

Qualification Specification

Lantra Awards Level 3 Work Based Diploma in Veterinary Nursing - Equine

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1 Why has this Qualification been Developed?

The Royal College of Veterinary Surgeons (RCVS) regulates the veterinary nursing profession through the Veterinary Surgeons Act 1966, its Royal Charter, and the Veterinary Nurse Registration rules, to protect the public interest and safeguard animal health and welfare. Only those appropriately registered with the RCVS have the right to practise as Registered Veterinary Nurses (RVNs) within the United Kingdom (UK).

The qualification has been developed as a response to this regulatory need, consulting widely across the veterinary world including veterinary practices, veterinary colleges (Providers), registered veterinary nurses, and veterinary surgeons (UK practising).

Lantra has also worked closely with the RCVS to develop this qualification.

The qualification is based on the RCVS:

- Day One Competences for Veterinary Nurse – Equine (DOC)
- Day One Skills for Veterinary Nurses – Equine (DOS)
- RCVS Veterinary Nurse Registration Rules.

Learners may undertake training from a variety of Providers; however, to achieve the qualification they must be assessed against all the learning outcomes (LOs) and assessment criteria (AC) set out in the qualification.

This Qualification Specification provides information for approved Lantra Provider employees and freelance assessors or clinical supervisors involved in the planning, delivery, and assessment of the Lantra Awards Level 3 Work Based Diploma in Veterinary Nursing – Equine qualification.

2 Who is the Qualification For?

This qualification has been developed for individuals wishing to become a Registered Veterinary Nurse (RVN). It provides an opportunity to achieve a recognised national qualification which reflects the national and regulatory standards required for this role. This qualification is suitable for those already working with animals, or who aspire to become an equine RVN.

The qualification is designed to enable Learners to develop the knowledge, understanding and skills to support their role, and develop their career in veterinary nursing of equines. It also provides an opportunity for Learners to obtain a recognised qualification, without which they would not be able to practise as an RVN. The qualification will enhance the ability of personnel to work safely, effectively, and efficiently in the workplace, reducing unnecessary risks to themselves and others. It will also ensure that they develop the skills and competence required to be able to work professionally using Equine Day One Competences (DOC) and Day One Skills (DOS).

Upon successful completion of the qualification, Learners will be eligible to apply to join the RCVS Register of Veterinary Nurses.

This qualification is available for Learners aged 16+.

2.1 Prerequisites

Entry for this qualification is available to any individual who can achieve the required standard. Provider staff should understand the demands of this qualification and match Learners based on their individual capabilities and future progression requirements.

This qualification has been developed to promote equal opportunities by eliminating any avoidable barriers which have the potential to restrict access or progression.

Five GCSEs grade (A-C or 4-9) including Maths, English, and a Science are required as prerequisites for this qualification; equivalencies will be recognised.

For overseas Learners, it is recommended but not a mandatory prerequisite that Learners have achieved either the International English Language Testing System (IELTS) at level 6, or English for Speakers of Other Languages (ESOL). Learners must be able to demonstrate suitable English language capability if IELTS or ESOL is not requested.

Providers are responsible for ensuring Learners meet these entry requirements.

3 What does this Qualification Cover?

Learners undertaking this qualification will be able to demonstrate their knowledge and the skills required for veterinary nursing of equines.

The qualification aims to assess the Learner's knowledge and understanding of:

- Animal husbandry and welfare
- Communication and working relationships
- Daily practice -the team, health and safety, stock and waste and record keeping
- Nursing care plans, models, clinics, and home care
- Preparing for professional registration
- Cell structure
- Central nervous system and associated nursing
- Infection control, disinfection and sterilisation
- Laboratory diagnostics
- Musculoskeletal system and associated nursing
- Skin, wound care and bandaging
- Body fluids, homeostasis and fluid therapy
- Circulatory system and associated nursing
- Urinary system and associated nursing
- Medicines and dispensary management
- First aid, emergency and critical care nursing
- Respiratory system and associated nursing
- Digestion, nutrition and feeding
- Reproduction and breeding and associated nursing
- Endocrine system and associated nursing
- Pain management
- Diagnostic imaging
- Anaesthesia
- Operating theatre management and nursing care

The qualification focuses on veterinary nursing care of horses, foals and donkeys. The range of species should be considered by Providers and Learners for every LO and AC.

Learners who achieve the Level 3 Work Based Diploma in Veterinary Nursing - Equine will be able to practise as an RVN for equines such as horses, foals and donkeys after RCVS registration.

This does not preclude RVNs from working with other species, but they will not be specifically focused upon within this qualification.

3.1 Progression Routes

This qualification forms part of a wider Lantra Awards' offer. The table below indicates where there are opportunities for Learners to progress via regulated qualifications.

Qualifications		
Lantra Awards Level 4 Award as a Suitably Qualified Person	603/5880/4	To assess that Learners achieve the Level 4 Award as a Suitably Qualified Person status to lawfully supply veterinary medicines classified as NFA-VPS or POM-VPS and specified feed additives.

