**University of the West of England BRISTOL**

## CORPORATE AND ACADEMIC SERVICES

## PROGRAMME SPECIFICATION

| Part 1: Basic Data | |
|---|---|
| **Awarding Institution** | University of the West of England |
| **Teaching Institution** | Hartpury College |
| **Delivery Location** | Hartpury College |
| **Faculty responsible for programme** | Hartpury College |
| **Department responsible for programme** | Animal and Land Science |
| **Modular Scheme Title** | Undergraduate Modular Scheme, Hartpury College |
| **Professional Statutory or Regulatory Body Links** *Name of PSRB* *Type of approval* **Dates** | The Royal College of Veterinary Surgeons |
| **Highest Award Title** | Diploma in Professional Studies Veterinary Nursing Diploma in Professional Studies Equine Veterinary Nursing |
| **Default Award Title** | None |
| **Fall-back Award Title** | None |
| **Interim Award Titles** | Cert HE Veterinary Health Studies Certificate in Veterinary Health Studies |
| **UWE Progression Route** | BSc (Hons) Veterinary Nursing Science (SW) BSc (Hons) Equine Veterinary Nursing Science (Top up) |
| **Mode(s) of Delivery** | Full time, day release, block release, blended learning |
| **Codes** | **UCAS: NA** | **JACS: D310** |
| | **ISIS2: D31C13 (VN)** **D31D13 (EQ)** | **HESA:** |
| **Relevant QAA Subject Benchmark Statements** | Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences; Veterinary Nursing |
| **Initial CAP Approval Date** | 25 July 2016 | **Revised CAP Approval Date** | |
| **Valid From:** | 01 September 2017 |
| **Valid Until:** | 01 September 2022 |
| **Version** | 1 |

Page 1 of 13
Diploma in Professional Studies Veterinary Nursing/ Diploma in Professional Studies Equine Veterinary Nursing
Appoved by: HARCARP                                                                 Valid fom: 250716

| Part 2: Educational Aims of the Programme |
|---|

The programme focuses on preparing individuals to become competent and accountable veterinary nurses. Students will gain a strong educational basis, integrated with professional competencies to enable them to upon completion be eligible to register as a Veterinary Nurse.

Graduates may continue in academic study and/or enter employment.

The programme will prepare learners with a foundation for lifelong learning and aims to:

1      Develop basic scientific principles and instil a knowledge and understanding of the animal in health and disease that can be applied to present day veterinary industry and nursing environment;
2      Provide students with the confidence and practical ability to apply knowledge and evaluate practice;
3      Develop veterinary nursing knowledge and skills requisite to safe and effective practice to the industry standards;
4      Develop skills of enquiry and reflection that are essential to lifelong professional learning and development;
5      Meet the changing needs of industry;
6      Develop personal and professional skills by incorporating study in a work environment;
7      Be adaptable to the changing demands of the business, business users and society;
8      Provide a platform for progression to degree qualifications.

**Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)**

Practical skills has been undertaken in the veterinary practice setting through the achievement of the Royal College of Veterinary Surgeons (RCVS), Veterinary Nursing Day One Skills and Compentences. Additionally the work based element of the programme allows graduates to develop career long professional relationships.
Graduates will provide expert nursing to the animals in their care, being equipped to educate animal owners on maintaining the health of their pets, carry out technical work and are skilled in undertaking a range of diagnostic tests, medical treatments and minor surgical procedures under veterinary direction.
Graduates have achieved all of the learning outcomes identified in the modules which are validated as part of this programme and accredited by the regulatory body, The RCVS which allows entry to the Veterinary Nurses register.

## Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Please note, ticks denote modules that can contribute to achievement of the associated learning outcomes. The following modules will cover practical skills that are linked to the Objective Structured Clinical Examination undertaken in the module titled Clinical Skills for Veterinary Nurses:

