

# Appendix 1: Programme Specification

BSc (Hons) Veterinary Nursing

## Programme Specification



<b>1. Programme title</b>	BSc (Hons) Veterinary Nursing Top Up
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Middlesex University/College of Animal Welfare
<b>4. Details of accreditation by professional/statutory/regulatory body</b>	Middlesex University
<b>5. Final qualification</b>	BSc (Hons) Veterinary Nursing
<b>6. Year of validation</b> <b>Year of amendment</b>	2018
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Full-time/Part-time

### 9. Criteria for admission to the programme

Admissions will be responsible for ensuring that prospective Top Up students meet the programme's minimum entry requirements.

Level 3 Diploma in Veterinary Nursing

Registered with the RCVS

All applicants are considered on their individual merits.

## 10. Aims of the programme

The programme aims to:

reflect both its academic and professional nature that will equip graduates for employment as Graduate Registered Veterinary Nurses. At the end of the programme students will be:

- Safe, competent, reflective veterinary nurses
- Critical thinking individuals who can enhance the standing of the Veterinary Nursing Profession by subject-specific education to BSc (Hons) level.

The programme aims to enable the student to:

- Develop analytical and problem-solving approaches to the holistic assessment, planning and implementation of veterinary nursing care illustrating understanding of the evidence informing the care of a range of species
- Practise in a range of veterinary settings
- Become a reflective practitioner
- Develop the skills required for autonomous practise, decision-making and team-working in a veterinary environment
- Engage with life-long learning, develop transferable skills to enhance their Veterinary nursing role and maintain their continued personal and professional development

## 11. Programme outcomes\*

### A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

On completion of this programme the successful student will have knowledge and understanding of :

1. Apply knowledge and understanding of the subject underpinning Veterinary Nursing
2. Recognise and challenge discriminatory practice
3. Present information orally and in writing using ICT to provide coherent and logical arguments in support of decision making.
4. Critically analyse and interpret data and appraise its value for veterinary health care delivery and management
5. Apply principles of evidence based practice in the clinical environment
6. Critically evaluate areas of responsibility and decision making across a range of situations

### Teaching/learning methods

Students gain knowledge and understanding through doing, reading, listening, acting, constructing presenting and evaluating own methods of study e.g. learning styles

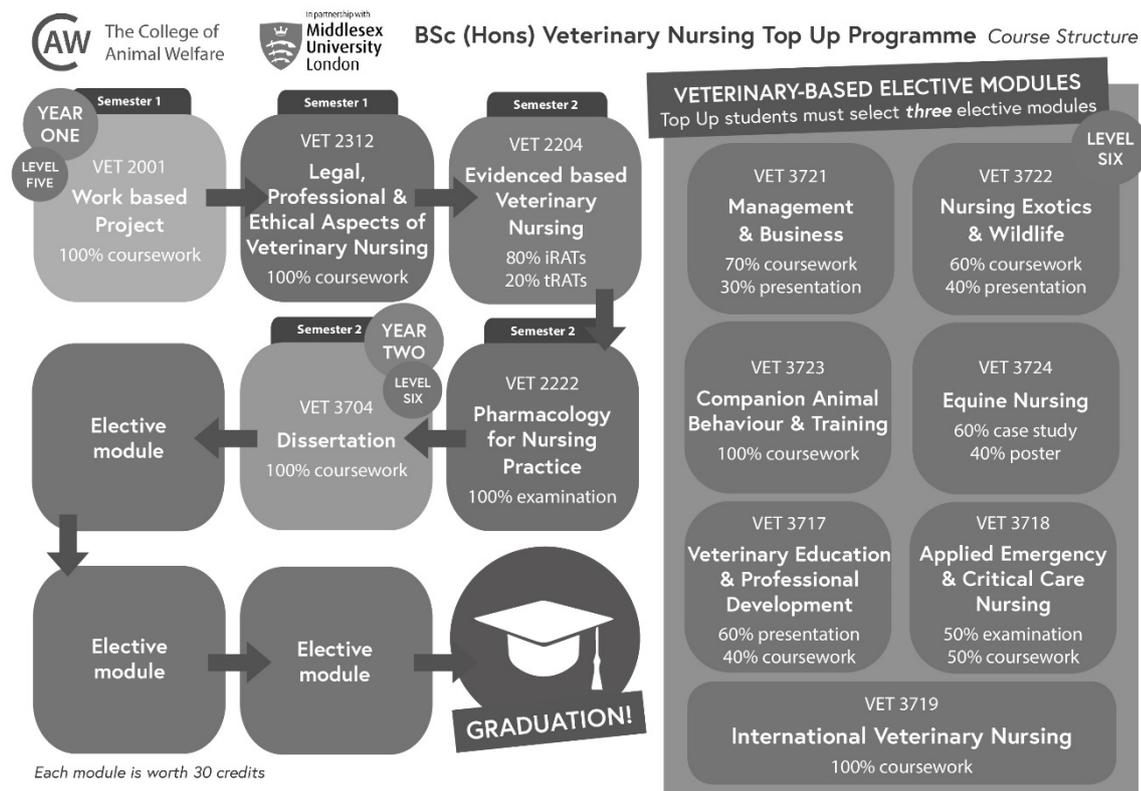
### Assessment methods

Students' knowledge and understanding is assessed by written, online examinations, assignments, reflective reports, presentations and completion of case studies .

<p>7. Select and implement a range of quality assurance and risk management strategies to create and maintain a safe clinical environment.</p>	
<p><b>B. Skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Use practical skills and knowledge with confidence and creativity to enhance veterinary care</li> <li>2. Monitor and update priorities within a changing environment and communicate appropriately</li> <li>3. Articulate and justify decision making and problem solving processes associated with veterinary practice</li> <li>4. Integrate theory with practice</li> <li>5. Apply appropriate skills at the threshold of professional competence</li> <li>6. Use reflection to appraise, evaluate and enhance professional practice (self and colleagues)</li> <li>7. Contribute to the development of protocols to guide the provision of quality veterinary health care and minimise risk</li> <li>8. Manage own professional practice and that of others in accordance with The Code of Professional Conduct.</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn skills through application, analysis, synthesis, evaluation and problem solving</p> <p><b>Assessment methods</b></p> <p>Students' skills are assessed by:</p> <p>Exams, case studies, reflective journal, observed performance and presentations.</p>

## 12. Programme structure (levels, modules, credits and progression requirements)

### 12.1 Overall structure of the programme



This course is studied over two years full time. The part time programme completion period will depend on the number of modules completed and credits gained per semester .

The programme is comprised of four modules per year, commencing in October each year. Each module has a credit value of 30 credits. A module represents approximately 300 hours of student learning, endeavour and assessment including approximately 60 hours direct classroom contact. Modules are accessed at two levels, levels 5 & 6. 120 credits must be gained at each level to achieve a BSc (Hons ) Veterinary Nursing.

The modular structure for this programme leading to the BSc (Hons) Veterinary Nursing Top Up award is detailed above..

The programme structure for each year is published in the Programme Handbook. A Module Handbook is issued at the beginning of each module. This includes the module aims, syllabus and learning outcomes.

The programme is made up of core and elective modules. Core modules are those modules which are compulsory and must be studied, whilst the elective modules may be studied as a free choice over which the student has autonomy. Elective modules provide an opportunity for students to study a subject that interests them and is normally connected with their programme. Top Up students may select three elective modules depending on their preferred pathway – clinical / non clinical

There are full-time step off points which are clearly identified within the programme handbook. Both the full time and part time Top Up pathway have been clearly outlined in the handbook.

Compensation: Students cannot be compensated for any practice or veterinary related module.

Transferable Skills have been included within the Level 5 modules in VET 2001 Project Module, VET 2204 Evidence- Based Veterinary Nursing ,VET2222 Pharmacology for Nursing Practice and the Level 6 VET 3704 Dissertation .

A Diploma in Animal Health Studies will be awarded on the completion of 120 credits, of which they must all be at Level 5.

An Ordinary degree in Animal Health Studies will be awarded on the completion of 210 credits of which at least 90 credits must be at Level 6.

An Honours degree will be awarded in Veterinary Nursing to Registered Veterinary Nurses on the completion of 360 credits of which there must be 120 credits at L5 and 120 credits at level 6.

## 12.2 Levels and modules

Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below.

Level 5 (2)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
VET2222 Pharmacology for Veterinary Nursing Practice 30 credits		All Level 5 modules must be passed
VET2204 Evidence- Based Veterinary Nursing 30 credits		
VET2001 Work Based Project 30 credits		
VET2312 Legal, Professional and Ethical Aspects of Veterinary Practice 30 credits		

Level 6 (3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>VET 3704 Dissertation 30 credits</p>	<p>Students must take three of the following level 6 30 credit modules :</p> <p>VET 3721 Management &amp; Business</p> <p>VET 3722 Nursing Exotics &amp; Wildlife</p> <p>VET 3723 Companion Animal Behaviour &amp; Training</p> <p>VET 3724 Equine Nursing</p> <p>VET 3717 Veterinary Education and Professional Development</p> <p>VET 3718 Applied Emergency and Critical Care</p> <p>VET 3719 International Veterinary Nursing</p>	<p>All Level 6 compulsory and 3 elective modules must be passed</p>

**12.3 Non-compensatable modules** (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
5	VET2001
5	VET2004
5	VET2222
5	VET2312
6	VET3721 – 3719 (Elective modules, 3 to be selected)
6	VET3704

**13. Curriculum map**

See attached.

**14. Information about assessment regulations**

Assessment schedules and programme regulations will be published in the Programme Handbook, so that the student has a clear indication of the assessment criteria and retrieval mechanisms.

For some modules, students may be taught with others from a range of different programmes so that they will gain a broader experience of student life, although for tutorials they will be in smaller, vocationally specific groups. They will also be encouraged to set up small discipline-specific groups for peer support and to study and learn from each other.

In order to progress students must meet the attendance requirements of the programme, and students accumulating sickness or absence exceeding 10 days per year may be discontinued or deferred.

Students will not normally be able to self defer or proceed without having passed each module (i.e. clinical modules cannot be compensated).

Students will have the opportunity to be involved during the programme with programme developments. Each module leader will obtain feedback from students through module evaluation. The Student Voice Groups Committee will enable students to have their views heard and there will be student representation on the Committee.