4 Qualification Overview

		Where to look for further details
Qualification title	Lantra Awards Level 3 Work Based Diploma in Veterinary Nursing - Equine	Ofqual's Register of Regulatory Qualifications: register.ofqual.gov.uk Qualifications Wales: www.qiw.wales
Qualification number	Ofqual: 603/6676/X QiW: C00/4451/0	
Qualification aim	To assess that Learners achieve the Level 3 Work Based Diploma in Veterinary Nursing - Equine to lawfully be able to register with the RCVS to practise as an RVN.	
Qualification purpose	To provide Learners with the opportunity to show their knowledge and understanding within the required theory and practical elements in order to demonstrate their eligibility to practise as a RVN.	
Qualification start date	Ofqual: 1 July 2021 QiW: 13 September 2021	
Level	3	
Credits	240	
Guided learning hours (GLH)	600	
Clinical placement hours	1800	
TQT	4200	
Unit numbers and titles	D/618/4943 – Veterinary nursing in practice (equine) H/618/4944 – Application of veterinary nursing A incorporating laboratory diagnostics (equine) K/618/4945 – Application of veterinary nursing B incorporating supply of medicines (equine) M/618/4946 – Application of veterinary nursing C incorporating diagnostic imaging (equine) T/618/4947 – Anaesthesia and theatre nursing (equine)	
Qualification structure	This qualification comprises: <ul style="list-style-type: none"> • Five mandatory units • No optional units. Learners must complete all the five mandatory unit requirements.	

Age group	Pre-16	16–18	18+	19+	
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Entry requirements	Learners must be able to read and interpret information provided in English.				
Prerequisites	<p>5 GCSEs grade (A-C or 4-9) including Maths, English, and a Science. Equivalencies will be recognised.</p> <p>IELTS or ESOL for overseas Learners is recommended but not mandatory.</p> <p>Providers are responsible for ensuring Learners meet the entry requirements.</p>				
Recognition of prior learning (RPL)	<p>It is the responsibility of the Provider to decide if evidence of prior learning provided by the Learner is valid, reliable, and current, and meets the relevant assessment criteria. Where the Provider decides that the RPL does meet the assessment criteria, this must be clearly signposted in the tracking documentation that is presented as a report to Lantra.</p> <p>It is recommended that Providers refer to the Provider Handbook for Veterinary Nursing for further information on the implementation of RPL.</p>				
Assessment methods	<p>There are four methods of assessment for the qualification, with an additional assessment for those undertaking the apprenticeship pathway:</p> <ul style="list-style-type: none"> • Multiple-choice questions (MCQs) • Assignment • Nursing Progress Log (NPL), including the Professional Behaviour Assessment • Objective Structured Clinical Examination (OSCE) - practical observation of assessment activities • End Point Assessment (EPA) in Professional Discussion for Learners who are also completing the apprenticeship pathway. 				
Grading	Pass/Fail				
Is there a skills card available?	No				Guidance Handbook for Providers
Fees	Registration and certification fees can be found in the Product Directory. Please refer to the Lantra Service Fees for Veterinary Nursing for further details.				Product Directory; sales team

	Prices are subject to review on an annual basis so please contact the sales team if you do not have an up-to-date copy (veterinary@lantra.co.uk).	
Related documents	<p>Assessment Guidance along with a variety of specific guidance documentation is available for Learners, Providers and Assessors/Examiners which can be found on the Lantra Awards' website.</p> <p>Other assessment-related materials such as the NPL will be available to the Learner, along with copies of all OSCE tasks.</p>	www.lantra.co.uk
How do I register Learners?	Via Quartzweb ordering.lantra.co.uk/Login.aspx	Quartzweb User Guide

5 Content of Qualification

This qualification is made up of five mandatory (M) units. There are no optional units. Learners must achieve all five mandatory units. Each unit is divided into sections. It is advised that the units should be completed sequentially in the order of units 1 to 5.

5.1 Unit Details

The table below details the required units, guided learning hours and credit values.

Unit no.	Unit Title	M/O	Suggested GLH	Credits
1	Veterinary nursing in practice (equine)	M	120	48
2	Application of veterinary nursing A incorporating laboratory diagnostics (equine)	M	120	48
3	Application of veterinary nursing B incorporating supply of medicines (equine)	M	120	48
4	Application of veterinary nursing C incorporating diagnostic imaging (equine)	M	120	48
5	Anaesthesia and theatre nursing (equine)	M	120	48

5.2 Assessment Methods

The table below details the assessment methods required for each unit and each section per unit. Specific LOs are given where applicable.

