

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Veterinary Nurse Clinics | | | | |
| Module Code | UINV95-15-3 | Level | 3 | Version | 1.0 |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | WBL module? | No |
| Owning Faculty | Hartpury | Field | Veterinary Nursing | | |
| Department | Veterinary Nursing | Module Type | Standard | | |
| Contributes towards | BSc (Hons) Veterinary Nursing Science (SW) BSc (Hons) Equine Veterinary Nursing Science (top-up) | | | | |
| Pre-requisites | None | Co- requisites | None | | |
| Excluded Combinations | None | Module Entry requirements | None | | |
| Valid From | 01 September 2018 | Valid to | 01 September 2024 | | |

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| CVC Approval Date | 01 March 2018 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically analyse life-stage management for a range of species (B) 2. Evaluate nutritional requirements for health conditions (B) 3. Consider factors that enhance client compliance (A) 4. Critically review the financial considerations for preventative health care for clients (B) 5. Review the efficacy of veterinary nursing clinics in relation to client retention and animal welfare (B) 6. Demonstrate effective delivery of veterinary nursing clinics for a variety of cases (A) |
| Syllabus Outline | <ol style="list-style-type: none"> 1. Life-stage management for dogs, cats, rabbits, horses and exotic species to include but not exclusive to; advice on neutering, grooming, dental management and end of life care 2. Nutritional requirements for health conditions 3. Management of health to maximise animal wellbeing 4. Maximising client compliance; effective communication, practice loyalty schemes 5. Financial pressures of pet ownership, recommended preventative health care for dogs, cats, rabbits, horses and exotic species 6. Impact of offering veterinary nurse clinics in relation to client retention, client satisfaction 7. How to run a successful veterinary nurse clinic 8. Charging for veterinary nurses' time |

| Contact Hours | <p>Indicative delivery modes:</p> <ul style="list-style-type: none"> • Lectures, guided learning, seminars etc. 36 • Self directed study 0 • Independent learning 114 <p>TOTAL 150</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------------------|-----------------------|-----------------|--|--|--|--|--|--|--|--|--|--|--|----|-----------------------|---|-------------------------|-----------------------|-----------------|-----|----|-----|---|-----|---------------------------------|--|------------------------------------|----|----------------------------------|-----|--------------------------------------|-----|--|------|
| Teaching and Learning Methods | <p>This module is delivered using group learning sessions with opportunities for small group work. Additionally essential and recommended reading and exercises will be introduced to guide students through the core syllabus.</p> <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> <table border="1" data-bbox="480 1077 1374 1435"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="text-align: center;">15</td> </tr> <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> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <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> <table border="1" data-bbox="584 1839 1278 2063"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> | Key Information Set - Module data | | | | | <i>Number of credits for this module</i> | | | | | | | | | 15 | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 150 | 36 | 114 | 0 | 150 | Total assessment of the module: | | Written exam assessment percentage | 0% | Coursework assessment percentage | 50% | Practical exam assessment percentage | 50% | | 100% |
| Key Information Set - Module data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 150 | 36 | 114 | 0 | 150 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Written exam assessment percentage | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Coursework assessment percentage | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Practical exam assessment percentage | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Reading Strategy | <p>Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence.</p> <p>Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature and wider professional sources.</p> <p>Access and skills</p> <p>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 the Curriculum Approval Committee/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.</p> <p>Books</p> <p>Ackerman, N. (Current Edition) <i>The Consulting Veterinary Nurse</i>. Oxford: Wiley-Blackwell</p> <p>Aspinall, V., ed. (Current Edition) <i>The Complete Text Book Of Veterinary Nursing</i>. Edinburgh: Butterworth Heinemann.</p> <p>Bowden, C. and Master, J., eds. (Current Edition) <i>Textbook of Veterinary Medical Nursing</i>. Edinburgh: Butterworth Heinemann.</p> <p>Coumbe, KM. (Current Edition) <i>Equine Veterinary Nursing manual</i>. Oxford: Blackwell Science.</p> <p>King, L. and Hammond, R., eds. (Current Edition) <i>Manual of canine and feline emergency and critical care</i>. Gloucester: BSAVA.</p> <p>Lane, D, Cooper, B. and Turner, L. eds., (Current Edition) <i>BSAVA Textbook of Veterinary Nursing</i>. Gloucester: BSAVA.</p> <p>Moore, M., ed. (Current Edition) <i>Manual of Veterinary Nursing</i>. Gloucester: BSAVA.</p> <p>Ramsay, I. K. and Tennant, B. J., eds. (Current Edition) <i>Manual of Canine and Feline Infectious Diseases</i>. Gloucester: BSAVA.</p> <p>Websites and databases</p> <p>VetNurse.co.uk www.vetnurse.co.uk</p> <p>British Small Animal Veterinary Association www.bsava.com</p> <p>Journals</p> <p>The Veterinary Nurse</p> <p>The Veterinary Nursing Journal</p> |

Part 3: Assessment

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| Assessment Strategy | <p>Students will be assessed via a 1500 word assignment and a practical skills assessment, equivalent to 20 minutes.</p> <p>The assignment will allow students to demonstrate their ability to critically evaluate the role that veterinary nurse's play in preventative healthcare and animal wellbeing. The practical skills assessment will then assess the student's ability to conduct veterinary nursing clinics.</p> <p>Formative feedback can be gained from this module in the module delivery, on Moodle, in tutorials and in revision sessions. Summative feedback can be gained once the assignment and practical skills assessment have been marked.</p> <p>In line with the Institution'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> |
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| Identify final assessment component and element | Practical Examination | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 50% | 50% |
| First Sit | | |
| Component A Description of each element | Element weighting (as % of component) | |
| 1. Practical Skills Assessment (Equivalent to 20 minutes) | 100% | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. Assignment (1500 words) | 100% | |

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| Resit (further attendance at taught classes is not required) | | |
| Component A Description of each element | Element weighting (as % of component) | |
| 1. Practical Skills Assessment (Equivalent to 20 minutes) | 100% | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. Assignment (1500 words) | 100% | |
| <p>If a student is permitted a retake of the module, the assessment will be that indicated by the Module Specification at the time that retake commences.</p> | | |