- DPS Animal Husbandry for Veterinary Nurses
- DPS Pharmacy Management for Veterinary Nurses
- DPS Professional skills for Veterinary Nurses
- DPS Diagnostics for Veterinary Nurses
- DPS Surgical Veterinary Nursing
- DPS Anaesthesia for Veterinary Nurses
- DPS Equine Veterinary Nursing or Small Animal Veterinary Nursing
- DPS Patient Care

| Learning Outcomes: | DPS Anatomy for Veterinary Nurses | DPS Animal Husbandry for Veterinary Nurses | DPS Academic skills for Veterinary Nurses | DPS Introduction to Clinical Skills for Veterinary Nurses | DPS Pharmacy Management for Veterinary Nurses | DPS Professional Skills for Veterinary Nurses | DPS Diagnostics for Veterinary Nurses | DPS Surgical Veterinary Nursing | DPS Clinical skills for Veterinary Nurses | DPS Anaesthesia for Veterinary Nurses | DPS Equine Veterinary Nursing or Small Animal Veterinary Nursing | DPS Patient Care |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **A) Knowledge and understanding of:** | | | | | | | | | | | | |
| 1 The principles which relate theory to practice in veterinary nursing science and related animal practice. | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 2 A sound knowledge of anatomical and physiological principles related to animal health and disease. | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | |
| 3 Principles behind the healing process in animals and common diseases and malfunctions of the body systems. | √ | √ | | √ | √ | √ | √ | √ | √ | √ | | |
| 4 Legislative, ethical and welfare issues in treating animals. | | √ | | √ | √ | √ | √ | √ | √ | √ | √ | |
| 5 The ability to apply underpinning principles of nursing techniques to animals in health and sickness. | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | |
| 6 The purpose and relevance of IT applications and interpersonal relationships to the modern veterinary practice. | | | √ | | | √ | | | | √ | √ | √ |
| 7 Business organisation in relation to the veterinary practice. | | | | | √ | √ | | √ | | | √ | |
| 8 Academic skills to enable further study at honours level. | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| **B) Intellectual Skills** | | | | | | | | | | | | |
| 1 Seek out, describe and interpret information in the field of Veterinary Nursing and Animal Health. | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 2 Describe, interpret and organise data which can be used to defend an opinion formed on the basis of evidence. | | √ | √ | √ | √ | | √ | | √ | √ | √ | √ |
| 3 Apply given techniques/methods accurately to a well-defined problem, draw appropriate conclusions and make recommendations. | | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ |

Diploma in Professional Studies Veterinary Nursing/ Diploma in Professional Studies Equine Veterinary Nursing
Appoved by: HARCARP                                    Valid fom: 250716

| Learning Outcomes: | DPS Anatomy for Veterinary Nurses | DPS Animal Husbandry for Veterinary Nurses | DPS Academic skills for Veterinary Nurses | DPS Introduction to Clinical Skills for Veterinary Nurses | DPS Pharmacy Management for Veterinary Nurses | DPS Professional Skills for Veterinary Nurses | DPS Diagnostics for Veterinary Nurses | DPS Surgical Veterinary Nursing | DPS Clinical skills for Veterinary Nurses | DPS Anaesthesia for Veterinary Nurses | DPS Equine Veterinary Nursing or Small Animal Veterinary Nursing | DPS Patient Care |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 Demonstrate the ability to identify, describe and analyse problem situations when in practice. | | | √ | | | √ | | | | √ | √ | |
| 5 Demonstrate skills of analysis and decision making when discussing modern nursing techniques. | | | √ | | | √ | | | | √ | √ | |
| 6 Reflect on actions and priorities and formulate effective strategies for achieving goals. | | | | | | √ | | | | √ | √ | |
| 7 Understand and apply numerical conventions, interpreting trends and data. | | | √ | | √ | | | | √ | √ | √ | |
| 8 Debate issues in relation to more general ethical perspectives. | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | |
| **C) Subject/Professional/Practical Skills** | | | | | | | | | | | | |
| 1 Apply practical animal nursing skills, using knowledge and understanding based on scientific principles. | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 2 Be competent to relevant industry standards. | √ | √ | | | √ | √ | √ | √ | √ | √ | √ | √ |
| 3 Recognise moral/ethical dilemmas and issues. | | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 4 Be adaptable to the changing demands of a veterinary practice and individuals who engage with it. | | | | | | √ | | | | √ | √ | √ |
| **D) Transferable skills and other attributes** | | | | | | | | | | | | |
| 1 Communicate effectively with a wide range of individuals using a variety of means. | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 2 Reflect upon academic, vocational and professional performance. | | | | | | √ | | | | √ | √ | |
| 3 Utilise problem solving skills in a variety of theoretical and practical situations. | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 4 Respond to changing demands in the workplace. | | | | | | √ | | | | √ | √ | |
| 5 Manage time effectively, prioritise workloads and recognise and manage personal emotions and stress. | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 6 Understand career opportunities and challenges ahead and begin to plan a career path. | | | | | | √ | | | | √ | √ | √ |
| 7 Use information management skills, for example: information technology, library resources, the use of information technology in the workplace. | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