Unit	Section	Assessment
Unit 1 Veterinary nursing in practice (equine)	Section 1: Animal husbandry	MCQ examination NPL (LO3 and LO5) OSCE
	Section 2: Communication	MCQ examination OSCE
	Section 3: Daily practice – the team, health and safety, stock and waste and record keeping	MCQ examination OSCE
	Section 4: Plans, models, clinics and facilitating home care	MCQ examination NPL (LO8) OSCE
	Section 5: Preparing for professional registration	Assignment OSCE
Unit 2 Application of veterinary nursing A incorporating laboratory diagnostics (equine)	Section 1: Essential terminology, cells, and the central nervous system – form, function, and associated nursing	MCQ examination
	Section 2: Infection control	MCQ examination NPL (LO3 and LO7) OSCE
	Section 3: Laboratory diagnostics	MCQ examination OSCE
	Section 4: Musculoskeletal system – form, function, and associated nursing	MCQ examination NPL (LO 1) OSCE
	Section 5: Skin – form, function, and associated nursing	MCQ examination NPL (LO3) OSCE
Unit 3 Application of veterinary nursing B incorporating supply of medicines (equine)	Section 1: Body fluids and fluid therapy	MCQ examination OSCE
	Section 2: Circulatory system – form, function, and associated nursing	MCQ examination NPL (LO2) OSCE
	Section 3: Urinary system – form, function, and associated nursing	MCQ examination OSCE
	Section 4: Medicines	MCQ examination NPL (LO5) OSCE
	Section 5: Emergency and critical care	MCQ examination OSCE
Unit 4 Application of veterinary nursing C incorporating diagnostic	Section 1: Respiratory system – form, function, and associated nursing	MCQ examination
	Section 2: Digestion and nutrition	MCQ examination NPL (LO3) OSCE
	Section 3: Reproduction and breeding	MCQ examination

imaging (equine)	Section 4: Endocrine system – form, function, and associated nursing	MCQ examination
	Section 5: Pain management	MCQ examination NPL (LO2)
	Section 6: Diagnostic imaging	MCQ examination OSCE
Unit 5 Anaesthesia and theatre nursing (equine)	Section 1: Anaesthesia	MCQ examination NPL (LO7 and LO8) OSCE
	Section 2: Theatre nursing	MCQ examination NPL (LO9) OSCE

5.3 Qualification Delivery

Providers may wish to consider 'blended learning' in the delivery of this qualification.

Learners who take this approach learn via electronic media as well as traditional face-to-face teaching.

This qualification is not suitable to be delivered totally online, however, Providers may wish to consider a mixture of online and face-to-face teaching, according to the needs and circumstances of their Learners.

5.4 Veterinary Nurse Day One Competencies (DOC) and the Day One Skills (DOS) for Veterinary Nurses - Equine

DOC and the DOS for Veterinary Nurses – Equine referencing, in relation to LO and AC are included in each of the unit sections.

Unit 1: Veterinary nursing in practice (equine)

Unit title	Veterinary nursing in practice (equine)
Unit reference number	D/618/4943
Unit level	3
Unit credit value	48

This unit consists of five sections:

Unit 1 – Section 1	Animal husbandry
Unit 1 – Section 2	Communication
Unit 1 – Section 3	Daily practice – the team, health and safety, stock and waste, and record keeping
Unit 1 – Section 4	Plans, models, clinics and facilitating home care
Unit 1 – Section 5	Preparing for professional registration

Each section details the:

- **Learning Outcome (LO)**
A statement that describes the knowledge, understanding and skills that a Learner should acquire in order to meet the assessment requirements.
- **Assessment Criteria (AC)**
What the Learner should know/be able to do as a result of the LO.

Each LO and AC is referenced by number; for example, LO1, AC 1.1.

Further details for each learning outcome and assessment criteria are given in each section

Unit 1 – Section 1: Animal husbandry

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the principles of animal welfare	1.1 Know current legislation and codes of practice in place to protect animal interests.	2	
	1.2 Know the role of welfare organisations to protect animal interests.	2, 7	
2. Understand the essential factors for maintaining animal health for equines	2.1 Know the key factors in maintaining animal health.	32	4.5
	2.2 Know the requirements for completing a systematic health check for equines.	7	2.2, 3.1, 3.3, 3.6, 4.3, 8.1
3. Be able to safely handle and restrain equines	3.1 Demonstrate correct techniques for handling and restraining equines.	4, 14	1.1, 3.1, 3.4, 3.6
	3.2 Demonstrate correct use of restraint equipment when handling equines.	4, 14	1.1, 3.1, 3.4, 3.6
	3.3 Recognise signs of stress and aggressive behaviour.	4, 14	3.1, 3.2, 3.6
	3.4 Transport equines safely.	4, 14	3.2, 3.5, 3.6
4. Understand the use of accommodation for hospitalised equines	4.1 Know the requirements of hospital accommodation for equines.	25	3.6, 4.4, 8.2
	4.2 Know safety considerations in relation to the use of accommodation and associated equipment.		4.4, 8.2
5. Care for patients in veterinary accommodation	5.1 Prepare a suitable nursing environment for equine patients, considering life stage, condition and treatment/procedure.	25	4.1, 4.4, 8.2
	5.2 Assess and record overall condition and demeanour.	6, 14, 15, 30	2.1, 2.2, 3.1, 4.2, 4.3, 8.1
	5.3 Use strategies to address the psychological needs of equine in-patients.		3.1, 3.6, 4.5
	5.4 Report physical/behavioural observations of equines effectively to colleagues.	6, 7	2.1, 3.1

