legal entitlement to undertake Schedule 3 work, even though you may be competent to do so.

RCVS will suspend your enrolled status if it becomes evident that you are no longer actively working towards qualification.
Who's who in City & Guilds Veterinary Nursing qualifications

**Ofqual** – responsible for regulating organisations that offer national qualifications.

**LANTRA** – the sector skills council that develops national occupational standards for veterinary nursing, on which qualifications are based.

**The Approved Centre** – a centre approved by City & Guilds to deliver veterinary nursing qualifications in association with its affiliated Training Practices (TPs). The Head of Centre is responsible and accountable to City & Guilds for the overall running of the centre.

**City & Guilds** – the organisation approved by Ofqual to award vocational qualifications in veterinary nursing.

**Qualification Consultant (QC)** The person appointed by the Awarding Body to monitor the work of approved centres the QC acts as the link between the Awarding Organisation and the Centre by working closely with the Head of Centre and staff to ensure that the quality of delivery and assessment meets the required standard.

**Training practice (TP)** – a veterinary practice affiliated with a centre in order to train student veterinary nurses. A TP must meet standards for facilities and training resources set by City & Guilds.

**Clinical coach** – the person responsible for working with student veterinary nurses, teaching clinical skills, supervising, and evaluating progress. Clinical coaches must be able to work alongside their learners regularly.

**Candidate** – a person registered with City & Guilds for qualifications in veterinary nursing.

**Course tutor** – leads the delivery of the educational programme.

**Internal verifiers and moderators** – staff at the centre who quality assure assessment processes. Internal verifiers also quality assure practical training.
2 Training in clinical practice

About your practical training
This section will help you prepare for time learning in clinical veterinary practice. During this time you will be working towards practical competence as a veterinary nurse.

Over the course of your qualification you will be required to demonstrate your competence in a series of “day one” clinical skills that are expected of all qualified nurses when they join the RCVS register. These skills are based on the Veterinary Nursing National Occupational Standards and are set out in the assessment criteria of the Diploma units.

As you progress through your practical training, you will be expected to complete an electronic Nursing Progress Log (NPL) which will log your competence within the required clinical skills.

Your practical training progress and NPL will be supervised by a Clinical Coach. More details about his/her role are set out in the table below. It is very important that your clinical coach regularly spends time with you that is focused on your practical learning. The RCVS stipulates that a minimum of three hours per week must be spent actively engaging in training activities. Examples of such activity are:

- Demonstrating practical skills
- Supervising new skills
- Case discussions
- Evaluating progress and planning experience.
### People involved in your practical training

The following table sets out the role of everyone involved in your practical training – including you.

| You, the candidate | • You will be enrolled as a student veterinary nurse with the RCVS, through your centre or university and be worked in an approved training practice (TP) or auxiliary training practice (aTP)\(^1\) either as an employee or during educational placement  
• You will have your own unique enrolment number and enrolment date  
• As you work in your TA and gain experience, you will complete your NPL which will demonstrate your competence in the necessary clinical skills |
| --- | --- |
| Your clinical coach | • Your clinical coach is either an experienced registered veterinary nurse (RVN) or veterinary surgeon (MRCVS), who has received suitable training from your centre. Your clinical coach will ensure that you are supported and guided appropriately in order to gain experience and achieve competence in the clinical skills contained within the NPL  
• You will be allocated one clinical coach within your TP who will work alongside you and will co-ordinate other members of the practice team who contribute to your practical training  
• Your clinical coach will introduce you to the requirements of both the qualification and to your TP. He/she will help you plan how to achieve the practical aspects of your qualification through tutorials, skills matching, coaching, guiding and supporting you throughout the duration of your practical training. Your clinical coach will also supervise completion of your NPL  
• Your clinical coach may, from time to time, allocate you an expert witness within your TP to provide tuition, support and guidance within specific areas of your practical training |
| Expert witnesses in your TP | • An expert witness is an experienced person within your TP who can contribute significantly to your practical training in their specific area of expertise e.g. reception duties, nursing clinic  
• An expert witness will provide you with guidance, support and training in a given skill or set of skills. However, it is your allocated clinical coach who is responsible for agreeing competency and signing off the NPL |