**15. Placement opportunities, requirements and support**

A Quality Assurance Supervisor from The College of Animal Welfare will fulfil a number of key functions in supporting the students' educational experience in practice. They will:

- Provide support and advice to Project Supervisors/Clinical Coaches in carrying out their role;
- Ensure Project Supervisors /Clinical Coaches are familiar with the programme, providing updates as necessary;
- Provide an initial point of contact within the programme, dealing with specific questions or difficulties relating to the programme;

Each student will be supported by a Project Supervisor (a Registered Veterinary Nurse or Veterinary Surgeon) who holds either the Assessor Award A1 unit or the TAQA qualification .

#### **16. Future careers (if applicable)**

The demand for registered graduate veterinary nurses continues to remain high and, as such, job prospects are excellent both within veterinary practice and in other related areas. The opportunities afforded to particularly graduate RVNs to choose to work in general practice or to move into posts in other parts of the veterinary profession such as referral practice, hospitals, practice management, research or academia are very strong.

#### **17. Particular support for learning (if applicable)**

Students will have access to the full range of Student Support Services of the University. These include: student counselling, Students' Union, special needs services, English Language and Learning Centre, sports and recreation facilities, Accommodation Office, Occupational Health Service, careers advice and International Office.

Each student will have a personal tutor allocated to them for their programme by the College of Animal Welfare. They will support them with their academic studies.

The Programme Leader will maintain a watching brief regarding the support of the students and deal with problems, should they arise. This mechanism will allow for proactivity rather than reactivity, and facilitate the early detection of potential/actual problems.

<b>18. JACS code (or other relevant coding system)</b>	D310
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<b>19. Relevant QAA subject benchmark group(s)</b>	HE Veterinary Nursing Benchmarks
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#### **20. Reference points**

The RCVS new framework for post registration qualifications for Veterinary Nurses

#### **21. Other information**

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

## Curriculum map for BSc (Hons) Veterinary Nursing

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

### Programme learning outcomes

Knowledge and understanding	
A1	VET3704 ,VET3721 VET3722, VET3723, VET3724, VET3717, VET3718, VET3719
A2	VET3721, VET3719
A3	VET3704, VET3721, VET3722, VET3723, VET3724, VET3717, VET3718, VET3719
A4	VET3704, VET3721, VET3722, VET3723, VET3724, VET3717, VET3718, VET3719
A5	VET3704, VET3721, VET3722, VET3723, VET3724, VET3718,VET3719
A6	VET3704, VET3721, VET3722, VET3723, VET3724, VET3717, VET3718, VET3719
A7	VET3704,VET3721,VET3722,VET3723,VET3724,VET3717,VET3718,VET3719
Skills	
B1	VET3721, VET3722, VET3723, VET3724, VET3717, VET3718, VET3719
B2	VET3721, VET3722, VET3723, VET3724, VET3717, VET3718, VET3719
B3	VET3704
B4	VET3704, VET3721, VET3722, VET3723, VET3724, VET3717, VET3718, VET3719
B5	VET3704, VET3721, VET3722, VET3723, VET3724, VET3717, VET3718, VET3719
B6	VET3704, VET3721, VET3719
B7	VET3704, VET3721, VET3722, VET3723, VET3724, VET3717, VET3718, VET3719
B8	VET3704

Programme outcomes														
A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8
Highest level achieved by all graduates														
L6	L6	L6	L6	L6	L6	L6	L6	L6	L6	L6	L6	L6	L6	L6

Module Title	Module Code by Level	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8
		Evidence Based Veterinary Nursing	VET2204			X	X		X	X			X	X	X	X
Pharmacology for Nursing Practise	VET2222	X		X	X	X	X	X	X	X	X	X	X	X		
Legal Professional & Ethical Aspects of Veterinary Practice	VET2312	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Work Based Project	VET2001	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Dissertation	VET3704	X		X	X		X	X		X	X	X	X	X	X	X
Management & Business	VET3721	X	X	X	X	X	X	X	x	X		X	X	X	X	
Nursing Exotics & Wildlife	VET3722	X		X	X	X	X	X	X	X		X	X		X	
Companion Animal Behaviour & Training	VET3723	X		X	X	X	X	X	X	X		X	X		X	
Equine Nursing	VET3724	X		X	X	X	X	X	X	X		X	X		X	
Veterinary Education & Professional Development	VET3717	X		X	X	X	X	X	X	X		X	X		X	
Applied Emergency & Critical Care Veterinary Nursing	VET3718	X		X	X	X	X	X	X	X		X	X		X	
International Veterinary Nursing	VET3719	X	X	X	X	X	X	X	X	X		X	X	X	X	

## Appendix 3: Module Narratives

In this section you will find details of all the modules associated with your programme so that you can see what is involved in your programme and make any choices over option modules (if applicable).

The narratives were correct at the time this handbook went to print but details change over time and therefore you should always refer to the latest version available on the My Study area of myUniHub:

<https://myunihub.mdx.ac.uk/web/home-community/mystudy>

Your online reading lists can be accessed from the My Study area of myUniHub. They highlight essential and recommended reading for all modules for which you are registered.

1.	<b>Module code:</b>	VET 2001
2.	<b>Title:</b>	<b>Project Module</b>
3.	<b>Credit points:</b>	30 credits
4.	<b>Start term:</b>	October and January
5.	<b>Module leader:</b>	Barbara Cooper
6.	<b>Accredited by:</b>	HSS
7.	<b>Module restrictions:</b>	
	(a) Pre-requisite	Registered Veterinary Nurse
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
8.	<b>Aims:</b>	<p>This module will support students to undertake a real work based project that is designed to develop or inform areas of their own or their colleague's professional practice within a veterinary environment or educational setting. Students will plan, carry out and evaluate a project and critically discuss the learning gained, as well as the outcomes of the project for their area of practice.</p> <p>The focus of the project is negotiated and can be related to individual or team practice development and/or wider organisational development aims.</p> <p>There will be a requirement to negotiate the focus of the project with the tutor to ensure it meets the negotiated degree title and also with the students employer (or equivalent) The module will provide an opportunity for learning to be achieved in the work context whilst facilitating strategic development within the work place for the mutual benefit of both the employer and employee.</p> <p>Links to QAA Subject Benchmark: Nature and scope of veterinary nursing: 2.1, 2.2, Subject knowledge and understanding: 3.1, Personal and professional skills: 4.4, 4.5, Generic skills: 4.6, Teaching, learning and assessment: 5.2 - 5.4</p>

9.	<p><b>Learning outcomes:</b></p> <p><b>Knowledge</b></p> <p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically apply knowledge, skills and understanding in project development which results in justified continuation of, or change of strategy .</li> <li>2. Reflect on the processes undertaken and practices adopted and evaluate these in light of relevant theories and known methods to make an individualised, comprehensive critique of the project.</li> <li>3. Analyse your own personal development and future plans, taking into account a range of theoretical perspectives, alternative solutions and contrasting views.</li> <li>4. Interrelate concepts and methodologies from published sources and current practice to articulate the project plan and anticipate future learning needs.</li> <li>5. Appraise your effectiveness as a reflective practitioner in relation to critical reading of a range of relevant literature, application of current practices and justification of new approaches.</li> </ol>
10.	<p><b>Syllabus:</b></p> <p>Students are supported through the stages of undertaking a work based practice development project through group workshops and 1:1 supervision.</p> <ul style="list-style-type: none"> <li>• <b>Planning:</b> action planning, reviewing literature, developing any data collection tools, gaining permissions and ethical approval.</li> <li>• <b>Doing:</b> leading, work with others, data generation, data analysis, monitoring, being ethical, being reflexive</li> <li>• <b>Outcomes:</b> findings, comparisons, themes, conclusions, recommendations, outcomes, outputs.</li> <li>• <b>Review:</b> reflecting, sharing, disseminating, report writing ,evaluation</li> <li>• Strategies involved in developing and implementing action plans</li> <li>• Veterinary Practice improvement methodologies</li> </ul>
11.	<p><b>Learning and teaching strategy:</b></p>

	<p>The learning and teaching strategies employed in this module constitute a 'blended learning' approach consistent with the University's Learning, Teaching and Assessment strategy.</p> <p>This can include:</p> <ul style="list-style-type: none"> <li>• Tutor-led group workshops delivered through face to face interactions and/or distance learning technologies including the University's virtual learning environment (MyUniHub) .</li> <li>• One to one academic support and guidance delivered through face to face interactions and distance learning technologies including the University's virtual learning environment (MyUniHub) and email or telephone;</li> <li>• Tutor supported peer to peer interactions and discussion groups, mediated by distance learning technologies including the University's virtual learning environment (MyUniHub)</li> <li>• Module handbooks and other learning resources available through the University's virtual learning environment (MyUniHub) and/or Learning Resource Centre online Subject Guides.</li> </ul>							
12.	<p><b>Assessment scheme:</b></p> <p><b>(a) Formative assessment scheme</b></p> <p>You will be required to submit a detailed project proposal to the Module Leader for approval and as part of the formative feedback on the module. The approval process is a compulsory element of the proposed project commencing</p> <p>Formative – Project proposal</p>							
	<p><b>(b) Summative assessment scheme</b>  <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p> <table border="1" data-bbox="261 1503 1431 1742"> <tr> <td data-bbox="261 1503 683 1570">Seen examination</td> <td data-bbox="683 1503 1431 1570">N/A</td> </tr> <tr> <td data-bbox="261 1570 683 1637">Unseen examination</td> <td data-bbox="683 1570 1431 1637">N/A</td> </tr> <tr> <td data-bbox="261 1637 683 1742">Coursework (no examination)</td> <td data-bbox="683 1637 1431 1742">4000 word reflective report based on the agreed project objectives 100%</td> </tr> </table>		Seen examination	N/A	Unseen examination	N/A	Coursework (no examination)	4000 word reflective report based on the agreed project objectives 100%
Seen examination	N/A							
Unseen examination	N/A							
Coursework (no examination)	4000 word reflective report based on the agreed project objectives 100%							
13.	<b>Timetabled examination required</b>	NO						
14.	<b>Length of exam</b>	N/A						

15.	<b>Learning materials</b>	This module's reading list may be located on UniHub and additional sources located through the subject library guide.
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**In addition, for in-house and Jointd programmes only**

16.	<b>UNISTATS – assessment</b>	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	...100%
	EXAM	.....%
	PRACTICAL	.....%
17.	<b>UNISTATS – learning and teaching</b>	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).  The proposed number of scheduled teaching hours:	40
	Placement Activity (e.g. placement, work based learning or year abroad).	180