Unit 1 – Section 2: Communication

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the dynamics of communication	1.1 Know modes and models of communication encountered in veterinary practice.	5	2.1
	1.2 Know the importance of communication and the factors that may affect it including how emotions affect communication.	5, 30, 31	2.1, 2.9, 2.10
	1.3 Differentiate between communication styles.	5	2.1
	1.4 Know the specific demands and adaptations required in telephone and E-communication.	5	2.1
2. Understand how to communicate with clients and colleagues	2.1 Know how to take patient history to include actively eliciting relevant information.	5, 6	2.1, 2.2
	2.2 Know how to produce and maintain clinical records.	1, 6, 7, 19	2.1, 2.2
	2.3 State the process of seeking a second opinion or a referral.	1, 7, 19	2.1, 2.2, 2.3, 2.7
3. Understand factors affecting working relationships with clients and the veterinary team	3.1 Know factors that influence the human/animal relationship.	5, 8	
	3.2 Know how perceptions of other team members/roles affect working relationships.	5, 8	2.9
4. Understand principles of customer service	4.1 Know the importance of customer service to the veterinary clients and the practice, including factors in providing good customer service.	3, 5	2.1
	4.2 State the key principles of handling a complaint.	2, 3, 5, 8	2.1, 2.2, 2.9

Unit 1 – Section 3: Daily practice – the team, health and safety, stock and waste, and record keeping

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the roles of members of the veterinary team	1.1 Know the roles of a veterinary surgeon, registered veterinary nurse and student veterinary nurse.	1, 2, 3, 7, 11	10.3
	1.2 Know the role and functions of lay staff within a veterinary practice.	3	
	1.3 Outline the significance of the Veterinary Surgeons Act.	11	10.3
2. Understand the aims of effective health and safety within a veterinary practice	2.1 Know the key applicable health and safety legislation in veterinary practice.	2, 3, 4, 20	1.1, 1.3, 1.4, 1.5, 3.3
	2.2 Know the aims of health and safety in veterinary practice.	3, 4	1.1, 1.4
	2.3 Know the principal risks in a veterinary practice.	3, 4	1.1, 1.4, 8.3
	2.4 Know how to move and handle equipment safely, identifying risk factors and ergonomic principles.	3, 4	1.1
3. Understand how to manage stock and waste in veterinary practice	3.1 Identify the range of materials needed to support a veterinary practice.		1.2
	3.2 Know the principles of handling and disposal of hazardous and non-hazardous substances.	3, 4, 25	2.2, 3.3, 8.3
	3.3 Know appropriate methods of handling and disposing of soiled and infected material.	3, 4, 25	8.3
	3.4 Know how to dispose of used equipment and surplus medication appropriately and safely.	3, 4	8.3
4. Understand the principles of record-keeping	4.1 Know the principles of veterinary record-keeping.	1, 3, 6, 19	2.1, 2.2, 2.3, 2.7, 5.9
	4.2 Know how to keep records relating to veterinary nurse training.	5, 6	2.1, 2.2, 2.3
5. Understand the organisation and legislation relating to veterinary business	5.1 Know the different types of practice ownership.	3	
	5.2 Know the legal requirements of veterinary business.	3	

Unit 1 – Section 4: Plans, models, clinics and facilitating home care

Learning outcomes The Learner will:	Assessment criteria The Learner can:	D OC/DOS Reference	
		DOC	DOS
1. Understand the principles of a systematic approach to the provision of nursing care	1.1 Differentiate between the 'medical' model of nursing and the nursing focussed model.		4.1
	1.2 Know the nursing process, including a logical cycle of assessment, planning, implementation, and evaluation.	16	2.8, 4.1, 4.2
2. Understand how to assess the condition of patients	2.1 Know how a model is used to inform patient admittance and assessment.	11	2.4, 4.1
	2.2 Know how to recognise clinical and behavioural indicators of a change in condition.	11, 30	4.2, 4.12
3. Understand how to plan the delivery of nursing care	3.1 Know how to plan the delivery of nursing care across a range of veterinary conditions.	5,16	2.8, 4.1
	3.2 Know how to apply an evidence-based approach to the planning and delivery of care.	9, 10, 13	2.8
4. Understand how to implement nursing care	4.1 Know how to apply an appropriate model or framework to implement nursing care.	16	2.1, 2.8, 4.1
	4.2 Know how to provide an appropriate nursing environment, considering the patient's species, age, condition, and normal routines.	16	2.8
5. Understand how to evaluate nursing care	5.1 Know how to apply an appropriate model or framework to evaluate nursing care.	10, 11, 13, 16	2.1, 2.2, 2.8, 4.1
	5.2 Know how to use a reflective approach to practise evidence-based nursing	9, 10, 13, 16	2.8, 2.9
	5.3 Know how to report on patients and nursing activities to inform the review of care.	5, 6, 13, 16	2.1, 2.2, 2.8, 2.9, 4.2
6. Understand how to support a client through grief and loss	6.1 Know the psychological processes of loss and grieving and know how these may impact on communication with a client.	2, 8, 30	2.10
	6.2 Know the nurse's role in breaking bad news to clients.	2, 5, 8, 30	2.10