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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 tutor** | - Your clinical tutor is an experienced member of the teaching team employed by the centre delivering your qualification  
- Tutors are either registered veterinary nurses or veterinary surgeons who have received suitable training from your centre in order to contribute to your practical training  
- Your clinical tutor may, from time to time, sign off practical competencies within your NPL that you have achieved during course delivery at college |
| **Your verifier** | - Your verifier is a member of the centre team experienced in quality assurance processes  
- Your verifier will periodically sample your NPL to check on your progress and achievement to ensure that you are receiving the coaching and support required to enable you to progress through your qualification  
- As part of the quality assurance processes, on completion of a full NPL unit, the verifier may observe your practical skills themselves which will provide useful feedback to your clinical coach on the competencies you have achieved. This may be done either in the TP or at college. |
| **Your external quality assurer** | - City & Guilds External Quality Assurers will visit your centre on an annual basis. Part of these Quality Assurance visits will include sampling of the NPL on a risk based approach. This will include checks to ensure the Quality Assurance process is being completed and monitored. |
Working with the Nursing Progress Log
When you enrolled with the RCVS, you will have received login details from the centre allowing access to the electronic Nursing Progress Log. This log will enable you to evidence your procession with and competence in the required clinical skills.

The following notes will help you to navigate the NPL; there are also guidance notes with the NPL online for both you and your clinical coach.

The NPL login screen:

The NPL is based on a list of “day one” clinical skills. These are the essential skills that you must have in order to register as a qualified veterinary nurse and they are based on the Veterinary Nursing Occupational Standards and the RCVS Day 1 Competences for Veterinary Nursing. You can access the skills list from either the “Progress Log” at the top of the page and following the instructions, or by clicking on a specific unit on the progress bar chart.
Once logged on, you will first see your home page. The screen looks like this:

Feedback from your coach including:
- General comments on your progress
- Denied competencies

This demonstrates your progress against that of your student group.

Colour key for progress chart:
- Green: Skill Demonstrated by Student
- Blue: Skill Demonstrated by Coach
- Black: Compentence Claimed for Skill
- Orange: Competence in Skill

Progress chart gives information on:
- Skills demonstrated by your coach
- Skills demonstrated back by you
- Competence claimed by you
- Competence confirmed by your clinical coach.

Unit titles:
Click here to access the units.

My account:
Click here to change your password.
On entering a unit page, you will see that each unit is made up of a series of practical skills. These pages contain a lot of information which is shown below:

The NPL has five stages to be completed:

- **Demonstration**: your clinical coach demonstrates the skill to you
- **“show back”**: you demonstrate the skill back to the clinical coach
- **logging experience**: you log each time you have performed the skill and therefore gained more experience
- **claim competence**: you claim competence in a skill once you feel ready
- **sign off**: your coach confirms or denies competence of the skill

The first two stages will ensure that you receive full training and instruction for each nursing skill. You will also be given the opportunity to demonstrate that you can carry out the skill under supervision in order to gain more experience safely.

These initial stages are logged by your clinical coach. When these two stages are complete, the skill is “unlocked” so that you can start logging your experiences. Once the skill is unlocked, you will see the “add note”

Number of activities logged against each skill
Number of skills logged against the whole unit
The stars indicate progress with each skill
This box indicates whether a reflective account has been logged
button will appear underneath the skill. On completion of each stage a star will be highlighted.

In order to enter a new skill experience or to claim competence you click on the “add note” button. You select the appropriate option from the drop down box, complete the date (which must be within two weeks of the skill being carried out) and complete the description of note with details of how the skill can be referenced for audit purposes eg a case reference. Remember, for data protection purposes you must not enter client details but rather a code by which you can easily locate the appropriate documentation should it be required for audit.

This is the “add note” screen:

The “add note” screen also contains an optional “reflective account” field that allows you to reflect upon the skill you are practising and make comments on how you are progressing, what went well or not so well etc.

Sometimes you may practise several skills in looking after a single case. If this happens you can select several skills within a given unit and log one case reference for audit (in the description of note) and one reflective account relevant to all the skills you practised. This feature is only available for the logging of experiences and will be individual to each student and the cases you are nursing.

When you are confident that you have reached the required competence you can select the “competence claimed” option from the drop down list.
and complete the required fields. Once you have saved this selection, the tool will automatically alert your clinical coach that you are now waiting to have competence confirmed for one or more skills. Completion of this stage will highlight the 3rd star for that skill.

Competence means that you are consistently able to carry out a skill correctly, safely and confidently in a variety of different situations under supervision. Under supervision in this context means that there is either a veterinary surgeon or a qualified veterinary nurse present in the practice, and able to assist you, if it becomes necessary.

When your clinical coach has confirmed competence, the 4th star will be highlighted, indicating that the skill is now achieved. The skill will now be shown with all logged data minimised and all stars highlighted.