	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):							
	Independent Study (Time students will be required to complete independent study).							80
	The proposed number of hours a student should complete independent study:							
18.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term weeks	Start date	End date	Max student numbers	Campus	Joint partner
	2019	Autumn	1 - 11	Week1	Week 11	10	Hendon/ Leeds/ Huntingdon	
	2020	Autumn	1 - 11	Week1	Week 11	15	Hendon/ Leeds/ Huntingdon	
	2021	Autumn	1 - 11	Week1	Week 11	15	Hendon/ Leeds/ Huntingdon	
	2022	Autumn	1 - 11	Week1	Week 11	20	Hendon/ Leeds/ Huntingdon	
19.	<b>Timetabling information:</b>							
	(a) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				NO			
	SEMINAR (SEM)				YES			
	LABORATORY (LAB)				NO			
	WORKSHOP (WRK)				YES			
	(b) Timetabled				YES			
	(c) Student centrally allocated				YES			

1.	<b>Module code:</b>	VET2204
2.	<b>Title:</b>	<b>Evidence- Based Veterinary Nursing</b>
3.	<b>Credit points:</b>	30 Level 5
4.	<b>Start term:</b>	
5.	<b>Module leader:</b>	Charlotte French
6.	<b>Accredited by:</b>	Middlesex University
7.	<b>Module restrictions:</b>	
	(a) Pre-requisite	
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
8.	<b>Aims:</b>	<p>The focus of this module is to facilitate the development of skills in research criticality and appraisal of evidence using a team based learning approach. The module aims to enable students to: use the knowledge and skills acquired to effectively engage with evidential literature; evaluate the quality of its evidence; apply concepts to theoretical contexts - particularly to the year three dissertation and to practice contexts and facilitate the use of evidence to support problem solving and decision making through effective team working.</p>
9.	<b>Learning outcomes:</b>	<p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Compare and contrast tools and strategies used in the critical appraisal of different types of evidence</li> <li>2. Search for evidence using a comprehensive range of sources and strategies and justify the choice of sources and strategies adopted.</li> <li>3. Appraise evidence and use this to problem solve and to inform decision making.</li> <li>4. Analyse drivers and barriers to the implementation of evidence based changes in practice.</li> </ol> <p><b>Skills</b> This module will call for the successful student to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Literature searching</li> <li>2. Appraisal of evidence</li> <li>3. Team working</li> </ol>
10.	<b>Syllabus:</b>	<ul style="list-style-type: none"> <li>• <b>The Professional Imperative to Enquire:</b> <ul style="list-style-type: none"> <li>○ Professional body expectations</li> <li>○ Provider expectations</li> <li>○ Veterinary and Animal Health policy drivers</li> <li>○ One Health concept</li> </ul> </li> <li>• <b>Using Resources:</b> <ul style="list-style-type: none"> <li>○ Literature searching as enquiry; Appraisal tools/checklists</li> </ul> </li> <li>• <b>Making Sense of Evidence</b> <ul style="list-style-type: none"> <li>○ Appraisal/synthesis, analysis and interpretation of evidence.</li> </ul> </li> <li>• <b>Critical appraisal</b> <ul style="list-style-type: none"> <li>○ Principles and process of critiquing using checklists and frameworks</li> <li>○ Evaluating the strengths and weaknesses of a study</li> <li>○ The importance of critical appraisals in veterinary nursing</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Reflecting on Learning/Influencing Practice:</b> <ul style="list-style-type: none"> <li>○ Learning from enquiry</li> <li>○ Collaboration and One health</li> </ul> </li> <li>• Using evidence to influence practice - barriers and drivers</li> </ul>						
11.	<p><b>Learning and teaching strategy:</b>  This module is delivered using a team based learning approach (TBL) which focusses on active learning in small groups in large classes. TBL is based on four key principles: teams which are diverse and permanent; student accountability, complex decision making and frequent and timely feedback. The strategy aims to develop higher order learning, problem solving and team decision making and, the through the team based approach, accountability interpersonal skills, team work, responsibility for active learning.</p> <p>The module comprises a regular sequence of events involving pre-sessional readings related to research, evidence, critical appraisal and evidence based decision making. This is followed by in-class individual and team testing (readiness assurance), mini clarification lectures, team based concept application activities and decision making and full group discussion. Students, working in groups apply concepts to a case study and, following discussion decide on a course of action.</p> <p>Individual and team testing activities are designed to assess the extent of understanding of concepts and are summatively assessed using multiple choice tests for each unit of learning.</p>						
12.	<p><b>Assessment scheme:</b></p> <p><b>(a) Formative assessment scheme</b>  Students will be able to assess knowledge and understanding of key concepts by accessing the question and model answers on myLearning. These relate to the pre-sessional learning activities for each unit of study in the module.</p> <p><b>(b) Summative assessment scheme</b>  <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i>  <b>Summative Assessment</b></p> <p>a) Individual readiness assurance tests (IRAT) x 5 - unseen multiple choice. 15 questions. Duration: 30 minutes per test (LO 1-4)</p> <p>b) Team readiness assurance tests (TRAT) x 5 – seen multiple choice. Duration: 45 minutes per test (LO 1-4).</p> <p><b>Grading</b>  There are two sets of MCQs (one IRAT and one TRAT) per unit. Each student will receive a grade for the IRAT based on their individual performance. Each student will also receive a grade based on the performance of the team in the TRAT. Each member of the team will receive the same grade. This will be added to the grade achieved in the individual readiness assurance test to give an overall grade for the unit. Unit grades are aggregated to give a final module grade.</p> <p>Students who are referred will be required to take an unseen MCQ paper which covering all five units of study. 30 questions. Duration: One hour.</p>						
13	<p><b>Assessment weighting</b></p> <table border="1"> <tr> <td><b>Seen examination</b></td> <td>Team readiness assurance test (MCQ X 5) 20%</td> </tr> <tr> <td><b>Unseen examination</b></td> <td>Individual readiness assurance test (MCQ X 5) 80%</td> </tr> <tr> <td><b>Coursework (no examination)</b></td> <td>N/A</td> </tr> </table>	<b>Seen examination</b>	Team readiness assurance test (MCQ X 5) 20%	<b>Unseen examination</b>	Individual readiness assurance test (MCQ X 5) 80%	<b>Coursework (no examination)</b>	N/A
<b>Seen examination</b>	Team readiness assurance test (MCQ X 5) 20%						
<b>Unseen examination</b>	Individual readiness assurance test (MCQ X 5) 80%						
<b>Coursework (no examination)</b>	N/A						

14.	<b>Timetabled examination required</b>	Yes Irat 30 mins (each test) Trat 45 mins ( each test)						
15.	<b>Learning materials</b>	Materials on Unihub, reading lists as accessed from My Study area						
16.	<b>UNISTATS - assessment</b>							
	Please indicate summary of the following assessment types #:							
	Exam	100%						
17.	<b>UNISTATS – learning and teaching</b>							
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).							
	Scheduled Teaching -tutorial The proposed number of scheduled teaching hours:	2 hours allocated per week-students to access as required						
	Lecture(application activities workshop)	100						
	Independent Study (Time students will be required to complete independent study).	200hours						
18.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Joint partner
	2020-21	Spring	all	Week 1	Week 24	25	Hendon/Huntingdon/Leeds	CAW
	2021-22	Spring	all	Week 1	Week 24	25	Hendon/Huntingdon/Leeds	CAW
	2022-23	Spring	all	Week 1	Week 24	25	Hendon/Huntingdon/Leeds	CAW
	2023-24	Spring	all	Week 1	Week 24	25	Hendon/Huntingdon/Leeds	CAW
19.	<b>Timetabling information:</b>							
	(a) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				Yes (application activities)			
	Tutorial				YES			
	LABORATORY (LAB)				NO			
	WORKSHOP (WRK)				YES(application activities)			
	(b) Timetabled				YES			
	(c) Student centrally allocated				YES			

1.	<b>Module code:</b>	VET2222
2.	<b>Title:</b>	<b>Pharmacology for Veterinary Nursing Practice</b>
3.	<b>Credit points:</b>	30 (level 5)
4.	<b>Start term:</b>	Autumn
5.	<b>Module leader:</b>	Megan Davies
6.	<b>Accredited by:</b>	
7.	<b>Module restrictions:</b>	Entry requirements
	(e) Pre-requisite	Entry requirements
	(f) Programme restrictions	BSc Veterinary Nursing (with Honours) Top-Up degree
	(g) Level restrictions	UG
	(h) Other restrictions or requirements	RCVS Professional Entry Requirements
8.	<p><b>Aims:</b> To build upon knowledge gained in practice, to develop an understanding of pharmacological principles and their application to patient care. The core focus is on developing practitioners who are safe and competent in the supply and administration of medications. A review of organs related to drug absorption, metabolism and excretion will be conducted. Common conditions will be considered alongside pharmacological interventions. Development of skills related to supply of veterinary pharmaceuticals will be considered, culminating in eligibility for Companion Animal Suitably Qualified Person (C-SQP) status.</p> <p>Links to QAA Subject Benchmark: Subject knowledge and understanding: 3.1, Clinical and technical skills: 4.1- 4.5, Generic skills: 4.6, Teaching, learning and assessment: 5.2, 5.3</p> <p>Links to RCVS Day One Skills: Section 4: Nursing care 4.9, Section 7: Dispensing: 7.1, 7.2, 7.3</p> <p>Links to VetSkill Companion Animal SQP syllabus: 1.0 (compulsory syllabus), 2.0 , 3.0, 4.0 (companion animal syllabus) 14.0 (practical competencies)</p>	
9.	<p><b>Learning outcomes:</b></p> <p><b>Knowledge</b></p>	