Learning outcomes The Learner will:	Assessment criteria The Learner can:	D OC/DOS Reference	
		DOC	DOS
	6.3 Know how sensitive euthanasia can be accomplished within a veterinary practice.	2, 5, 8, 30, 31	2.10
	6.4 Know the services available to assist clients to cope with loss.	5, 8, 30	2.3, 2.10
	6.5 Know the role of the veterinary nurse in palliative care.	2, 5, 8, 12, 30	2.10
7. Understand how to facilitate effective home and follow-up care	7.1 Know the factors to consider when planning for patient discharge.	16	2.1, 2.2, 2.6
	7.2 Outline the requirements for effective patient handover to an owner.	5, 6	2.1, 2.2, 2.6
	7.3 Know the importance of client concordance in the home management of a patient including strategies for maintaining and improving client concordance.	5, 6	2.1, 2.2, 2.6
	7.4 Know the core requirements for a home care plan.	5, 6, 16	2.1, 2.2, 2.6, 4.1
	7.5 Know the importance of follow-up nursing clinics.	5, 12	2.1, 2.2, 2.6
8. Carry out veterinary nurse consultations	8.1 Admit equines for surgery.	5, 6	2.1, 2.2, 2.4
	8.2 Conduct effective consultations.	5	2.1, 2.2, 2.5
	8.3 Demonstrate effective communication with owners.	5	2.1, 2.2, 2.5, 2.6
	8.4 Demonstrate effective care planning for discharge.	16	2.5, 2.6

Unit 1 – Section 5: Preparing for professional registration

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Know the legal framework for veterinary nursing practice	1.1 Summarise the UK legal system to include criminal and civil law.		
	1.2 Interpret the provisions of the Veterinary Surgeons Act.	2, 3, 12	
2. Understand the accountability of veterinary nurses	2.1 Summarise the features of professional status.	8, 13	
	2.2 Explain the purpose and principles of professional regulation.	13	
	2.3 Explain the functions of a professional regulatory body.	13	
	2.4 Summarise the RCVS regulatory Registration Rules in relation to veterinary nurses.	2, 3, 12	
	2.5 Interpret the RCVS Code of Professional Conduct for Veterinary Nurses.	8, 13	2.1, 2.3
3. Understand the application of ethical principles	3.1 Summarise ethical schools of thought, to include utilitarianism, deontology, and virtue ethics.	13	
	3.2 Identify ethical problems arising in veterinary practice.	13	
	3.3 Identify equine patient care issues using ethical principles.	2, 3, 12	
4. Understand the principles of consent to veterinary treatment	4.1 Explain the legal requirements for consent to treatment, to include treatment without consent.	2	2.4
	4.2 Identify the features of informed consent and potential barriers to informed consent in practice.	2	2.4
5. Understand legal and ethical duties to patients, clients, society and the environment	5.1 Explain the principle of Duty of Care in relation to patients, clients, society, and the environment.	2, 5, 8, 12, 13	2.3
	5.2 Identify ethical issues surrounding the support of colleagues and clients, to include whistleblowing.	2, 5, 8	2.1, 2.3

Unit 2: Application of veterinary nursing A incorporating laboratory diagnostics (equine)

Unit title	Application of veterinary nursing A incorporating laboratory diagnostics (equine)
Unit reference number	H/618/4944
Unit level	3
Unit credit value	48

This unit consists of five sections:

Unit 2 – Section 1	Essential terminology, cells, and the central nervous system – form, function, and associated nursing
Unit 2 – Section 2	Infection control
Unit 2 – Section 3	Laboratory diagnostics
Unit 2 – Section 4	Musculoskeletal system – form, function, and associated nursing
Unit 2 – Section 5	Skin – form, function, and associated nursing

Each section details the:

- LO – a statement that describes the knowledge, understanding and skills that a Learner should acquire in order to meet the assessment requirements
- AC – what the Learner should know/be able to do as a result of the LO.

Each LO and AC is referenced by number; for example, LO1, AC 1.1.

Further details for each LO and AC are given in each section.

Unit 2 – Section 1: Essential terminology, cells, and the central nervous system – form, function, and associated nursing

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand essential terminology in relation to veterinary nursing practice	1.1 State directional terms, prefixes and suffixes commonly used in veterinary practice.	6	
2. Understand the normal form and function of cells and tissues	2.1 Know basic cell structure, physiology and division.		
3. Understand the normal form and function of the nervous system and associated nursing care for commonly encountered disorders	3.1 Know the structure and function of the nervous system.		
	3.2 Know the pathology and nursing care for a range of common encountered disorders of the neurological system.	15	4.1
	3.3 Know the pathology and nursing care for a range of common encountered disorders of the sense organs.	15	4.1