If your clinical coach does not confirm competence, you will be alerted on your home page (Claims to competence that have been rejected). When you click on to these and open message you will receive initial feedback from your coach telling you why competence was denied. This feedback will form the basis of discussions with your clinical coach in order to help you to progress.

If you have entered an experience by mistake, you can remove it by clicking on the “remove” button next to the appropriate entry. This will not delete the entry entirely from the log, but will strike a line through it to indicate that it has been removed.

As you complete the skills within each unit, you will see that the bar chart on your home page reflects the progress you are making. You can see how well you are performing against your peers and, where necessary, identify areas in which you may be making comparatively slow progress and require extra training and support.

Planning your practical learning

In order to make good progress with your qualification, it is important to plan for the skills and experience you need to gain. This planning will need to be revisited on a regular basis with you clinical coach, taking into account your NPL progress.

All of the skills in the NPL relate to the National Occupational Standards for veterinary nursing (NOS) and the RCVS Day 1 Competences for Veterinary Nursing. Using the NOS as a reference tool will help you to gauge your progress in more detail. When working in practice, you will be concentrating on acquiring skills, however the NOS also set out the knowledge and understanding required of a qualified veterinary nurse, and which you will acquire through your qualification.

Three key steps will assist you in planning how to achieve the necessary veterinary nursing skills:

Step 1  Matching your skills
Step 2  Making decisions about learning and assessment
Step 3  Planning the detail
Step 1 – Matching your skills
Make a list of all the work you currently undertake in your TP on a daily basis. Work logically through the day so you don’t omit anything. Next, on your own or with your clinical coach, use the skills match grid on page 16 to go through your list and look at where your daily work activities feature within the different qualification units. Filling in the grid will give you a good indication of where your strengths and weaknesses lie, and where you need to concentrate on learning and gaining experience.

Step 2 – Making decisions about learning and assessment
As you start to plan your practical training, you and your clinical coach will need to address a series of simple questions. These are:

- which skills shall I prioritise?
- what teaching do I need?
- who is the best person to help me?
- do I need to be assigned to work in a particular area (for example reception, theatre, X-ray, isolation)?
- when shall I review my progress?

Remember your NPL is primarily there to help you to learn and progress in the way that’s best for you; it isn’t a competition or a test. Your clinical coach will judge you ‘competent’ or ‘not yet competent’. If you are judged ‘not yet competent’, you will need to work with your clinical coach and the practice team to help improve your skills.

Step 3 – Planning the detail
You have progressed a long way towards making a plan with goals for achieving your nursing skills. You and your clinical coach will now need to record your learning plan. You may think that this is all up to your clinical coach, but in fact you know best what you do in your daily routines. So, it is important that you work out your plan together.

Here are some hints and tips on more detailed planning:

- why not try to plan how you intend to complete whole units – it may be that in some areas you are more experienced, whilst in others you need to plan for further training and development (as set out above). You can set target dates for reviewing your training progress and an ultimate target date for when you intend to have evidence to show that you are competent across all the skills within that unit.
- do not confine plans to providing evidence for one specific unit or skill– the chances are your daily duties present opportunities for experience in several units/skills.

To plan successfully, remember:

|-------|------|--------|------|------|

**What** are you going to do?
**Who** will be involved (e.g. clients, colleagues)?
**Where** will you gain experience?
**How** will you (and your clinical coach or supervisor) need to organise your time?

**When** will your experience take place and when will it be reviewed?

**Also:** consider any special requirements, for example shift patterns – you may need to change shifts to gain the necessary experience.

Finally, it is important to remember that you are responsible for building your skills and gaining practical experience. Your clinical coach and practice team will guide you and help you maintain progress and you will work with them to complete your NPL and progress towards your qualification. However, it is ultimately your responsibility to make the best of learning opportunities, make good progress and seek help and guidance when you need it.

Your centre or employer may set specific goals for the completion of your qualification. These will be discussed with you and you will be expected to make progress accordingly. If, for any reason, you cannot maintain your expected progress you should discuss this with your centre and employer, or placement supervisor, at the earliest opportunity.
3 Courses, assessment and certification

OSCE examination arrangements
The Level 3 Diploma in Veterinary Nursing OSCE is the final examination for the qualification. This means that learners must pass this assessment in order to gain the Diploma in addition to achieving all of the relevant core and pathway units. OSCEs are taken in the context of either the equine or small animal pathway (or both).

The OSCE consists of 12 stations, each one 6 minutes long. Learners are required to pass a minimum of 8 stations. Within each station are a number of key steps. Candidates must achieve these key steps in order to pass the station. It is the centres responsibility to ensure candidates are adequately prepared for the examination and familiar with the key steps.