Page 4 of 13
Diploma in Professional Studies Veterinary Nursing/ Diploma in Professional Studies Equine Veterinary Nursing
Appoved by: HARCARP                                    Valid fom: 250716

| Part 4: Student Learning and Student Support |
|---|

*Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated*

1    For this specific programme the students will experience a minimum of 576 guided learning hours over the course of the programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

2    On the Diploma in Professional Studies programme teaching is a mix of scheduled, independent, significant blended learning and professional practice.

3    The programme may require students to undertake The RCVS examinations.  These may include written and/or practical OSCE examinations.

*Scheduled Learning*
May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in workshop. These sessions constitute an average time per level as indicated in the table below.

*Independent Learning*
May include hours engaged with essential reading, case study preparation, assignment preparation and completion 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 made.

*Placement Learning*
To include a minimum of 1800 hours employment in an RCVS approved veterinary nursing training practice or equine veterinary nursing training practice. Learners will be supported throughout the programme through online web-based support and Digital Collection and individual tutorial sessions with a designated tutor.

*Virtual Learning Environment (VLE)*
This specification is supported by a VLE where students will be able to find all necessary programme/module information. Direct links to information sources will also be provided from within the VLE.
Each student is expected to engage with the blended learning material that will be provided on the module page for each module that has a mixed learning approach. The blended learning material will be designed to support engagement and progression through a variety of mediums and teaching methods. Students will receive tutor support, guidance and feedback on their individual participation.

*RCVS Veterinary Nursing Registration*
Students are required to complete all elements of the programme in no less than 2990 hours in order to be eligible for RCVS Veterinary Nursing registration.
This includes full time employment (of no less than 35 hours per week) in an RCVS Approved Veterinary Nursing Training Practice for the duration of the programme.

## Description of distinctive features and support

1      The purpose of the programme is to provide a balance of vocational and academic study that is intellectually challenging, vocationally relevant, and provides a foundation for pursuing a career within the veterinary and animal based sector; on successful completion of the programme, the student may register as a qualified veterinary nurse/equine veterinary nurse.
2      The Diploma in Professional Studies programme reinforces academic knowledge and understanding, whilst supporting the development of vocational skills to equip the student with the skills and knowledge relevant to their ongoing employment. There has been employer input in the design of the programme from employers in the local area, thus identifying employer's needs and current skills shortages in veterinary nursing.
3      Essential principles and a range of concepts are introduced in the first year. The depth and the breadth of the subject is progressively explored over the following year through lectures, seminars, laboratory based practical, demonstrations, self-evaluation and interactive learning through the world wide web. The range of modules throughout the programme of study introduces and develops knowledge and understanding of underpinning sciences, communication skills and diagnostic concepts.
4      The programme has been designed to build on the competencies of a wide spectrum of students, with a particular focus of supporting mature students and career changers. The students have the option to specialise in either small animal or equine veterinary nursing. This is the first programme which formally incorporates the Royal College of Veterinary Surgeons, Equine Veterinary Nursing Day One skills into a Diploma in Professional Studies programme providing a unique opportunity for students. The programme delivery maximises benefits of co-teaching with specialised seminars and practical sessions as well as blended learning through the Hartpury VLE
5      Students undertaking the Diploma in Professional Studies will study alongside Foundation and Honours degree students for many of their modules. Lectures and practical work may be shared, and students will benefit from the differing strengths and experiences of each student cohort. Separate seminar work, assessment and tutorials will maintain the distinction between the three programmes whilst the shared teaching experience facilitates a smooth progression from the Diploma in Professional Studies to further academic study where appropriate.
6      A minimum of 1800 hours employment in a veterinary nursing training practice is a compulsory and essential feature of the Diploma in Professional Studies programme. The workbased element incorporates the completion of the RCVS Day One Skills for Veterinary Nurses within the relevant module.
7      Students are made aware that there are additional costs over and above the standard university fees involved with this programme of study; for example students are required to enrol with The RCVS as a student veterinary nurse, to provide personal protective equipment and uniform (as advised).