Unit 2 – Section 2: Infection control

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the role of infection in animal and human health	1.1 Know the common types, structure, and replication of disease-producing infectious agents in relation to animal health.	21, 25	8.2
	1.2 Know the meaning of infection, contagion, colonisation and contamination.	21, 25	
	1.3 Know the role of parasites in relation to disease transmission.	2, 21, 25, 32	8.2
	1.4 State the risks of zoonosis, including animal to human transmission and vice versa.	2, 4, 21, 25, 32	1.5, 3.3, 8.1, 8.4
	1.5 Know the implications of antibiotic resistance for veterinary practice.	2, 4, 23, 25	3.3, 8.2, 8.4, 8.5
2. Understand the principles of disease transmission in veterinary practice	2.1 Know how microorganisms are transmitted.	2, 4, 21, 25, 32	3.3, 8.2, 8.4
3. Understand the principles of disinfection and sterilisation	3.1 Distinguish between the processes of disinfection and sterilisation.	25	8.2
	3.2 Know the use of clinical antiseptics and disinfectants.	25	1.2, 8.2
	3.3 Know how to apply principles of effective clinical cleaning.	4, 25	1.2, 8.2
	3.4 Clean, prepare and maintain accommodation for equine inpatients.	25	3.3, 8.2, 8.4
	3.5 Define the process of sterilisation.	26	8.2
	3.6 Know the operation of autoclaves.	26	8.2
	3.7 Know how to pack, label and store autoclaved items.	6, 26	8.2
4. Understand how to maintain personal hygiene in relation to cross-infection	4.1 Know the importance of personal hygiene and dress in relation to infection control.	4, 21, 26	3.3, 8.2, 8.4
	4.2 State the process for effective hand hygiene.	4, 21, 26	1.2, 3.3, 8.2, 8.4
	4.3 Know the appropriate use of disposable protective clothing.	4, 21, 26	3.3, 8.2
5. Understand the principles of infection monitoring	5.1 Know the importance of infection monitoring in clinical audit.	2, 4, 21, 26	8.2
	5.2 Define the role of the veterinary nurse in maintaining infection control.	2, 4, 21, 26	8.2, 8.4

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
6. Understand the principles of isolation nursing	6.1 State reasons for isolation nursing, to include infection and compromised immunity.	21, 26	8.1, 8.2, 8.5
	6.2 State the requirements for isolation accommodation.	21, 26	3.3, 8.1, 8.5
	6.3 Know the required conduct of staff in relation to isolated cases.	4, 21, 26	3.3, 8.1, 8.5
	6.4 Know the requirements for isolated equine patients.	21, 26	8.1
7. Management of Isolation patients	7.1 Prepare isolation accommodation for an admission.	21, 26	3.3
	7.2 Limit the transfer of micro-organisms.	2, 4, 26	3.3, 8.1, 8.2, 8.4, 8.5
	7.3 Address the special needs of isolated patients.	15, 26	
	7.4 Clean isolation accommodation.	21, 26	3.3, 8.1, 8.2, 8.5

Unit 2 – Section 3: Laboratory diagnostics

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the function and use of laboratory equipment	1.1 State the requirements for the safe use of laboratory equipment.	4	1.2, 3.3, 5.3, 5.4, 5.5, 5.6, 5.7
2. Understand how to collect and prepare specimens for examination	2.1 Know the equipment and materials required for sample collection, preservation and transport.	6, 18	2.7, 5.1
	2.2 Know how to prepare equine patients for the collection of samples.	18	3.1, 3.6, 5.1
	2.3 Know effective and safe sampling techniques.	4, 18	3.6, 5.2
3. Understand how to test pathological specimens	3.1 Know how to use commercial test kits.	18	1.2, 5.3, 5.4, 5.5, 5.6
	3.2 Know how to carry out common test techniques.	18	1.2, 5.3, 5.4, 5.5, 5.6, 5.7
	3.3 State how to dispose of surplus pathological material and reagents safely.	3, 4, 26	5.3, 5.4, 5.5, 5.6, 8.3
	3.4 Know how to accurately report and record test results.	5, 6	5.9
4. Understand how to prepare specimens for transportation	4.1 State the requirements for the safe transport of specimens.	3, 18	2.7, 5.8
	4.2 Know how to store specimens safely and effectively prior to dispatch.	4, 18	5.8

Unit 2 – Section 4: Musculoskeletal system - form, function, and associated nursing

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the normal form and function of the musculoskeletal system and associated nursing care for commonly encountered disorders	1.1 Know the structure and function of the musculoskeletal system.		
	1.2 Know how to identify anatomical landmarks and boundaries in equines.		
	1.3 Know the pathology and nursing care for a range of commonly encountered disorders of the musculoskeletal system.	15	3.6, 4.1
	1.4 Provide specific care for equine patients with compromised mobility.	15	3.6, 4.1, 4.13
	1.5 Know post-operative care requirements following specialist procedures.	15	3.6, 4.1, 4.13

Unit 2 – Section 5: Skin – form, function, and associated nursing

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the normal form and function of skin and associated nursing care for commonly encountered skin disorders	1.1 Know the structure and function of the skin, hair, and associated glands.		
	1.2 Know the pathology and nursing care for a range of common encountered disorders of the skin.	15	4.1
2. Understand the principles of wound healing and care	2.1 Know basic wound care and management.	26	4.1, 4.6, 4.7
	2.2 Know the process of wound healing.		4.6
	2.3 Know the principles of surgical wound care.	26	4.1, 4.6
	2.4 State factors that may impede healing.	26	2.6, 4.6
	2.5 Know the principles of management for chronic wounds.	26	2.6, 4.6
	2.6 Know the properties of different dressing materials.		4.7
3. Deliver nursing requirements relating to skin, wound care, and bandaging	3.1 Demonstrate maintenance of hygiene for individual patients.	26	2.6, 4.1, 4.5, 4.6
	3.2 Care for surgical wounds.	15	4.1, 4.6
	3.3 Demonstrate effective wound management techniques.	15, 26	4.1, 4.6
	3.4 Perform a simple wound dressing.	15	3.6, 4.7
	3.5 Apply simple bandages that are safe and effective.	15	3.6, 4.8
	3.6 Use strategies to prevent interference with dressings and bandages.	15	2.6, 3.6, 4.8

Unit 3: Application of veterinary nursing B incorporating supply of medicines (equine)

Unit title	Application of veterinary nursing B incorporating supply of medicines (equine)
Unit reference number	K/618/4945
Unit level	3
Unit credit value	48

This unit consists of five sections:

Unit 3 – Section 1	Body fluids and fluid therapy
Unit 3 – Section 2	Circulatory system – form, function, and associated nursing
Unit 3 – Section 3	Urinary system – form, function, and associated nursing
Unit 3 – Section 4	Medicines
Unit 3 – Section 5	Emergency and critical care

Each section details the:

- LO – a statement that describes the knowledge, understanding and skills that a Learner should acquire in order to meet the assessment requirements
- AC – what the Learner should know/be able to do as a result of the LO.