To be eligible to enter the OSCE examination, you must:
- be registered for the Level 3 Diploma in Veterinary Nursing
- have achieved the Nursing Progress log (NPL)
- have achieved all City & Guilds unit examinations
- have achieved all centre based unit assessments and examinations.

Attending examinations
You must ensure that you plan your journey to the examination centre allowing additional time for unforeseen delays. It is recommended that you plan to arrive at least 30 minutes prior to your reporting time and that you allow time for parking if arriving by car. If you are delayed you should inform the centre as soon as possible. For this reason it is essential that you have your detailed instructions and contact details for the centre with you.

If you are unavoidably delayed, we will make every effort to enable you to take your examination. However this may be on another day and/or at another examination centre depending on the appointments available and, depending on the circumstances, you may be asked to pay an additional fee.

You should attend your OSCE examination in uniform. This should be clean and neat; your hair and personal presentation should reflect the requirement for good hygiene along with other health and safety considerations in clinical practice. Examiners may refuse admission to candidates who are unsuitably dressed for clinical work. You will be required to wear a laboratory coat or an apron for the laboratory section. These will be provided for you; alternatively you may wish to take your own. Jewellery should not be worn.

You must take photographic identification e.g. driving license to the exam with you.
Your mobile telephone must be switched off and left outside the examination room along with your bag and outdoor clothing. The examination invigilators will ensure that these items are safely stored whilst you are being examined.

Calculators will be provided for OSCE stations where necessary.

If you wish to take a bottle of water into the exam room with you, it must be a sports cap bottle to avoid spillages and the label must be removed.

Small, medium and large latex powder-free gloves are provided for the stations that require gloves. If you cannot use these gloves for any reason you must ask your centre to ask City & Guilds’ permission at point of entry if they can provide your own.

**Resitting an examination**

You are permitted a maximum of four attempts at each examination. If you need to resit an examination for the fourth time, you must apply to your centre for permission to do so. Before you are allowed to enter on a fourth occasion, you will be asked to demonstrate that you are undertaking a programme of revision and re-training as deemed suitable by your centre. This measure is in place to ensure that you are adequately prepared to resit the examination on a fourth and final occasion.

Should you fail an examination on four occasions, the RCVS must be notified and your award registration and enrolment as a student veterinary nurse will be terminated. However, you may re-register for the qualification, normally after a minimum period of one year. The RCVS must be notified when you re-register. In order to do this you must satisfy your centre that you have made tangible efforts to address your learning needs since your first enrolment, and are therefore in a substantially better position to achieve the qualification.

**Certification**

You will be eligible to receive your qualification certificate as soon as you have been satisfactorily assessed in all units.

You should note that the time taken from receiving your final assessment result to the arrival of your certificate includes your centre’s processes as well as those of the Awarding Body and may take up to eight weeks.
4 Entry to the RCVS Register of Veterinary Nurses

Qualifying to enter the Register
You may apply to enter the RCVS Register of Veterinary Nurses once you have achieved a qualifying award ie:

- achieved your Level 3 in Diploma in Veterinary Nursing
- achieved your accredited course of higher education (not covered in this document)

You must also have completed the period of training stipulated in the RCVS regulatory Veterinary Nursing Bye-laws as follows:

- the total length of your training, including your college course, must be at least 2990 hours
- this period must include a minimum of 1800 hours of employment or educational placement in a training practice (TP).

If you have undertaken part-time training, you must complete the equivalent of this time.

Time spent in practice must be based on your contracted hours, or the hours timetabled by your university or college as practice placement. You may not include overtime, on-call hours or locum work.

The RCVS will require your completed Record of Training form (see section 7) in order to register you on the List of Veterinary Nurses. Ensure that you keep this record up-to-date throughout your training and that it contains the correct signatures. The RCVS audits records of training, which includes the verification of signatures.

The RCVS will remove you from the database of student veterinary nurses once you have completed your qualifying awards (either vocational or higher education) and have completed the required period of training. This means that, unless you list as a qualified nurse, you will no longer be entitled to undertake Schedule 3 work.

Ceasing to be a student veterinary nurse
As a student veterinary nurse you have a dispensation, under Schedule 3 of the Veterinary Surgeons Act, to undertake certain acts of veterinary surgery under supervision in order to further your training. Once you have qualified to enter the Register of Veterinary Nurses you no longer require this dispensation and the RCVS will accordingly remove you from the database of student veterinary nurses.

If you do not apply to register when you have qualified to do so, the RCVS will notify you, and your last known employer (if applicable), that you are
about to be removed from the student database and will no longer be in a position to undertake Schedule 3 work under supervision. This normally occurs if you do not register within three months of qualifying to do so.