Page 6 of 13
Diploma in Professional Studies Veterinary Nursing/ Diploma in Professional Studies Equine Veterinary Nursing
Appoved by: HARCARP                                                                                                      Valid fom: 250716

| Part 5: Assessment |
|---|

Approved variant to University [Academic Regulations and Procedures](#)

Approved variant to University Academic Regulations and Procedures under B9 in order to meet regulatory body requirements. The requirement is that, in order to pass each module, students gain a minimum of 40% in each component and element in any module that refers to the RCVS Day One skills and RCVS day one competencies for Veterinary Nurses. There will be no compensation or condonement applied to these modules.

Students are required to compete and pass all compulsory modules on this programme.

| Assessment Strategy |
|---|

The assessment strategy is designed to enable the learning outcomes to be achieved and demonstrated. Additionally the design will allow the development of learners from a variety of academic backgrounds into independent higher education, supporting students' progression from year one to year two through a well planned, cohesive series of assessments which are both industry relevant and academically robust.

Assessment will be supported by innovative practices, including on-line formative assessments, leading up to and preparing students for summative assessment. The methodologies will encourage students from a variety of academic backgrounds to gain confidence in their ability to prepare for assessment and cope with controlled conditions.

The first year includes a combination of written exams, orals and presentations. These will be supported through formative stratergies designed specifically to support students in the first year who may lack recent experience of completing assessment under controlled conditions.

The second year builds on this, and supports students in developing more critical and analytical approaches, preparing them both for employment as a Veterinary Nurse and or progression to further academic study.

Students are required to complete an Objective Structured Clinical Examination (OSCE) as part of this programme. The OSCE is a test of practical compentency across a range of clinical skills appropriate to the programme pathway. Students will be provided opportunities to access the veterinary nursing Clinical Skills Centre in order to prepare for the OSCE examination.

All assessments align with the PSRB requirements while taking cognisence of best practice in vocationally relevant higher education provision. A specific example of this is the e-portfolio used to capture the significant work based learning and associated skills and competencies.

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 as well as the PSRB requirements and guidance. For further information regarding this please refer to the VLE.

Page 7 of 13
Diploma in Professional Studies Veterinary Nursing/ Diploma in Professional Studies Equine Veterinary Nursing
Appoved by: HARCARP                                                                                     Valid fom: 250716

# Assessment Map

The programme encompasses a range of **assessment methods** including; written examinations, practical examinations, practical skills assessments, oral assessment/presentations, written assignments. These are detailed in the following assessment map:

**Assessment Map for Diploma in Professional Studies Veterinary Nursing**

| | | Type of assessment* | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Unseen Written Exam | Open Book Written Exam | In-class Written Test | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment | Report / Project | Dissertation | Portfolio |
| **Compulsory Modules Level 1** | DPS Anatomy for Veterinary Nurses | A (50) | | B (50) | | | | | | | |
| | DPS Animal Husbandry for Veterinary Nurses | A (100) | | | | | | | | | |
| | DPS Academic Skills for Veterinary Nursing | | | | | | | A (100) | | | |
| | DPS Introduction to Clinical Skills for Veterinary Nurses | | | | | | | | | | A (P/F) |
| | DPS Pharmacy Management for Veterinary Nurses | A (100) | | | | | | | | | |
| | DPS Professional Skills for Veterinary Nurses | | | | | | A (100) | | | | |
| **Compulsory Modules Level 2** | DPS Clinical Skills for Veterinary Nurses | | | | A (100) | | | | | | B (P/F) |
| | DPS Patient Care | | A (50) | | | | | B (50) | | | |
| | DPS Diagnostics for Veterinary Nurses | A (100) | | | | | | | | | |
| | DPS Surgical Veterinary Nursing | A (100) | | | | | | | | | |
| | DPS Anaesthesia for Veterinary Nurses | A (100) | | | | | | | | | |
| | DPS Equine Veterinary Nursing OR DPS Small Animal Veterinary Nursing | A (50) | | | | | | B (50) | | | |

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Diploma in Professional Studies Veterinary Nursing/ Diploma in Professional Studies Equine Veterinary Nursing
Appoved by: HARCARP                                                                 Valid fom: 250716

| Part 6: Programme Structure |
| :--- |

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

1  level and credit requirements
2  interim award requirements
3  module diet, including compulsory and optional modules