	<p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Assess the requirements for supply of veterinary medicines to clients, relating to legal principles.</li> <li>2. Analyse the use of medications in patients, relating nursing care to the actions and pharmacokinetics of specific drug groups.</li> </ol> <p><b>Skills</b></p> <p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>3. Demonstrate safe supply of veterinary medications, acting within the remit of a C-SQP</li> </ol>
10.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Supply of veterinary medicines (LO1) <ul style="list-style-type: none"> <li>○ Legislation relating supply of veterinary medicines</li> <li>○ Role and remit of the SQP</li> <li>○ Registered premises and record keeping</li> <li>○ Safe prescribing and dispensing, including prescriptions, packaging and labelling, medication storage and disposal.</li> <li>○ Suspected adverse drug reactions and reporting under SARSS</li> <li>○ Drug calculations to include: injectable, oral medications, percentage solutions</li> <li>○ Sustainability of medicines, including antimicrobial resistance</li> </ul> </li> <li>• Review of key organ systems involved in pharmaceutical administration, distribution, metabolism and excretion: circulatory system, respiratory system, digestive system, genitourinary system, nervous system, musculoskeletal system, integument, immune system</li> <li>• Principles of pharmacology: pharmacodynamics and pharmacokinetics – drug absorption, distribution, metabolism and excretion. (LO2)</li> <li>• Medications (LO2) <ul style="list-style-type: none"> <li>○ Antimicrobials</li> <li>○ Analgesics, including opiates and non-steroidal anti-inflammatories</li> <li>○ Anaesthetic and sedatives, including inhalant and local anaesthetics</li> <li>○ Antiparasitics, including a review of common companion animal endoparasiticides and ectoparasiticides</li> <li>○ Vaccinations</li> <li>○ Chemotherapeutic drugs</li> <li>○ Dermatological and ophthalmic medications, including topical medications and corticosteroids</li> <li>○ Nervous system medications, including anti-epileptic medications</li> <li>○ Cardiovascular system medications</li> <li>○ Gastrointestinal system medication</li> <li>○ Endocrine system medications</li> <li>○ Nutraceuticals and supplements, including urinary tract, musculoskeletal and behavioural indications</li> <li>○ Prescription diets</li> </ul> </li> </ul>

11.	<p><b>Learning and teaching strategy:</b></p> <p>The majority of the syllabus will be addressed with distance learning. Online lessons provide the core knowledge base, with opportunities for online forum posts and discussion to apply information and deepen understanding. Workshops will be scheduled allow application of practical skills.</p> <p>Seminars will be offered to assist students with drug calculations and to discuss dispensing scenarios.</p> <p>Students are encouraged to access resources from the reading list and conduct further reading of published journal articles to supplement their understanding.</p>
12.	<p><b>Assessment scheme:</b></p> <p><b>(c) Formative assessment scheme</b></p> <p>Regular short, formative assessments consisting of short answer questions will take place throughout the module. Marks for these tests do not contribute to the overall module grade, but are designed to assist with revision and consolidation of learning.</p> <p>Formative mock examinations for both the written and practical examinations will take place during the delivery of the module and will utilise peer marking and feedback as part of the feedback process.</p> <p>Written feedback will be provided on one draft assignment prior to summative submission.</p>
	<p><b>(d) Summative assessment scheme</b>  <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p> <p>The overall grade for the module is obtained by aggregation of the marks obtained in assessments.</p> <p>Where one of more assessment components of the module are failed, only the failed component(s) requires re-sit. If a component is failed, a maximum grade of 16 may be obtained on the re-sit.</p>

	Compensation is not permitted for this module.	
	Seen examination	0%
	Unseen examination	<p>Student performance will be assessed by:</p> <ul style="list-style-type: none"> <li>• A two hour unseen written examination consisting of short answer questions, assessing learning outcomes 1 and 2. Questions will be based on scenarios, applying knowledge on different medication groups to patient and client requirements. This comprises 100% of the overall module grade.</li> </ul>
	Unseen practical examination	<p>Student performance will be assessed by:</p> <ul style="list-style-type: none"> <li>• A 30 minute scenario-based practical examination, assessing learning outcome 3. This comprises 25% of the overall module grade.</li> </ul>
	Coursework (no examination)	<p>Student performance will be assessed by:</p> <ul style="list-style-type: none"> <li>• A 2000 word case study assignment, assessing learning outcomes 1 &amp; 2. This comprises 25% of the overall module grade.</li> </ul>
13.	<b>Timetabled examination required</b>	Yes
14.	<b>Length of exam</b>	2 hours written
15.	<b>Learning materials</b>	This module's reading list may be located on UniHub and additional sources located through the subject library guide.

16.	<b>UNISTATS - assessment</b>						
Please indicate summary of the following assessment types :							
COURSEWORK							
EXAM				100%			
PRACTICAL							
17.	<b>UNISTATS – learning and teaching</b>						
Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).							
Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).						70	
The proposed number of scheduled teaching hours: This includes online learning and optional practical revision workshops							
Placement Activity (e.g. placement, work based learning or year abroad).						N/A	
Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):							
Independent Study (Time students will be required to complete independent study).						230	
The proposed number of hours a student should complete independent study:							
18.	<b>Module run (NB These should be set up four years in advance):</b>						
Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Joint partner
2020-21	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW

	2021-22	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
	2022-23	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
	2023-24	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
19.	<b>Timetabling information:</b>							
	(d) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				NO			
	SEMINAR (SEM)				YES			
	LABORATORY (LAB)				NO			
	WORKSHOP (WRK)				YES			
	(e) Timetabled				YES			
	(f) Student centrally allocated				NO			

1.	<b>Module code:</b>	VET2312
2.	<b>Title:</b>	<b>Legal, Professional and Ethical Aspects of Veterinary Nursing</b>
3.	<b>Credit points:</b>	30 credits Level 5 Module
4.	<b>Start term:</b>	Autumn
5.	<b>Module leader:</b>	Claire Defries
6.	<b>Accredited by:</b>	
7.	<b>Module restrictions:</b>	
	(i) Pre-requisite	Registered Veterinary Nurse
	(j) Programme restrictions	
	(k) Level restrictions	Level 4
	(l) Other restrictions or requirements	
8.	<b>Aims:</b>	<p>On completion of this module the student will be able to demonstrate an understanding of the complex nature of delivering veterinary care, with reference to the key legal, professional and ethical frameworks that exist. This module will introduce students to those frameworks and enable them to develop their understanding and application of knowledge to their own field of practice. There will be an opportunity to engage in discussion with other RVNs to develop strong links between theory and practice.</p> <p>Links to QAA Subject Benchmark: Nature and scope of veterinary nursing: 2.1, 2.2, 2.5, Subject knowledge and understanding: 3.1, Personal and professional skills: 4.4, 4.5, Generic skills: 4.6, Teaching, learning and assessment: 5.2 - 5.4</p> <p>Links to RCVS Day One Skills: Section 2: Communication 2.1, 2.8, 2.9, 2.10,</p>
9.	<b>Learning outcomes:</b>	<p><b>Knowledge</b></p>

	<p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a systematic understanding of the key legal issues relevant to registered veterinary nurses.</li> <li>2. Critically discuss the key features of professional regulation, with reference to the RCVS VN Code of Conduct, and discuss the importance of informed consent within a veterinary context.</li> <li>3. Examine the principles of ethics, using the value criteria of autonomy, innocence and justice.</li> <li>4. Develop the ability to critically apply ethical and legal principles to a complex workplace situation.</li> </ol> <p><b>Skills</b></p> <p>This module will call for the successful student to demonstrate relevant soft skills in addition to technical skills already mastered, in the following areas:</p> <ul style="list-style-type: none"> <li>• Communication with clients and colleagues</li> <li>• Emotional intelligence</li> <li>• Flexibility</li> <li>• Self-confidence</li> <li>• Ability to generate constructive criticism</li> <li>• Ability to deal with criticism</li> <li>• Resilience</li> <li>• Ability to deal with pressure</li> <li>• Problem solving</li> <li>• Decision making</li> <li>• Equality, diversity and inclusion</li> <li>• Professionalism</li> </ul>
10.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Responsibility and accountability</li> <li>• Codes of practice</li> <li>• Legal and professional issues</li> <li>• Ethical theories</li> <li>• Application of evidence based veterinary nursing</li> <li>• Reflection and self-evaluation</li> <li>• Delegation and decision making</li> <li>• Fitness to Practice</li> <li>• Professional development</li> </ul>

11.	<p><b>Learning and teaching strategy:</b></p> <p>A range of activities will be used to support individual learning and peer support. The majority of the syllabus will be addressed with distance learning. Online lessons provide the core knowledge base, with opportunities for online forum posts and discussion to apply information and deepen understanding.</p> <p>Seminars will be offered to discuss case studies and prepare for formative and summative assessment.</p> <p>Students are encouraged to access resources from the reading list and conduct further reading of published journal articles to supplement their understanding.</p>						
12.	<p><b>Assessment scheme:</b></p> <p><b>(e) Formative assessment scheme</b> Compulsory 15 minute presentation on a critical incident that will form the basis of the summative assignment. The presentation will be recorded and uploaded to the virtual learning platform for peer and tutor review.</p>						
	<p><b>(f) Summative assessment scheme</b> <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p> <table border="1" data-bbox="261 1189 1428 1559"> <tr> <td data-bbox="261 1189 683 1256">Seen examination</td> <td data-bbox="683 1189 1428 1256">0%</td> </tr> <tr> <td data-bbox="261 1256 683 1323">Unseen examination</td> <td data-bbox="683 1256 1428 1323">0%</td> </tr> <tr> <td data-bbox="261 1323 683 1559">Coursework (no examination)</td> <td data-bbox="683 1323 1428 1559">           100%             A 4000 word reflective assignment based on a critical incident.             LO1, LO2, LO3, LO4         </td> </tr> </table>	Seen examination	0%	Unseen examination	0%	Coursework (no examination)	100%  A 4000 word reflective assignment based on a critical incident.  LO1, LO2, LO3, LO4
Seen examination	0%						
Unseen examination	0%						
Coursework (no examination)	100%  A 4000 word reflective assignment based on a critical incident.  LO1, LO2, LO3, LO4						
13.	<p><b>Timetabled examination required</b></p> <p>NO</p>						
14.	<p><b>Length of exam</b></p> <p>.....hours</p>						
15.	<p><b>Learning materials</b></p> <p>Essential</p> <p>This module's reading list may be located on UniHub and additional sources located through the subject library guide.</p>						

16.	<b>UNISTATS - assessment</b>							
	Please indicate summary of the following assessment types #:							
	COURSEWORK				100%			
	EXAM				0%			
	PRACTICAL				0%			
17.	<b>UNISTATS – learning and teaching</b>							
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).							
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).						60	
	The proposed number of scheduled teaching hours:							
	Placement Activity (e.g. placement, work based learning or year abroad).							
	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):							
	Independent Study (Time students will be required to complete independent study).						240	
	The proposed number of hours a student should complete independent study:							
18.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Joint partner
	2020-21	Autumn	Weeks 1 - 11	Week 1	Week 11	10	Hendon/ Leeds/ Huntingdon	CAW
	2021-22	Autumn	Weeks 1 - 11	Week 1	Week 11	10	Hendon/ Leeds/	CAW