If you have not completed your mandatory period of practical training by the time you have achieved your level 3 vocational award or your qualifying degree, please contact the RCVS. If this is the case we will maintain (or extend) your student enrolment in order that you may complete your qualifying hours.

Former student nurses who do not enter the Register within five years of qualification will be required to undertake a Period of Supervised Practice in accordance with the Veterinary Nursing Bye-laws should they subsequently wish to become registered.

**Working as a registered veterinary nurse**

Once you have been registered on the RCVS List of Veterinary Nurses, you may:

- undertake delegated acts of veterinary surgery under veterinary direction according to the provisions of Schedule 3 of the Veterinary Surgeons Act 1966
- supervise the work of student veterinary nurses.

You must abide by the RCVS Guide to Professional Conduct for Veterinary Nurses and ensure that you keep up-to-date with any changes to the Guide.

You will be required to pay an annual retention fee to maintain your veterinary nurse registration. At the time of writing, the due date for the veterinary nursing annual retention fee is 1 November each year. You will be sent a registration card each year, which confirms your registered status and can be shown to your employer.

Once registered, you may use the post-nominal letters RVN (registered veterinary nurse).
5 **Guidance on Schedule 3 of the Veterinary Surgeons Act 1966**

**Veterinary nurses and the Veterinary Surgeons Act 1966**

**Introduction**
1. Under the Veterinary Surgeons Act 1966 the general rule is that only a veterinary surgeon may practise veterinary surgery. There are, however, a number of exceptions to this rule, and two of them concern veterinary nurses. This note explains the law as it applies to them.

**Definition of veterinary surgery**
2. Veterinary surgery as defined in the Act “means the art and science of veterinary surgery and medicine and, without prejudice to the generality of the foregoing, shall be taken to include:
   (a) the diagnosis of diseases in, and injuries to, animals including tests performed on animals for diagnostic purposes;
   (b) the giving of advice based upon such diagnosis;
   (c) the medical or surgical treatment of animals; and
   (d) the performance of surgical operations on animals.”

**What can be done by people other than veterinary surgeons**
3. Schedule 3 to the Act allows anyone to give first aid in an emergency for the purpose of saving life and relieving suffering. The owner of an animal, or a member of the owner’s household or employee of the owner, may also give it minor medical treatment. There are a number of other exceptions to the general rule, mainly relating to farm animals, in addition to the exceptions which apply to veterinary nurses. These are explained below.

**What can be done by veterinary nurses**
4. Veterinary nurses, like anyone else, may give first aid and look after animals in ways which do not involve acts of veterinary surgery. In addition, veterinary nurses may do the things specified in paragraphs 6 and 7 of Schedule 3 to the Veterinary Surgeons Act 1966 as amended by the Veterinary Surgeons Act 1966 (Schedule 3 Amendment) Order 2002. The text of these paragraphs is set out below.

**Registered or Listed veterinary nurses**
5. Paragraph 6 applies to veterinary nurses whose names are entered on the list maintained by RCVS. They may administer “any medical treatment or any minor surgery (not involving entry into a body cavity)” under veterinary direction.
6. The animal must be under the care of a veterinary surgeon and the treatment must be carried out at his or her direction. The veterinary surgeon must be the employer of the veterinary nurse or be acting on behalf of the nurse’s employer.

7. The directing veterinary surgeon must be satisfied that the veterinary nurse is qualified to carry out the treatment or surgery. RCVS will advise from time to time on veterinary nursing qualifications which veterinary surgeons should recognise.

8. The RCVS Register of Veterinary Nurses, commenced in 2007, is a part of the List within which registrants have agreed to abide by the Guide to Professional Conduct for Veterinary Nurses and thus be professionally accountable. Listed veterinary nurses have not made this commitment but retain the dispensations afforded by Schedule 3.

9. All Registered or Listed veterinary nurses (VNs) are qualified to administer medical treatment or minor surgery (not involving entry into a body cavity), under veterinary direction, to all the species which are commonly kept as companion animals, including exotic species so kept. Unless they hold further qualifications they are not qualified to treat the equine species, wild animals or farm animals. Registered or Listed veterinary nurses who hold the RCVS Certificate in Equine Veterinary Nursing (EVNs) are qualified to administer medical treatment or minor surgery (not involving entry into a body cavity), under veterinary direction, to any of the equine species - horses, asses and zebras.