*These modules refer to the current RCVS Day One Skills and compentencies for Veterinary Nurses

| Diploma in Professional Studies Veterinary Nursing/Diploma in Professional Studies Equine Veterinary Nursing | | | |
| :--- | :--- | :--- | :--- |
| **ENTRY** | **Compuslory Modules** | **Optional Modules** | **Interim Awards** |
| Level 1 | DPS Anatomy for Veterinary Nurses (UINV6L-30-1)* DPS Animal Husbandry for Veterinary Nurses (UINV6M-15-1)* DPS Academic Skills for Veterinary Nursing (UINV6N-15-1)* DPS Introduction to Clinical Skills for Veterinary Nurses (UINV6P-15-1)* DPS Professional Skills for Veterinary Nurses (UINV6R-30-1)* DPS Pharmacy Management for Veterinary Nurses (UINV6Q-15-1)* | | Certificate in Veterinary Health Studies Credit Requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above. CertHE Veterinary Health Studies Credit Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above. |
| Level 2 | DPS Clinical Skills for Veterinary Nurses (UINV6S-30-2)* DPS Patient Care (UINV6T-30-2)* DPS Diagnostics for Veterinary Nurses (UINV6U-15-2)* DPS Surgical Veterinary Nursing (UINV6V-15-2)* DPS Anaesthesia for Veterinary Nurses (UINV6W-15-2)* DPS Equine Veterinary Nursing (UINV6X-15-2)* or DPS Small Animal Veterinary Nursing (UINV73-15-2)* | | |
| **GRADUATION** | | | |

| Part 7: Entry Requirements |
| :--- |

The University's Standard Entry Requirements apply with the following additions/exceptions:

We welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined below. The university will consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of an undergraduate degree programme. Applicants with non-standard entry criteria will be reviewed on an individual basis.This will take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment. Where appropriate experience or learning has been gained prior to enrolment on the programme AL/AEL may be possible.

All suitable applicants will be interviewed prior to an offer being made.

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at the level of a Diploma in Professional Studies and are likely to achieve the required standard.

Applicants must achieve the current published UCAS Tariff Points (to include one A2 in Biology) or equivalent.

Students must have achieved five subjects (at Grade C or above) including English, Mathematics and Science at GCSE level, or equivalent.

Applicants whose first language is not English must also gain a minimum IELTS score of 7.0 prior to entry

Page 9 of 13
Diploma in Professional Studies Veterinary Nursing/ Diploma in Professional Studies Equine Veterinary Nursing
Appoved by: HARCARP                                                                                    Valid fom: 250716

onto the programme and in addition to this provide a NARIC equivalency certificate.

Students must be in full time employment of no less than 35 hours per week, in a current RCVS approved Veterinary Nursing Training Practice relevant to their chosen pathway (either equine or small animal).

| Part 8: Reference Points and Benchmarks |
|---|

The learning outcomes for the programme have been developed with reference to the qualification descriptors used in the QAA Framework for Higher Education Qualifications.  The QAA Foundation degree qualification bench marks describe the distinctive features of a qualification at this level, its purpose, general characteristics and generic outcomes. In particular the following characteristics of the Diploma in Professional Studies have been considered; employer involvement, accessibility, progression, flexibility, partnership, monitoring, review and vocational orientation which will allow students to perform effectively in their chosen field.

The following subject benchmark statements have been used as a reference point in the design delivery and review of this programme. They have provided guidance for the articulation of the learning outcomes and assessments.

### QAA Subject Benchmark Statement: Veterinary Nursing
The Purpose of this Subject Benchmark Statement is to make explicit the nature and academic standards of degrees in the area of veterinary nursing. The statement clarifies the boundaries of the subject area and the specific threshold standards for foundation degrees and bachelor's degrees with honours.
This includes:
1       Nature and scope of veterinary nursing
2       Subject knowledge and understanding
3       Subject specific and generic skills (clinical, technical, personal and professional)
4       Teaching, learning and assessment

### QAA Subject Benchmark Statement: Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences
1       This statement has informed the characteristics of the subject matter and curriculum development of the programme, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.
2       The statement makes explicit the nature and the standard of degree awards in the subject areas of the land-based industries, related applied biological sciences, rural studies and consumer sciences and studies. The statement clarifies the boundaries of each subject area and provides valid frames of reference within which a degree in a discipline should be offered.
3       The statement considers programmes that include academically rigorous study of material which will be applicable in the work place and to society, and takes into account the extent to which programmes of study and work allows students entering the higher education system to choose a course with an emphasis suited to their needs and aspirations.

