



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic data					
Module title	The Professional Veterinary Nurse				
Module code	UINXQV-30-3	Level	3	Version	1
Owning faculty	Hartpury	Field	Animal and Land Science		
Contributes towards	BSc (Hons) Veterinary Nursing Science (SW)				
UWE credit rating	30	ECTS credit rating	15	Module type	Standard
Pre-requisites	Reflective Veterinary Nursing Practice	Co-requisites	None		
Excluded combinations	None	Module entry requirements	None		
Valid from	01 September 2013	Valid to	01 September 2018		

CAP approval date	11 June 2013
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Part 2: Learning and teaching	
Learning outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Justify the ethical codes as set out in the RCVS Guide to Professional Conduct and be aware of the ethical responsibilities of the veterinary nurse (A, B). 2 Demonstrate understanding of the veterinary nursing professional and legal responsibilities to include coaching junior student veterinary nurses (A, B). 3 Apply scientific principles to the evaluation of animal welfare (A, B). 4 State and defend on the basis of scientific evidence a personal opinion related to current contentious animal welfare issues (A). 5 Communicate effectively with clients, the lay public, professional colleagues and responsible authorities (B). 6 Understand the need and professional obligation for a commitment to continuing professional development (CPD), as a veterinary nurse (A, B). 7 Apply ethical practice with respect to the impact of a veterinary nurse on the environment and society as a whole (A). 8 Describe and comment verbally upon particular areas of current research, or equivalent advanced scholarship, in the discipline concisely with a high pressure environment (A). 9 Recognise and respect the views of other team members and allocate the work of self, individuals and teams taking these views into consideration (A).
Syllabus outline	<ol style="list-style-type: none"> 1 Communication: listen effectively and respond sympathetically to clients and others, using language in a form appropriate to the audience and the context. Practice promotion and marketing. 2 Ethical considerations: definitions of ethology and welfare; concepts involved; cognition; ethics; RCVS Guide to Professional Conduct and its application; Role of veterinary practice in the broader context of society; Animal welfare issues in general practice, in particular recognising the welfare state of an animal.

	<p>3 Professional obligation: regulation, CPD and accountability as a veterinary nurse.</p> <p>4 Working relationships: Inter-professional relationships, mentoring and coaching of staff within a veterinary practice environment. Practice decision making/SWOT analysis; Practice teamwork and delegation; Human resources skills; Training of practice personnel</p>																		
Contact hours	<p>Indicative delivery modes:</p> <table> <tr> <td>Lectures, guided learning, seminars etc</td> <td>66</td> </tr> <tr> <td>Self directed study</td> <td>6</td> </tr> <tr> <td>Independent learning</td> <td>228</td> </tr> <tr> <td>TOTAL</td> <td>300</td> </tr> </table>	Lectures, guided learning, seminars etc	66	Self directed study	6	Independent learning	228	TOTAL	300										
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Teaching and learning methods	<p>Scheduled learning May include lectures, seminars, tutorials, demonstration, practical classes and workshops; external visits.</p> <p>Independent learning May include hours engaged with essential reading, examination preparation etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Virtual learning environment (VLE) This module is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p>																		
Key information sets information	<p>Key information sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>Key information set – module data</p> <p>Number of credits for this module 30</p> <table border="1"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated hours</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> <i>Written exam:</i> Unseen written exam, open book written exam, in-class test. <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project. <i>Practical exam:</i> Oral assessment and/or presentation, practical skills assessment, practical exam. <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the assessment section of this module description:</p> <p>Total assessment of the module:</p> <table> <tr> <td>Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated hours	300	72	228	0	150	Written exam assessment percentage	50%	Coursework assessment percentage	0%	Practical exam assessment percentage	50%		100%
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Reading strategy	<p>Essential reading Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further reading Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually.</p> <p>Access and skills Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>
Indicative reading list	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <ul style="list-style-type: none"> • Crombie, I. (Current Edition) <i>The Pocket Guide to Critical Appraisal</i>. London: Wiley Blackwell. • LeGood, G. (Current Edition) <i>Veterinary Ethics: An Introduction</i> Continuum. London: International Publishing Group Ltd. • Parahoo, K. (Current Edition) <i>Nursing Research: Principles, Process and Issues</i>. Basingstoke: Palgrave Macmillan. • Pullen, S. and Gray, C. (Current Edition) <i>Ethics, Law and the Veterinary Nurse</i>. Edinburgh: Butterworth-Heinemann. • Rollin, B. E. (Current Edition) <i>An Introduction to Veterinary Medical Ethics: Theory and Cases</i> current Edition. London: Wiley Blackwell.

Part 3: Assessment

Assessment strategy	<p>The module will be assessed using an oral exam to demonstrate the students' knowledge and understanding and a written assignment - portfolio assessing the student's practical competency in carrying out coaching of student veterinary nurses.</p> <p>Students' progress will be monitored throughout the module delivery including assessment of interaction in group work and presentations and formal feedback on examinations.</p> <p>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.</p>
Identify final assessment component and element	Oral examination.

% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First sit		
Component A (controlled conditions) Description of each element	Element weighting	
1 Oral examination (20 minutes)	100%	
Component B Description of each element	Element weighting	
1 Written assignment – Portfolio (1500 words)	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1 Oral examination (20 minutes)	100%	
Component B Description of each element	Element weighting	
1 Written assignment – Portfolio (1500 words)	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		