10. A veterinary nurse should only carry out a particular act of veterinary surgery if she or he is competent to do so and has the necessary experience to deal with any problems which may arise. Where appropriate, a veterinary surgeon should be available to respond to a request for help. A veterinary nurse may only carry out acts of veterinary surgery under the direction of a veterinary surgeon, who is accountable for what is done and should ensure that it is covered by professional indemnity insurance.

Student veterinary nurses

11. Paragraph 7 of the Schedule applies to student veterinary nurses. A student veterinary nurse is someone enrolled for the purpose of training as a veterinary nurse at an approved training and assessment centre (Centre) or a veterinary practice approved by such a centre (TP). This does not include those who are undertaking the Animal Nursing Auxiliary or Veterinary Care Assistant qualifications, or any other animal-related or in-house training.

12. A student veterinary nurse may administer "any medical treatment or any minor surgery (not involving entry into a body cavity)" under veterinary direction.

13. The animal must be under the care of a veterinary surgeon and the treatment must be carried out at his or her direction. The veterinary surgeon must be the employer of the veterinary nurse or be acting on behalf of the nurse’s employer.
14. The treatment or minor surgery must be carried out in the course of the student veterinary nurse’s training. In the view of the RCVS, such work should be undertaken only for the purpose of learning and consolidating new skills.

15. The treatment or surgery must be supervised by a veterinary surgeon or a Registered or Listed veterinary nurse. In the case of surgery the supervision must be direct, continuous and personal.

16. In the view of RCVS, a veterinary surgeon or Registered or Listed veterinary nurse can only be said to be supervising if they are present on the premises and able to respond to a request for assistance if needed. "Direct, continuous and personal" supervision requires the supervisor to be present and giving the student nurse his or her undivided personal attention. These definitions are set out in the RCVS Guide to Professional Conduct.

What is a medical treatment or minor surgical procedure?

17. The RCVS is often asked to provide a definitive list of procedures that can legally be delegated under Schedule 3. The medical treatment or minor surgery allowed by Schedule 3 includes anything that requires a veterinary diagnosis and intervention. It would be almost impossible to list all procedures allowed, because the delegation of veterinary procedures, even minor medical procedures, will involve consideration of all the circumstances, not just the procedure itself. However, broad guidance on what is allowed, and specific advice, can be sought from the RCVS.

18. The Act does not provide a list of minor surgery and medical treatment that can be delegated. As stated above, this is because it would be impossible to say with any certainty that a given procedure would, in every event, be safe to delegate. Whilst Schedule 3 does not provide a definitive list of permitted delegations, three key factors ought to be considered by the delegating veterinary surgeon:

- The nature of the procedure (or treatment) ie its level of complexity
- The individual animal concerned ie species, condition, likelihood of complications, owner’s wishes
- The qualifications of the person being delegated to ie Listed or enrolled student veterinary nurse (or in the case of a minor treatment, a lay person) specific training, experience, confidence, willingness to accept delegation and the availability of someone more qualified to step in if needed

19. Should a delegation decision become the subject of litigation, or a professional conduct complaint, a court (or an RCVS disciplinary panel) would consider the ‘reasonableness’ of the veterinary surgeon’s actions. A clearly reasoned decision, taken having followed a logical and well-documented process, should therefore be behind every delegation of a veterinary treatment or procedure to a non-veterinary surgeon.

What can a student veterinary nurse do?
20. Student veterinary nurses are included in the legislation because they need to learn, and become competent in, clinical skills. The Act recognises this and therefore stipulates that they must work under the supervision of a veterinary surgeon or Listed veterinary nurse. Once again, the RCVS Guide to Professional Conduct states what is meant by ‘supervision’. Provided that they are properly supervised, student veterinary nurses can, in the course of their training, do anything that may be delegated to a Listed veterinary nurse, i.e. they may undertake delegated treatments in order to learn.

21. Where a student veterinary nurse has reservations about undertaking a delegated procedure he/she must discuss this with either the delegating veterinary surgeon or a qualified colleague. Reservations might, for example, include doubts about his/her own competence, the degree of supervision/assistance available, the complexity of the procedure or the condition of the animal.
6 Notification of student changes of address, employment and/or request to transfer centre

If your address is changing, please complete Part A only and return to the RCVS, ensuring that your centre also knows you are moving.

If you are moving to a different training practice and/or centre, complete all sections of the form.

If you are intermittently or discontinuing training, complete parts A and B only and return to the RCVS. When you recommence your qualification a new form, confirming your new training practice and centre, must be sent to the RCVS to re-activate your enrolment.

Your Record of Training must be updated and signed accordingly.