							Huntingdon	
	2022-23	Autumn	Weeks 1 - 11	Week 1	Week 11	10	Hendon/ Leeds/ Huntingdon	CAW
	2023-24	Autumn	Weeks 1 - 11	Week 1	Week 11	10	Hendon/ Leeds/ Huntingdon	CAW
19.	<b>Timetabling information:</b>							
	(g) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)					NO		
	SEMINAR (SEM)					YES (online)		
	LABORATORY (LAB)					/NO		
	WORKSHOP (WRK)					YES		
	(h) Timetabled					NO		
	(i) Student centrally allocated					YES		

1.	<b>Module code:</b>	VET3721
2.	<b>Title:</b>	<b>Management &amp; Business</b>
3.	<b>Credit points:</b>	30 (Level 6)
4.	<b>Start term:</b>	Autumn
5.	<b>Module leader:</b>	Nina De Franco
6.	<b>Accredited by:</b>	RCVS
7.	<b>Module restrictions:</b>	
	(m) Pre-requisite	
	(n) Programme restrictions	
	(o) Level restrictions	
	(p) Other restrictions or requirements	
8.	<b>Aims:</b>	<p>The aims of this elective module are to enable veterinary nurses to play a key role through a process of critical reflection and planned action in developing managerial competence within the veterinary practice through:</p> <ul style="list-style-type: none"> <li>• the establishment, maintenance and improvement of the quality of veterinary nursing they provide;</li> <li>• the use of a problem-solving approach for effective nursing management and leadership;</li> <li>• and the awareness, control and monitoring of the use of appropriate veterinary care resources for quality and effective nursing management.</li> </ul> <p>QAA Subject Benchmarks: 1.5, 2.3, 2.4, 2.5, 3.1, 4.4, 4.5, 4.6 and 5.2</p>
9.	<b>Learning outcomes:</b>	<p><b>Knowledge</b></p> <p>On completion of this module the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate the optimum conditions of professionalism in the provision of nursing within the veterinary practice;</li> </ol>

	<ol style="list-style-type: none"> <li>2. Illustrate the distinctive nature of veterinary practice management in relation to the market environment;</li>   <li>3. Critically analyse the problem-solving frameworks used with: <ul style="list-style-type: none"> <li>❖ processes of nursing</li> <li>❖ practice based relationships</li> <li>❖ role activities in the veterinary practice</li> <li>❖ practice objectives</li> </ul> </li>   <li>4. Manage own learning needs</li>   <li>5. Apply team building and leadership skills</li>   <li>6. Integrate concepts in support of a well-structured argument</li> </ol>
10.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Management Theory and Competence</li> <li>• Learning Theories</li> <li>• Organisational Theory</li> <li>• Interpersonal Skills in Management</li> <li>• Managing Finance and Resources</li> <li>• Managing Information</li> <li>• Managing change</li> <li>• Team building</li> <li>• Leadership skills</li> <li>• Locum agencies</li> <li>• Development arguments</li> </ul>
11.	<p><b>Learning and teaching strategy:</b></p> <p>Learning is delivered using the virtual learning environment (VLE) alongside some videoconference tutorials. Learning content support includes discussion groups, blogs and the delivery of materials and web links.</p>
12.	<p><b>Assessment scheme:</b> This module will be assessed continuously, using both formative and summative strategies.</p>
	<p><b>(g) Formative assessment scheme</b> Completion of VLE activities</p>

	<p>Regular, short formative assessments (MCQ/short answer question tests) will take place throughout the module. Marks for these tests do not contribute to overall grade but are designed to assist with revision and consolidation of learning.</p> <p>Presentation</p> <p>A video presentation (accompanying suitable references) that will be submitted for formative peer assessment in preparation for summative submission.</p> <p>Written feedback will be provided for one draft assignment</p>						
	<p><b>(h) Summative assessment scheme</b>  <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p>						
	<table border="1"> <tr> <td>Seen examination</td> <td>n/a</td> </tr> <tr> <td>Unseen examination</td> <td>n/a</td> </tr> <tr> <td>Coursework (no examination)</td> <td>           70%             Assignment – 3000 word business proposal             LO 1, 2, 3, 5 and 6.         </td> </tr> </table>	Seen examination	n/a	Unseen examination	n/a	Coursework (no examination)	70%  Assignment – 3000 word business proposal  LO 1, 2, 3, 5 and 6.
Seen examination	n/a						
Unseen examination	n/a						
Coursework (no examination)	70%  Assignment – 3000 word business proposal  LO 1, 2, 3, 5 and 6.						
	<table border="1"> <tr> <td>Presentation</td> <td>           30%             Students will prerecord and submit a 15 minute presentation on their own chosen current business affair that has the potential to influence the veterinary service sector             LO 4.         </td> </tr> </table>	Presentation	30%  Students will prerecord and submit a 15 minute presentation on their own chosen current business affair that has the potential to influence the veterinary service sector  LO 4.				
Presentation	30%  Students will prerecord and submit a 15 minute presentation on their own chosen current business affair that has the potential to influence the veterinary service sector  LO 4.						
13.	<table border="1"> <tr> <td><b>Timetabled examination required</b></td> <td>No</td> </tr> </table>	<b>Timetabled examination required</b>	No				
<b>Timetabled examination required</b>	No						
14.	<table border="1"> <tr> <td><b>Length of exam</b></td> <td>N/A</td> </tr> </table>	<b>Length of exam</b>	N/A				
<b>Length of exam</b>	N/A						
15.	<table border="1"> <tr> <td><b>Learning materials</b></td> <td>This module's reading list may be located on UniHub and additional sources located through the subject library guide.</td> </tr> </table>	<b>Learning materials</b>	This module's reading list may be located on UniHub and additional sources located through the subject library guide.				
<b>Learning materials</b>	This module's reading list may be located on UniHub and additional sources located through the subject library guide.						

16.	<b>UNISTATS - assessment</b>							
	Please indicate summary of the following assessment types :							
	COURSEWORK				100%			
	EXAM				0%			
	PRACTICAL				0%			
17.	<b>UNISTATS – learning and teaching</b>							
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).							
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).						60.5 hours	
	The proposed number of scheduled teaching hours:							
	Placement Activity (e.g. placement, work based learning or year abroad).						N/A	
	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):							
	Independent Study (Time students will be required to complete independent study).							
	The proposed number of hours a student should complete independent study:							
18.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Joint partner
	2020-21	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
	2021-22	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/	CAW

							Leeds/ Huntingdo n	
	2022-23	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdo n	CAW
	2023-24	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdo n	CAW
19.	<b>Timetabling information:</b>							
	(j) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES			
	SEMINAR (SEM)				NO			
	LABORATORY (LAB)				NO			
	WORKSHOP (WRK)				NO			
	(k) Timetabled				YES			
	(l) Student centrally allocated				YES			

1.	<b>Module code:</b>	VET3722
2.	<b>Title:</b>	<b>Nursing Exotics &amp; Wildlife</b>
3.	<b>Credit points:</b>	30 (Level 6)
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	Lauren Norton
6.	<b>Accredited by:</b>	
7.	<b>Module restrictions:</b>	
	(q) Pre-requisite	
	(r) Programme restrictions	
	(s) Level restrictions	
	(t) Other restrictions or requirements	
8.	<b>Aims:</b>	<p>This elective module analyses the concepts of housing, handling, husbandry and environment of exotics and wildlife to include a variety of species of birds, reptiles and mammals. It will equip students with the necessary knowledge, skills and experience required for nursing wildlife and exotics. Working with wildlife requires specific skills in restraint, handling and management whilst working within the constraints of legal requirements.</p> <p>Links to QAA Subject Benchmark: Subject knowledge and understanding: 3.2, 3.3, Clinical and technical skills: 4.2, Personal and professional skills: 4.4, Teaching, learning and assessment: 5.2, 5.3</p>
9.	<b>Learning outcomes:</b>	<p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically examine the factors to be considered when handling exotics and wildlife and compare requirements for five different species.</li> <li>2. Critically appraise the environmental conditions used for housing a range of species, including mammals, birds and reptiles.</li> <li>3. Critically review the principles of nursing hospitalised exotic and wildlife patients.</li> </ol>

	<p>4. Critically review the methods of health assessment for one of a range of relevant species.</p>
10.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Handling and restraint techniques for a variety of species.</li> <li>• Animal housing and environment - including the principles of housing and design in relation to normal anatomy, physiology and behaviour.</li> <li>• Overview of common diseases including zoonoses.</li> <li>• Signs of normal and abnormal health.</li> <li>• Feeding and nutrition.</li> <li>• Introduction to anaesthesia and perioperative care in exotic species.</li> <li>• Client education and preventative health care.</li> <li>• Legislation associated with wildlife and exotic pets.</li> <li>• Health assessment for one of a range of species including: <ul style="list-style-type: none"> <li>○ Reptiles – lizards, chelonians, snakes</li> <li>○ Birds - psittacines, passerines, waterfowl, wild birds, galliformes, birds of prey</li> <li>○ Mammals - ferrets, rabbits, rodents, and common British wildlife</li> </ul> </li> </ul>
11.	<p><b>Learning and teaching strategy:</b></p> <p>Learning is delivered using the virtual learning environment (VLE). Learning content support includes discussion groups, blogs and the delivery of materials and web links.</p>
12.	<p><b>Assessment scheme:</b> This module will be assessed continuously, using both formative and summative strategies.</p> <p><b>(i) Formative assessment scheme</b>  Completion of VLE activities</p> <p>Regular, short formative assessments (MCQ/short answer question tests) will take place throughout the module. Marks for these tests do not contribute to overall grade but are designed to assist with revision and consolidation of learning.</p> <p>Presentation</p> <p>A video presentation (accompanying suitable references) that will be submitted for formative peer assessment in preparation for summative submission.</p> <p>Written feedback will be provided for one draft assignment.</p>

	<b>(j) Summative assessment scheme</b> <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i>	
	Seen examination	n/a
	Unseen examination	n/a
	Coursework (no examination)	60%  Assignment – 2000 word comparison of the nursing care required for hospitalised wildlife species and exotic pet species.  LO 2 and 3.
	Presentation	40%  Students will be able to select a topic from a set list and will be assessed via a 20 minute pre-recorded presentation.  LO 1 and 4.
13.	<b>Timetabled examination required</b>	NO
14.	<b>Length of exam</b>	n/a
15.	<b>Learning materials</b>	This module's reading list may be located on UniHub and additional sources located through the subject library guide
16.	<b>UNISTATS - assessment</b>	
	Please indicate summary of the following assessment types :	
	COURSEWORK	100%
	EXAM	0%