Each LO and AC is referenced by number; for example, LO1, AC 1.1.

Further details for each LO and AC are given in each section.

Unit 3 – Section 1: Body fluids and fluid therapy

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand body fluids and normal homeostatic mechanisms	1.1 Know the types and functions of body fluids.		
	1.2 State basic homeostatic mechanisms.		
2. Understand indications and requirements for fluid therapy	2.1 State the requirements for supporting patients undergoing fluid therapy.	15	3.6, 4.1, 4.11
	2.2 Know how post-operative fluid balance is maintained.		4.1, 4.11
3. Understand how to manage patients undergoing fluid therapy	3.1 Know how to monitor, maintain, and record intravenous fluid therapy.	15	2.2, 3.6, 4.1, 4.11
	3.2 Know how to plan, implement, and evaluate patient care to address core nursing requirements for fluids during post-operative convalescence.	15	4.1, 4.11

Unit 3 – Section 2: Circulatory system – form, function, and associated nursing

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
1. Understand the normal form and function of the circulatory system and associated nursing care for commonly encountered disorders	1.1 Know the structure and function of the circulatory system.	15	
	1.2 Know the pathology and nursing care for a range of commonly encountered disorders of the circulatory system.	15	4.1
2. Understand how to monitor vital signs	2.1 Know how to record and monitor vital signs of equines.	15	2.1, 2.2, 4.3
	2.2 Assess and record temperature, pulse, respiration, mucous membranes, and capillary refill time.	15	3.6, 4.3
	2.3 Know how to interpret, record, and respond to post-operative observations.	5	2.1, 2.2, 3.6, 4.3
3. Understand the physiology, recognition, and management of shock	3.1 Know the physiology, recognition and management of shock.	15	4.1

Unit 3 – Section 3: Urinary system – form, function, and associated nursing

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the normal form and function of the urinary system and associated nursing care for commonly encountered disorders	1.1 Know the structure and function of the urinary system.		
	1.2 Know the pathology and nursing care for a range of commonly encountered disorders of the urinary tract.	15	4.1
	1.3 State intensive nursing requirements for commonly encountered emergency and critical care conditions.	15	4.1
2. Understand management of urinary catheters	2.1 Know the care and management of urinary catheters.	15	3.6

Unit 3 – Section 4: Medicines

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the legal requirements in relation to the storage and supply of veterinary medicines	1.1 State legislation and regulatory bodies in relation to veterinary medicines.	3, 22, 23	1.1, 1.2, 7.1, 7.2, 7.3, 8.3
	1.2 Know the role, remit and professional responsibilities of a Suitably Qualified Person (SQP).	5, 7, 22, 23	7.1, 7.2, 7.3
2. Understand how to supply veterinary medicines to clients	2.1 State the requirements for a legal veterinary prescription.	3, 22, 23	7.1, 7.2, 7.3
	2.2 Know pharmacy terminology and abbreviations.	5, 23	7.2
	2.3 State requirements for the packaging and labelling of veterinary medicines.	3, 22, 23	1.2, 2.2, 7.1, 7.2, 7.3
	2.4 Know how to calculate and dispense appropriate quantities of medication.	6, 23	7.2, 7.3
	2.5 Know how to calculate and dispense medicines safely and effectively.	4, 22, 23	1.1, 7.1, 7.2
	2.6 Know the principles of stock control.	3	2.2, 7.3
3. Understand how to provide advice to clients on the administration of veterinary medicines	3.1 State information that should be provided to a client concerning the administration of a prescribed medicine.	5, 6, 22, 23, 24	2.1, 2.2, 7.1, 7.2, 7.3
	3.2 Know how to demonstrate suitable techniques for administering medicine to client.	5, 14	2.1, 3.1, 3.6
	3.3 Know techniques for administering medicines to equines.	14	3.1, 3.6, 4.9
4. Understand the use of veterinary medicines	4.1 State examples of common classifications of medicines.	22, 23	7.1, 7.2
	4.2 Know ways in which common classifications of medicines act and are excreted.	24	7.1, 7.2
	4.3 State factors that can affect duration of action.	24	7.1, 7.2
	4.4 State the mechanisms for reporting adverse reactions.	4, 22, 24	4.10, 7.1
5. Be able to administer medications	5.1 Interpret veterinary prescriptions and prepare medications for administration.	5, 7, 23	4.9, 7.1, 7.2
	5.2 Administer medicines.	14, 15	3.1, 3.6, 4.9, 7.1