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

<table>
<thead>
<tr>
<th>Section A – Student details</th>
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<tbody>
<tr>
<td><strong>Name</strong></td>
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<tr>
<td><strong>Address</strong></td>
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<tr>
<td>Postcode</td>
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<tr>
<td>Has your address changed?</td>
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<tr>
<td><strong>Previous address</strong></td>
</tr>
<tr>
<td>Postcode</td>
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<tr>
<td>Are you moving to a different training practice?</td>
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</table>

(sections B and C are overleaf)
### Section B – Current centre and training practice

<table>
<thead>
<tr>
<th>Centre name</th>
<th>Centre number</th>
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</thead>
<tbody>
<tr>
<td>Training practice</td>
<td>TP number</td>
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<tr>
<td>Practice address</td>
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<td>Postcode</td>
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<tr>
<td>Date of leaving</td>
<td></td>
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<tr>
<td>Signature of Practice Principal</td>
<td>Date</td>
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<td>Name (please print)</td>
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### Section C – Receiving centre and training practice

<table>
<thead>
<tr>
<th>Centre name</th>
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<td>Training practice</td>
<td>TP number</td>
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<td>Practice address</td>
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<td>Postcode</td>
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<td>Date of joining</td>
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<tr>
<td>Signature of Practice Principal</td>
<td>Date</td>
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<td>Name (please print)</td>
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<tr>
<td>Signature of Head of Centre</td>
<td>Date</td>
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<td>Name (please print)</td>
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**Receiving Head of Centre's Declaration**

I confirm that the candidate is registered for an RCVS-approved qualification, and will, as an integral and planned element of their programme of studies, be provided with clinical placements at training practices affiliated to this centre, or training practices otherwise approved by me as suitable environments for training and assessment.

- I recognise my obligation to ensure the candidate for whom application is being made will:
  - be placed or employed for a minimum of 60 weeks (2,100 hours) in clinical veterinary practice with an appropriate caseload and facilities
  - be supported in practice and assessed to meet the Veterinary Nursing National Occupational
Standards.

iii. be provided with day to day supervision of his/her work as a student veterinary nurse both in relation to developing his/her competence and in accordance with the requirements of Schedule 3 of the Veterinary Surgeons Act.

iv. be required to undertake, and achieve, all units or modules deemed a compulsory part of the approved programme leading to qualification as a veterinary nurse.

- I confirm that the applicant’s passport / national identity card or birth and official change of name

| I, as head of centre, approve the submission of this application for transfer of centre/training practice |
|--------------------------------------------------|---------------|
| Signature:                                      | Date          |
| Name (print):                                   |               |

**Student’s Declaration**

I confirm that the details above are correct and that I wish to change centre/training practice. I understand that work completed to date will be reviewed by the new centre and may not be accepted by the receiving centre part way through my training. I understand that this may affect the time it takes me to complete my training and that I may be required to complete additional assessments in order to achieve my qualification and be eligible to enter the Register of Veterinary Nurses.

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<th>Signature:</th>
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7 Record of Veterinary Nurse Training

This document provides a record of a student’s time spent in veterinary nurse training. Training must take place over a period of:

**Total training time (minimum):**  94 weeks (3,290 hours)

**Time spent in clinical practice (minimum):**  60 weeks (2,100 hours)

or the part-time equivalent of the above as set out in the RCVS Veterinary Nursing Bye-laws. This period excludes annual leave and absence.

This record must be kept up-to-date by the student and countersigned by:

- The Principal of the veterinary practice where the student is employed or on placement and
- The Head of Centre

It must be signed:

- When the student leaves employment or placement at a training and assessment practice (TP) and
- When the student completes attendance of a course in support of a vocational or higher education award

The signatory should ensure that the dates of commencement and termination are correctly entered. Periods of annual leave and absence must be deducted from the total number of full weeks spent in each placement or employment.

Changes of address and of employment must be notified in writing by the student to the RCVS and to their Centre. (see section 6)

This Record of Training is the property of the Royal College of Veterinary Surgeons, Belgravia House, 62 – 64 Horseferry Road, London SW1 2AF. It must be kept up to date by the student and be produced to the RCVS on request. Signatures are routinely checked and audited.
<table>
<thead>
<tr>
<th>Surname</th>
<th>Enrolment number</th>
<th>Date of enrolment</th>
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<table>
<thead>
<tr>
<th>Forename(s)</th>
<th>Full time student</th>
<th>Employed/trainee (hours/week)</th>
<th>Vocational</th>
<th>Higher education</th>
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<table>
<thead>
<tr>
<th>Name and address of Training Practice</th>
<th>Period of employment or practical placement as an enrolled student</th>
<th>Hours per week (excluding on call or overtime)</th>
<th>Number of weeks</th>
<th>Absences during this period (days)</th>
<th>Full weeks counting towards training (days)</th>
<th>Signature of Training Practice Principal</th>
</tr>
</thead>
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<tr>
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<td>I certify that, to the best of my knowledge and belief, the above named student completed the period of clinical training indicated in column C</td>
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I hereby confirm that the student named above has completed a minimum of 60 weeks (equivalent to 2,100 hours) in practice placements as set out above