	PRACTICAL	0%						
17.	<b>UNISTATS – learning and teaching</b>							
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).							
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).  The proposed number of scheduled teaching hours:	60.5 hours						
	Placement Activity (e.g. placement, work based learning or year abroad).  Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):	n/a						
	Independent Study (Time students will be required to complete independent study).  The proposed number of hours a student should complete independent study:							
18.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Joint partner
	2020-21	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
	2021-22	Autumn	Weeks 1 - 11	Week 1	Week 1	45	Hendon/ Leeds/ Huntingdon	CAW
	2022-23	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW

	2023-24	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
19.	<b>Timetabling information:</b>							
	(m) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES			
	SEMINAR (SEM)				NO			
	LABORATORY (LAB)				NO			
	WORKSHOP (WRK)				NO			
	(n) Timetabled				YES			
	(o) Student centrally allocated				YES			

1.	<b>Module code:</b>	VET3723
2.	<b>Title:</b>	<b>Companion Animal Behaviour and Training</b>
3.	<b>Credit points:</b>	30 (Level 6)
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	Jon Bowen
6.	<b>Accredited by:</b>	
7.	<b>Module restrictions:</b>	
	(u) Pre-requisite	
	(v) Programme restrictions	
	(w) Level restrictions	
	(x) Other restrictions or requirements	
8.	<b>Aims:</b>	<p>The aim of this elective module is to equip students with the necessary knowledge and skills required for the understanding of behavioural problems presented to the typical small animal veterinary practice.</p> <p>Links to QAA Subject Benchmark: Subject knowledge and understanding: 3.1, 3.2, Clinical and technical skills: 4.2, 4.3, Personal and professional skills: 4.4, 4.5, Generic skills: 4.6, Teaching, learning and assessment: 5.2, 5.3</p>
9.	<b>Learning outcomes:</b>	<p>On completion of this module the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically analyse the normal species specific behaviour of companion animals and consider the constraints that arise from domestic management techniques</li> <li>2. Critically evaluate the evolutionary consequences of domestication and its impact on the human/animal relationship</li> <li>3. Critically examine the principles of animal learning theory and evaluate how this can be utilised to create effective training protocols and behavioural modification plans</li> <li>4. Critically appraise the methods used for the management and treatment of common behaviour problems in companion animals</li> </ol>

10.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Ethology of dogs and cats to include normal behaviour and communication</li> <li>• The process of domestication</li> <li>• Behavioural ontogeny</li> <li>• Animal learning theory (associative and non-associative)</li> <li>• Approaches to common behaviour problems in companion animals</li> <li>• The human/animal relationship</li> <li>• Medical causes of behavioural issues, to include cognitive dysfunction</li> <li>• Psychopharmacology</li> </ul>						
11.	<p><b>Learning and teaching strategy:</b></p> <p>Learning is delivered using the virtual learning environment (Unihub). Learning content support includes discussion groups, blogs and the delivery of materials and web links.</p>						
12.	<p><b>Assessment scheme:</b> This module will be assessed continuously, using both formative and summative strategies.</p> <p><b>(k) Formative assessment scheme</b>  Regular, short formative assessments (i.e. case examples, discussion forum posts, self-reflection via a personal blog, quizzes) will take place throughout the module. These assessments do not contribute to overall grade but are designed to assist with revision and consolidation of learning.</p> <p>Written feedback will be provided for one of draft of each assignment.</p>						
	<p><b>(l) Summative assessment scheme</b>  <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p> <table border="1" data-bbox="261 1653 1430 2022"> <tr> <td data-bbox="261 1653 683 1720">Seen examination</td> <td data-bbox="683 1653 1430 1720">n/a</td> </tr> <tr> <td data-bbox="261 1720 683 1787">Unseen examination</td> <td data-bbox="683 1720 1430 1787">n/a</td> </tr> <tr> <td data-bbox="261 1787 683 2022">Coursework (no examination)</td> <td data-bbox="683 1787 1430 2022"> <p>Student performance will be assessed by:</p> <ol style="list-style-type: none"> <li>1. A 2000 word case study assignment, assessing learning outcomes 1, 2 and 3. This comprises <b>50%</b> of the overall module grade.</li> </ol> </td> </tr> </table>	Seen examination	n/a	Unseen examination	n/a	Coursework (no examination)	<p>Student performance will be assessed by:</p> <ol style="list-style-type: none"> <li>1. A 2000 word case study assignment, assessing learning outcomes 1, 2 and 3. This comprises <b>50%</b> of the overall module grade.</li> </ol>
Seen examination	n/a						
Unseen examination	n/a						
Coursework (no examination)	<p>Student performance will be assessed by:</p> <ol style="list-style-type: none"> <li>1. A 2000 word case study assignment, assessing learning outcomes 1, 2 and 3. This comprises <b>50%</b> of the overall module grade.</li> </ol>						

		2. A 2000 word case study assignment, assessing learning outcomes 1, 2 and 4. This comprises <b>50%</b> of the overall module grade.
13.	<b>Timetabled examination required</b>	NO
14.	<b>Length of exam</b>	n/a
15.	<b>Learning materials</b> <ul style="list-style-type: none"> <li>• Essential</li> </ul>	This module's reading list may be located on UniHub and additional sources located through the subject library guide.
16.	<b>UNISTATS - assessment</b>	
	Please indicate summary of the following assessment types :	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%
17.	<b>UNISTATS – learning and teaching</b>	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).	60.5 hours
	The proposed number of scheduled teaching hours:	
	Placement Activity (e.g. placement, work based learning or year abroad).	n/a

	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):							
	Independent Study (Time students will be required to complete independent study).							239.5 hours
	The proposed number of hours a student should complete independent study:							
18.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Joint partner
	2020-21	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
	2021-22	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
	2022-23	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
	2023-24	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
19.	<b>Timetabling information:</b>							
	(p) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES			
	SEMINAR (SEM)				NO			
	LABORATORY (LAB)				NO			
	WORKSHOP (WRK)				NO			

	(q) Timetabled	YES
	(r) Student centrally allocated	YES

1.	<b>Module code:</b>	VET3724
2.	<b>Title:</b>	<b>Equine Nursing</b>
3.	<b>Credit points:</b>	30 (Level 6)
4.	<b>Start term:</b>	Autumn
5.	<b>Module leader:</b>	Nuria Terron Canedo
6.	<b>Accredited by:</b>	
7.	<b>Module restrictions:</b>	
	(y) Pre-requisite	
	(z) Programme restrictions	
	(aa) Level restrictions	
	(bb) Other restrictions or requirements	
8.	<b>Aims:</b>	<p>The aim of this elective module is to provide the necessary understanding required for nursing in equine practice or other areas of equine work. Horses are uniquely susceptible to a variety of illnesses and injuries that require skilled nursing management. Working with horses requires knowledge of specific skills in restraint, handling and management. An insight into the equine industry and people involved at various levels will also be approached.</p> <p>Links to QAA Subject Benchmark: Section 2 Nature &amp; scope of veterinary nursing 2.1., 2.2. Section 3 Subject knowledge &amp; understanding 3.1-3.4. Section 4 Subject-specific &amp; generic skills 4.1-4.6</p>
9.	<b>Learning outcomes:</b>	<p>On completion of this module the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate the clinically relevant aspects of the equine anatomy, physiology and pathology in the context of veterinary nursing.</li> <li>2. Critically appraise the principles and procedures involved in equine nursing using current literature, to include patient handling and safe practice.</li> <li>3. Formulate and critically evaluate a nursing care plan based on existing knowledge applied to equine management for common clinical conditions affecting horses and other equids.</li> </ol>

	<p>4. Critically review the strategic options for managing safe clinical practice on proposed scenarios that mimic the most common clinical conditions seen in equine general practice and equine referral hospitals.</p>
10.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Handling and restraint</li> <li>• Equine exercise physiology</li> <li>• Housing requirements</li> <li>• Stable and field management</li> <li>• Principles of fluid therapy and equine intensive care.</li> <li>• Basic anatomy and physiology of the equine gastrointestinal tract with attention to practical implications (e.g. motility disorders, gastric ulceration, roughage requirements, foal feeding, feed changes, diarrhoea, effect of parasitism)</li> <li>• Nutritional requirements of a range of equines</li> <li>• Therapeutic principles in horses, including typical volumes and routes of administration of drugs (IV, oral, IM, S/C)</li> <li>• Principles and procedures involved in imaging techniques available in equine medicine</li> <li>• Anaesthetic monitoring equipment. Common methods of sedating and anaesthetising horses</li> <li>• Principles of equine wound care</li> <li>• Clinical nursing Leadership</li> </ul>
11.	<p><b>Learning and teaching strategy:</b></p> <p>Learning is delivered using online interactive e-lessons, online videos, online discussion forums, skype group discussion sessions, skype group problem-based learning (PBL) sessions, online activities and quizzes. The e-lectures and online activities will provide the core knowledge base, with opportunities for group activities and discussion through forums. Public speaking skills and appropriate evaluative judgement of work produce by self or peers will be developed with the presentation of a poster. Students are encouraged to access resources from the reading list and conduct further reading of published journal articles to supplement their understanding.</p>
12.	<p><b>Assessment scheme:</b> This module will be assessed continuously, using both formative and summative strategies.</p> <p><b>(m)Formative assessment scheme</b> Regular, short formative assessments (i.e. online quizzes) will take place throughout the module as part of the online content. There will be opportunities for online discussions of the PBL scenarios.</p> <p>Draft feedback will be provided for the poster presentation and written feedback will be provided for one draft written assignment prior to the deadlines.</p>

	Formative assessments do not contribute to the overall marks of the module but are designed to assist with revision and consolidation of learning.	
	<b>(n) Summative assessment scheme</b> <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i>	
	Seen examination	n/a
	Unseen examination	n/a
	Coursework (no examination)	<b>40%</b> poster presentation outlining the results from problem based learning on a simulated scenario (LO 1 and 4)  <b>60%</b> Written case study to include equine care plan – 3000 words (LO 1, 2 and 3)
13.	<b>Timetabled examination required</b>	n/a
14.	<b>Length of exam</b>	n/a
15.	<b>Learning materials</b>	This module's reading list may be located on UniHub and additional sources located through the subject library guide.
16.	<b>UNISTATS - assessment</b>	
	Please indicate summary of the following assessment types :	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%
17.	<b>UNISTATS – learning and teaching</b>	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).	60.5 hours