### QAA Subject Benchmark Statement: Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Placement Learning (QAA 2007)
1       This document is a code of practice for work-based and placement learning in programmes awarded by UK higher education institutions. It is one of a number of documents, which forms an overall Code of practice for the guidance of higher education institutions subscribing to the Quality Assurance Agency for Higher Education (QAA) and other bodies offering UK higher education.
2       The Code of practice supports quality assurance in higher education and identifies a series of principles covering matters relating to the management of academic quality and standards. It provides a reference point to ensure conscious, active and systematic assurance of the academic quality and standards of programmes, awards and qualifications.

### Hartpury and University of the West of England 2020 Strategy
Has been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of

Page 11 of 13
Diploma in Professional Studies Veterinary Nursing/ Diploma in Professional Studies Equine Veterinary Nursing
Appoved by: HARCARP                                                                                     Valid fom: 250716

study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

This programme has been designed to ensure: that all work-based learning is assessed in accordance with the University's Academic Regulations; requirements and standards set out by professional bodies are met; provision of clear information regarding the responsibilities of each party to the learning contract or other agreement e.g. learner, university, and employer; students are adequately prepared for work based learning; support for the development of the learners in the workplace; that the learning is documented in a form that clearly identifies how it contributes to the overall aims and learning outcomes of the programme; regular audits are made of the contribution of partner organisations' abilities to meet the needs of the student and programme; that learning contracts or agreements are in place with their work-based partners; that clear strategies are in place to support the identification, negotiation and organisation of work based activities for students, commensurate with the student's learning needs and the significance of this learning to the programmes of which it forms a part; and, that all arrangements for work-based learning take full account of the requirements of equal opportunities, and health and safety legislation and University policies for the same.

### *Teaching, Learning and Scholarship Strategy*
Has been used in designing this programme to ensure that the programme is underpinned by the five key principles which aim to enhance the student experience across the Associate Faculty. This programme will provide a high quality experience through a focus on student progression and achievement, academic currency and relevance, innovative delivery and assessment and feedback delivered by appropriately qualified staff who undergo Continuing Professional Development (CPD) that is linked to the UK Professional Standards Framework. The programme team will encourage and support individuals from diverse backgrounds and cultures to enable them to enter higher education and fulfil their potential. The programme adopts a fully integrated and collaborative approach to preparing students for future graduate level employment and to foster the inquiring mind-set, which will ultimately support lifelong learning for the benefit of both the graduate and wider society. The programme promotes an active scholarship culture that incorporates the scholarship of discovery, integration, application and inquiry-based learning that will transform students' understanding of knowledge and research. Students will be encouraged to develop knowledge exchange partnerships by fostering connections with each other as well as local businesses and other community partners.

### *University teaching and learning policies*
1        University of the West of England Learning and Teaching Strategy;
2        University of the West of England Assessment Strategy;
3        University of the West of England Work based Learner Policy.

These have been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the university's frame work of academic regulations, procedures and working practices that enable the assurance of academic standards.

### *Regulatory body*
1        RCVS Day One Skills and Competencies for veterinary Nurses.

These have been utilised to ensure that the programme content covers all of the necessary skills, knowledge and understanding required to competently carry out the role of a veterinary nurse in veterinary practice.

In addition the following benchmarks have been taken into consideration:

1        QAA Foundation Degree Qualification benchmark;
2        Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Placement Learning;
3        The Framework for Higher Education Qualifications in England Wales and Northern Ireland - Foundation Degree QAA document;
4        Employer interaction/feedback: Field of Animal Science Vocational Panel meetings;
5        Overview report on foundation degree reviews;
6        QAA guidelines for preparing for validations;
7        Equine Industry Occupational and Functional Map Draft Version 1 by LANTRA – Sector Skills - Council for environmental and land-based sector;

| 8 | LANTRA Foundation Degree Sectoral Framework for Animal Health and Welfare; |

| What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning?  This could include consideration of stakeholder feedback from, for example current students, graduates and employers. |
|---|
| In order to evaluate and improve the quality and standards of learning and therefore facilitate the development of the programme, feedback from the regulatory body, current students and employers has been taken into consideration and utilised. |

| This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website. |

Page 13 of 13
Diploma in Professional Studies Veterinary Nursing/ Diploma in Professional Studies Equine Veterinary Nursing
Appoved by: HARCARP                                                                                          Valid fom: 250716