Signature of head of centre
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<tr>
<th>Name</th>
<th>Enrolment No</th>
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### Record of annual leave and other absence
A record of all periods of annual leave and absence must be kept. These periods must **not** be counted towards time spent in training.

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<tr>
<th>Date</th>
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### Record of veterinary nurse education
This provides a record of the student's educational programme. This should be completed each term and signed by the centre.

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### Title of course / term no

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<th>Dates attended (from-to)</th>
<th>No. of days attended</th>
<th>Signature of Head of Centre</th>
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**This is an important document**

It provides evidence of training required by the royal college of veterinary surgeons in order to process an application to register on the List of Veterinary Nurses. The information and signatures herein will be subject to audit checks.
## 8 Skills match grid

<table>
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<tr>
<th>Candidate name</th>
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### Unit title

### Core units

- Understanding the operational requirements of a veterinary practice
- Professional relationships and communication for veterinary nursing practice
- Applied functional anatomy for veterinary nursing practice
- Applied animal welfare, health and husbandry for veterinary nurses
- Infection control in veterinary practice
- Essentials of practical veterinary nursing care for hospitalised animals
- Supporting the supply of veterinary medicines
- Veterinary nursing support of diagnostic imaging
- Veterinary nursing support of laboratory diagnostics
- Supporting veterinary operating theatre practice

### Small animal pathway units

- Practical monitoring of small animal veterinary anaesthesia
- Practical peri-operative nursing support for small animals

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Level 3 Diploma in Veterinary Nursing (7457) 221
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<tr>
<th>Practical veterinary nursing support of small animal patients</th>
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<tr>
<td>Principles of small animal veterinary nursing emergency and critical care</td>
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**Equine pathway units**

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<th>Practical peri-operative nursing support for horses</th>
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<tr>
<td>Practical veterinary nursing support of equine patients</td>
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<tr>
<td>Principles of equine veterinary nursing emergency and critical care</td>
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<tr>
<td>Principles of equine neonatal care</td>
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**Skills match start plan for training and development**

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<th>Target dates for review</th>
<th>Comment and reflection</th>
<th>Date</th>
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Candidate signature | Date |
Clinical coach signature | Date |
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<tr>
<th>Skills match start plan for training and development</th>
<th>Target dates for review</th>
<th>Comment and reflection</th>
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Candidate signature | Date |
Clinical coach signature | Date |
Appendix 3  Reading List

- 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 Revision Aid – S Bowden ISBN 97807029370
- Dictionary of Veterinary Nursing –DR Lane, S Guthrie & S Griffith ISBN 9780080452654
- Calculations for Veterinary Nurses –M Moore & N Palmer ISBN 978063205498

This list is not exhaustive and provided as a minimum requirement that centres can refer to. It is the responsibility of the centre to ensure they keep up to date with revised versions.
Appendix 4  Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.
Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The centre homepage section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**: how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.
Useful contacts

UK learners
General qualification information
T: +44 (0)844 543 0033
E: learnersupport@cityandguilds.com

International learners
General qualification information
T: +44 (0)844 543 0033
F: +44 (0)20 7294 2413
E: intcg@cityandguilds.com

Centres
Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results
T: +44 (0)844 543 0000
F: +44 (0)20 7294 2413
E: centresupport@cityandguilds.com

Single subject qualifications
Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change
T: +44 (0)844 543 0000
F: +44 (0)20 7294 2413
F: +44 (0)20 7294 2404 (BB forms)
E: singlesubjects@cityandguilds.com

International awards
Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports
T: +44 (0)844 543 0000
F: +44 (0)20 7294 2413
E: intops@cityandguilds.com

Walled Garden
Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems
T: +44 (0)844 543 0000
F: +44 (0)20 7294 2413
E: walledgarden@cityandguilds.com

Employer
Employer solutions, Mapping, Accreditation, Development Skills, Consultancy
T: +44 (0)121 503 8993
E: business@cityandguilds.com

Publications
Logbooks, Centre documents, Forms, Free literature
T: +44 (0)844 543 0000
F: +44 (0)20 7294 2413

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As the UK’s leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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