	The proposed number of scheduled teaching hours:							
	Placement Activity (e.g. placement, work based learning or year abroad).							n/a
	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):							
	Independent Study (Time students will be required to complete independent study).							239.5 hours
	The proposed number of hours a student should complete independent study:							
18.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Joint partner
	2020-21	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
	2021-22	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
	2022-23	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
	2023-24	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW

19.	<b>Timetabling information:</b>	
	(s) Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC) - online	YES
	SEMINAR (SEM)	NO
	LABORATORY (LAB)	NO
	WORKSHOP (WRK)	YES
	(t) Timetabled	YES
	(u) Student centrally allocated	NO

1.	<b>Module code:</b>	VET 3717
2.	<b>Title:</b>	<b>Veterinary Education and Professional Development</b>
3.	<b>Credit points:</b>	30 (Level 6)
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	Claire Defries
6.	<b>Accredited by:</b>	
7.	<b>Module restrictions:</b>	
	(cc) Pre-requisite	
	(dd) Programme restrictions	
	(ee) Level restrictions	
	(ff) Other restrictions or requirements	
8.	<b>Aims:</b>	<p>This elective module equips students with the tools to coach, mentor and teach others within a veterinary context. Students will explore learning theory and teaching methods alongside learning the skills needed in order to plan and deliver a teaching session and act as coach in a veterinary practice setting.</p> <p>Links to QAA Subject Benchmark: Nature and scope of veterinary nursing: 2.2, Personal and professional skills: 4.4, 4.5, Generic skills: 4.6, Teaching, learning and assessment: 5.2, 5.3</p>
9.	<b>Learning outcomes:</b>	<p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically analyse roles, responsibilities and relationships in the veterinary environment.</li> <li>2. Critically assess individual needs of learners.</li> <li>3. Critically evaluate coaching and mentoring strategies.</li> <li>4. Critically analyse reflective models and their application to practice.</li> <li>5. Devise methods to facilitate learning and assessment.</li> <li>6. Develop learning materials with a view to delivering, observing and evaluating a microteach session.</li> </ol>

10.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Role and responsibility of an educator</li> <li>• Equality, diversity, inclusivity and differentiation in learning</li> <li>• Principles of learning theory</li> <li>• Pedagogical models of learning</li> <li>• Planning learning (aims, objectives, schemes of work, lesson plans)</li> <li>• Designing learning (resource development)</li> <li>• Teaching and learning activities</li> <li>• Assessment methods</li> <li>• Coaching, mentoring and support</li> <li>• Reflective practice</li> <li>• Inter-professional education</li> <li>• Micro-teaching</li> </ul>
11.	<p><b>Learning and teaching strategy:</b></p> <p>Lectures, case studies, small group work, peer review, individual work, seminars, student-led presentations, practical micro teach.</p> <p>Teacher-led seminars will introduce theoretical concepts related to education.</p> <p>One to one and group tutorials to further advise and assist students on developing their knowledge and skills. Peer support via the discussion boards on UniHub will support the learning.</p>
12.	<p><b>Assessment scheme:</b> This module will be assessed continuously, using both formative and summative strategies.</p> <p><b>(o) Formative assessment scheme</b> Completion of online activities</p> <p>Regular, short formative assessments (MCQ/short answer question tests) will take place throughout the module. Marks for these tests do not contribute to overall grade but are designed to assist with revision and consolidation of learning.</p> <p>Reflective learning journal including online group forum to evaluate theory from each week.</p> <p>Written feedback will be provided for one draft assignment.</p>

	<p><b>(p) Summative assessment scheme</b>  <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p>	
	Seen examination	n/a
	Unseen examination	n/a
	Presentation (micro teach)	<p>60%</p> <p>Students will be able to select a topic of their choice within the context of veterinary nursing practice and present a 15 minute micro teach with a 1500 word reflective piece post delivery</p> <p>LO 5 and 6</p>
	Coursework (no examination)	<p>40%</p> <p>2000 word Assignment – Education and professional development LO 1, 2, 3 and 4.</p>
13.	<b>Timetabled examination required</b>	NO
14.	<b>Length of exam</b>	n/a
15.	<b>Learning materials</b>	This module's reading list may be located on UniHub and additional sources located through the subject library guide.

16.	<b>UNISTATS - assessment</b>						
	Please indicate summary of the following assessment types:						
	COURSEWORK				100%		
	EXAM				0%		
	PRACTICAL				0%		
17.	<b>UNISTATS – learning and teaching</b>						
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).						
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).  The proposed number of scheduled teaching hours:						60.5 hours
	Placement Activity (e.g. placement, work based learning or year abroad).  Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):						n/a
Independent Study (Time students will be required to complete independent study).  The proposed number of hours a student should complete independent study:						239.5 hours	
18.	<b>Module run (NB These should be set up four years in advance):</b>						
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus Joint partner
	2020-21	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon CAW
	2021-22	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ CAW

							Huntingdon	
	2022-23	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
	2023-24	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
19.	<b>Timetabling information:</b>							
	(v) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES			
	SEMINAR (SEM)				NO			
	LABORATORY (LAB)				NO			
	WORKSHOP (WRK)				NO			
	(w) Timetabled				YES			
	(x) Student centrally allocated				YES			

1.	<b>Module code:</b>	VET3718
2.	<b>Title:</b>	<b>Applied Emergency and Critical Care Veterinary Nursing</b>
3.	<b>Credit points:</b>	30 (Level 6)
4.	<b>Start term:</b>	Autumn
5.	<b>Module leader:</b>	Evie Yon
6.	<b>Accredited by:</b>	
7.	<b>Module restrictions:</b>	
	(gg) Pre-requisite	
	(hh) Programme restrictions	
	(ii) Level restrictions	
	(jj) Other restrictions or requirements	
8.	<b>Aims:</b>	<p>This module aims to provide students with:</p> <p>Knowledge and skills to enable them to work effectively with a range of emergency and critical care veterinary patients. In addition to this, students will be able to develop evidence-based nursing care strategies, using nursing models and frameworks to recognise, assess and successfully manage emergency and critically ill patients.</p> <p>Links to QAA Subject Benchmark: Subject knowledge and understanding: 3.1, 3.2, Clinical and technical skills: 4.2, Personal and professional skills: 4.4, 4.5, Generic skills: 4.6, Teaching, learning and assessment: 5.2, 5.3</p>
9.	<b>Learning outcomes:</b>	<p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically appraise the role of the veterinary nurse in the provision of initial first aid and triage in relation to current UK legislation and RCVS guidelines.</li> </ol>

	<ol style="list-style-type: none"><li>2. Critically evaluate current literature to examine nursing techniques for a range of emergency and critical care patients.</li><li>3. Create nursing care plans for critical care patients and appraise their value in an emergency or critical care context.</li><li>4. Critically appraise patient monitoring methods and equipment used for a variety of emergency and critical care situations.</li><li>5. Assess emergency and critical care patients with a range of conditions.</li></ol>
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10. **Syllabus:**

- First aid, triage and CPR
- Common poisons and toxicity
- Advanced fluid therapy and transfusion medicine
- Management of shock
- Traumatic injuries
- An introduction to exotic and wildlife emergencies
- Monitoring equipment and techniques
- Nursing emergency conditions to include:
  - Cardiovascular emergencies
  - Respiratory emergencies
  - Neurological emergencies
  - Acute abdominal emergencies
  - Endocrine emergencies
  - Ophthalmic emergencies

11. **Learning and teaching strategy:**

Applied Emergency and Critical Care Nursing is to be delivered via the online platform, UniHub.

Core information will be delivered in the form of detailed notes, scenarios and videos. Additional information will be accessed through the provision of current literature, including publications and research, to support learning, acquisition of knowledge and encourage evidence-based nursing. Discussion forums will further enable students to achieve the learning outcomes by allowing students to discuss their findings, evaluate and reflect on their experiences, and develop new ideas with peers.

Reflective practice will be encouraged through postings to discussion forums and through formative and summative assessments.

Case-based and problem-based scenario learning will aid students to become problem-solvers and will provide opportunity to apply their knowledge using a holistic and systematic approach. By justifying their rationale, they will develop communication and team skills by liaising with peers via discussion forums.

Regular contact with tutors via discussion forums will provide students with feedback and support. In addition, formative assessments including quizzes, problem and case-

	based scenario work and peer assessment will provide students with detailed feedback on their work	
12.	<b>Assessment scheme:</b>	
	<b>(q) Formative assessment scheme</b>	
	Completion of Unihub activities	
	Regular, short formative assessments (extended MCQ/short answer question tests) will take place throughout the module. Marks for these tests do not contribute to overall grade but are designed to assist with revision and consolidation of learning.	
	An opportunity will also be provided for students to submit one draft copy of their summative assignment for tutor feedback, as well as a mock examination.	
	<b>(r) Summative assessment scheme</b> <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i>	
	Seen examination	N/A (0%)
	Unseen examination	50% 2 hour online examination (extended MCQs and short answer questions) LO1, LO4, LO5
	Coursework (no examination)	50% Extended patient care report (2000 words) LO2, LO3, LO4, LO5
13.	<b>Timetabled examination required</b>	Yes
14.	<b>Length of exam</b>	2 hours
15.	<b>Learning materials</b>	

		This module's reading list may be located on UniHub and additional sources located through the subject library guide.						
16.	<b>UNISTATS - assessment</b>							
	Please indicate summary of the following assessment types:							
	COURSEWORK				50%			
	EXAM				50%			
	PRACTICAL				0%			
17.	<b>UNISTATS – learning and teaching</b>							
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).							
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).						60. hours	
	The proposed number of scheduled teaching hours: Delivered online							
	Placement Activity (e.g. placement, work based learning or year abroad).						n/a	
	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):							
	Independent Study (Time students will be required to complete independent study).						240	
	The proposed number of hours a student should complete independent study:							
18.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Joint partner
	2020-21	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/	CAW

							Huntingdon	
	2021-22	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
	2022-23	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
	2023-24	Autumn	Weeks 1 - 11	Week 1	Week 11	45	Hendon/ Leeds/ Huntingdon	CAW
19.	<b>Timetabling information:</b>							
	(y) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES			
	SEMINAR (SEM)				NO			
	LABORATORY (LAB)				NO			
	WORKSHOP (WRK)				YES			
	(z) Timetabled				YES			
	(aa) Student centrally allocated				YES			

1.	<b>Module code:</b>	VET3719
2.	<b>Title:</b>	<b>International Veterinary Nursing Elective</b>
3.	<b>Credit points:</b>	30 (Level 6)
4.	<b>Start term:</b>	Autumn
5.	<b>Module leader:</b>	Barbara Cooper
6.	<b>Accredited by:</b>	
7.	<b>Module restrictions:</b>	
	(kk) Pre-requisite	
	(ll) Programme restrictions	
	(mm) Level restrictions	
	(nn) Other restrictions or requirements	
8.	<b>Aims:</b>	<p>The module promotes a greater awareness of the influence and impact of culture and global issues on veterinary health and veterinary nursing. The module provides the student with experiential learning through an international placement.</p> <p>This module will call for the successful student to consolidate, and extend a systematic and coherent body of knowledge gained throughout the programme. Areas of focus will be personal relationships, adaptability, ability to take responsibility, interest, knowledge/cognitive ability, skill and efficiency.</p> <p>Links to QAA Subject Benchmark: Nature and scope of veterinary nursing: 2.1, 2.2, 2.5, Personal and professional skills: 4.4, 4.5, Generic skills: 4.6, Teaching, learning and assessment: 5.2 - 5.4</p> <p>Students completing this module must:</p> <ul style="list-style-type: none"> <li>• Be able to travel abroad.</li> <li>• Submit a statement of intended personal learning outcomes based on the module learning objectives.</li> <li>• Receive a positive recommendation from Personal Tutor.</li> <li>• Successful at practice selection interview.</li> </ul>

9. **Learning outcomes:**

On completion of this module, the successful student will be able to:

1. Critically evaluate concepts of global veterinary health
2. Critically analyse concepts of culture and its impact on veterinary health, veterinary health care and veterinary nursing
3. Critically reflect on values and attitudes relating to veterinary health and veterinary nursing
4. Examine the value of multicultural knowledge and experiences
5. Critically appraise the experience of being a visitor within the partner country.
6. Successfully complete the Professional Development tool

10.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Preparation for International placement</li> <li>• Introduction to global veterinary health issues</li> <li>• Notions of culture</li> <li>• Overview of veterinary health care policy and provision within the partner country</li> <li>• Overview of the veterinary nurse profession within the partner country</li> <li>• Preparation for travel and being a visitor within the partner country</li> <li>• Review of reflective practice and own values and beliefs</li> <li>• Professional Development</li> <li>• Assessment tutorial</li> </ul>
11.	<p><b>Learning and teaching strategy:</b></p> <p>Preparatory reading, tutorials, seminar, online journal/discussion blog, peer presentation and reflective learning.</p> <p><b>International Placement</b></p> <p>A four week observational veterinary care/veterinary nursing placement within a partner country. The student will write a reflective account via an online journal/discussion blog with a minimum of two entries per week. A total word count of 3000 words.</p> <p><b>Debriefing</b></p> <p>On return, the student will continue to reflect on and share their experience with peers who will also have undertaken an international placement. The assessment will be scheduled within the debriefing period and will comprise a poster presentation summarising the placement experience and the achievement of the agreed learning outcomes.</p>
12.	<p><b>Assessment scheme:</b></p> <p><b>(s) Formative assessment scheme</b> The student will write a 3000 word reflective account via an online journal/discussion blog with a minimum of two entries per week.</p>

	<p><b>(t) Summative assessment scheme</b>  <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p> <p>The Professional Development tool will be completed by the individual and their Practice based mentor to assess team working skills, areas of particular strength and areas of development during the practice placement The student will deliver a timed individual presentation of their poster, followed by questions. The poster and presentation content will be based on the international placement the student has experienced considering the achievement of Learning Outcomes 1,2,4 and 5 40%</p> <p>The student will analyse the culture and global veterinary health influences as related to veterinary care and veterinary nursing with the partner country.</p> <p>Learning Outcome 3 will be covered via the completion of the reflective online journal and satisfactory completion of the professional development tool by the mentor in the placement will enable LO6 to be met 60%</p>	
	Seen examination	n/a
	Unseen examination	n/a
	Coursework (no examination)	100% Coursework 60% 3000 word reflective journal via blog (Min 2 entries per week) and successful completion of the professional development tool 40% oral assessment and 15 minute presentation
13.	<b>Timetabled examination required</b>	NO
14.	<b>Length of exam</b>	n/a
15.	<b>Learning materials</b>	This module's reading list may be located on UniHub and additional sources located through the subject library guide.

16.	<b>UNISTATS - assessment</b>							
	Please indicate summary of the following assessment types :							
	COURSEWORK				100..%			
	EXAM				0%			
	PRACTICAL				0%			
17.	<b>UNISTATS – learning and teaching</b>							
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).							
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).							
	The proposed number of scheduled teaching hours:						20 hours	
	Placement Activity (e.g. placement, work based learning or year abroad).							
Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):						150 hours		
Independent Study (Time students will be required to complete independent study).								
The proposed number of hours a student should complete independent study:						130 hours		
18.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	2019/20	1/2				6		
	2020/21	1/2				10		
	2021/22	1/2				15		
	2022/23	1/2				20		
19.	<b>Timetabling information:</b>							
	(bb) Please indicate which teaching activities will be offered in this module*:							

	LECTURE (LEC)	NO
	SEMINAR (SEM)	YES
	LABORATORY (LAB)	NO
	WORKSHOP (WRK)	YES
	(cc) Timetabled	YES
	(dd) Student centrally allocated	YES

1.	Short code	VET 3704
2.	Title	<b>Dissertation</b>
3.	Level	3
4.	Credit Points	30
5.	Start Term	Autumn
6.	Subject	Veterinary Nursing
7.	Module Leader	Barbara Cooper
8.	Accredited by	
9.	Module Restrictions	
	(b) Pre-requisite	
	(d) Programme restriction	
	(e) Level restrictions	
	(f) Other restrictions or requirements	
10.	Automatic deferral	
11.	<b>Aims</b>	<p>This core module aims to synthesise learning from the students' undergraduate Nursing programme providing an opportunity for students to study independently and investigate a topic in depth. It fosters academic curiosity; an inquiry based approach, the employment and application of research skills thus facilitating the development of a higher level of theorising. Students will select a topic of personal interest they wish to study further and will manage their own learning during this module, with the support of an allocated supervisor for this period of independent study.</p>
12.	<b>Syllabus</b>	<p>As the culmination of the student's undergraduate programme the syllabus for this module is a synthesis of their subject knowledge and the application of the research skills they have developed during their programme. This module will also illustrate the student's achievement, and their employability skills of effective learning, communication, teamwork, numeracy, information technology and their personal and career development.</p>
13.	<b>Learning Outcomes</b>	<p>On completion of this module the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically appraise the fundamental theories and concepts along with contemporary debates underpinning the subject, illustrating understanding of the relationship between theory and research.</li> <li>2. Demonstrate the systematic searching, organisation, handling, critical selection, analysis and synthesis of a wide variety of different data and information sources.</li> <li>3. Critically review and evaluate the arguments evident in the literature and/or alternative sources of evidence pertaining to the chosen topic of study.</li> <li>4. Construct critical and reasoned argument which analyses, evaluates and challenges research findings, justifies propositions and elucidates alternatives.</li> <li>5. Draw meaningful, logical and informative conclusions with emergent recommendations for the future development of theory, practice or policy and then identify areas requiring further research. Study, through the dissemination of research findings.</li> </ol>

14.	<p><b>Learning, Teaching and Assessment Strategy</b></p> <p>This module is the culmination of the undergraduate programme and demonstrates the development of both the students' subject knowledge and graduate skills.</p> <p>The overall learning experience for this module will demonstrate the students' effective learning skills and ability to manage and direct their own learning independently. Facilitation and support for this learning will be largely through individual supervision with an allocated supervisor from the subject team who shares an interest in the topic under investigation.</p> <p>To support the learning process and further facilitate learning from constructive formative feedback a 'learning log' to support the students learning will be utilised throughout the year.</p> <p>The learning log will include a range of formative learning opportunities as detailed below, however, the log itself will form a summative component of the overall module assessment, and is required to be appended in the submission of the summative work.</p> <p><b>The Learning Log will comprise of:</b></p> <p><b>Supervision Record:</b></p> <p>Students will be required to meet with their supervisors on a minimum of five occasions during the module. The process of supervision will be recorded in the learning log detailing what the student has achieved and facilitating the setting of future goals. It clarifies the student and supervisor's roles in the development of the work, how the supervisor facilitates the student's learning, and the extent to which the student both requires, and utilises the supervision opportunities available (Lo 1-5).</p> <p><b>Specialist Support:</b></p> <p>As part of the supervision process the supervisor may recommend that the student seeks further specialist knowledge or advice. This may be from a range of sources such as clinical specialists, government agencies,</p>

		<p>charities, or attendance at specific lectures or seminars. Such specialist support will be detailed in the learning log.</p> <p>Materials to support student learning in their final year projects will be available on UniHub (LO 1-5)</p> <p><b>Summative Assessment:</b></p> <p>One of the following assessments will be utilised to demonstrate achievement of the module learning outcomes.</p> <p>The assessment undertaken may be prescribed or restricted* for different programmes to meet research governance requirements of some Professional, Statutory and Regulatory Bodies.</p> <p>*Where this is the case only the available assessments will be indicated in the programme/module handbook</p> <p>A <b>6000 word Dissertation</b>, the title and methodology of which must be agreed with the supervisor in advance and which may be presented as:</p> <ol style="list-style-type: none"> <li><b>1. The preparation of an Article for Publication</b> Prepare an article for publication in an academic journal utilising the Journal's published refereed guidelines, with a supporting critical reflective report detailing the development process and challenges arising.</li> <li><b>2. Desktop and Secondary Analysis Review of the Literature</b> A critical discussion and review of the literature utilising a rigorous 'desktop' research process in a secondary analysis review of a wide range of primary sources pertaining to the subject under investigation.</li> </ol> <p><b>This module is non-compensatable</b></p>
15.	Assessment Weighting	
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
16.	Timetabled examination required	NO
17.	Length of exam	N/A

18.	Learning materials - Essential	Your online reading lists can be accessed from the My Study area of myUniHub.
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