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
	5.3 Administer complex medications.	15	3.1, 3.6, 4.9, 7.1
	5.4 Record the administration of medicines and monitor its effect on the animal.	6	2.2, 4.10, 7.1, 7.3

Unit 3 – Section 5: Emergency and critical care

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the principles of first aid	1.1 Define the scope of first aid, mentioning legal entitlement to provide first aid.	17	4.14
	1.2 State the principles of first aid management and treatment.	17	4.14
	1.3 Know first aid techniques.	15, 17	4.14, 4.15
	1.4 Know how to identify risks and signs associated with common poisons.	17	4.1, 4.14
	1.5 Know the first aid management of burns and ingestion of poison.	15, 17	4.1, 4.14
	1.6 State information to be given to a veterinary surgeon regarding a treated first aid casualty.	5, 6	2.1
2. Understand how to support emergency veterinary care	2.1 State the concept of triage and identify situations that constitute emergencies.	5, 6, 17	
	2.2 Know how to prepare for the admission of an emergency case.		4.15
	2.3 Know the contents and maintenance of an emergency 'crash box' or trolley.		1.2
	2.4 Know how to support the veterinary surgeon during emergency veterinary procedures.	5, 6, 17	4.15
3. Understand the nursing requirements of a critically ill or injured equine patient	3.1 Know how to prepare accommodation for a critically ill or injured equine patient.		4.15
	3.2 Know the nursing needs of a critically ill or injured equine patient.	15	4.13, 4.15
	3.3 State the principles of record keeping and reporting.	5, 30	2.2, 4.12
4. Understand special intensive nursing care techniques	4.1 Know the observations required of a critically ill equine patient.	6	4.1, 4.15
	4.2 Know the principles of administering blood and blood products.	15, 24	4.1, 4.15
	4.3 State the principles of respiratory therapy.	15	4.1, 4.15

Unit 4: Application of veterinary nursing C incorporating diagnostic imaging (equine)

Unit title	Application of veterinary nursing C incorporating Diagnostic Imaging
Unit reference number	M/618/4946
Unit level	3
Unit credit value	48

This unit consists of six sections:

Unit 4 – Section 1	Respiratory system – form, function, and associated nursing
Unit 4 – Section 2	Digestion and nutrition
Unit 4 – Section 3	Reproduction and breeding
Unit 4 – Section 4	Endocrine system – form, function, and associated nursing
Unit 4 – Section 5	Pain management
Unit 4 – Section 6	Diagnostic imaging

Each section details the:

- LO – a statement that describes the knowledge, understanding and skills that a Learner should acquire in order to meet the assessment requirements
- AC – what the Learner should know/be able to do as a result of the LO.

Each learning outcome and assessment criteria is referenced by number; for example, LO1, AC 1.1.

Further details for each LO and AC are given in each section.

Unit 4 – Section 1: Respiratory system – form, function, and associated nursing

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the normal form and function of the respiratory system and associated nursing care for commonly encountered disorders	1.1 Know the structure and function of the respiratory system.		
	1.2 Know the pathology and nursing care for a range of commonly encountered disorders of the respiratory system.	15	4.1
	1.3 State the principles of respiratory therapy.	15	4.1
	1.4 Know post-operative care requirements following specialist respiratory procedures.	15	4.1

Unit 4 – Section 2: Digestion and nutrition

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the normal form and function of the digestive system and associated nursing care for commonly encountered disorders	1.1 Know the structure and function of the digestive system and modes of digestion.		
	1.2 Know the pathology and nursing care for a range of commonly encountered alimentary tract disorders.	15	4.1
	1.3 Know intensive nursing requirements for commonly encountered emergency and critical care digestive conditions.	15	4.1
	1.4 Know core nursing nutritional requirements for post-operative equine patients.	15	
	1.5 Know post-operative care requirements following specialist major abdominal procedures.	15	4.1
2. Understand the nutritional requirements of equines	2.1 State the roles of essential nutrients, minerals, and vitamins.		
	2.2 Know the differing nutritional requirements of neonates, adult, geriatric, breeding and working equines.		4.4
	2.3 Know the effects of illness and injury on nutritional requirements.		4.1
	2.4 Know the importance of suitable nutrition for maintaining animal health.		4.1
	2.5 Know the types and use of feeding tubes to manage nutritional health.		3.6, 4.4
3. Be able to provide food and fluids to inpatients and manage excretions	3.1 Prepare appropriate food and fluids for equine patients.	15	3.6, 4.4
	3.2 Monitor and record dietary intake.	6	2.2, 4.4
	3.3 Demonstrate methods of assisted feeding.	15	3.6, 4.4
	3.4 Observe and monitor excretion.	6	4.4

Unit 4 – Section 3: Reproduction and breeding

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the normal form and function of the reproductive system and associated nursing care for commonly encountered disorders	1.1 Know the structure and function of the reproductive system in the male and female.		
	1.2 Know the pathology and nursing care for a range of commonly encountered reproductive tract disorders.	15	4.1
	1.3 Know intensive nursing requirements for commonly encountered emergency and critical care conditions.	15	4.1
2. Understand the reproduction and breeding of equines	2.1 State key principles of genetic inheritance.		
	2.2 Know the breeding cycles of the mare.		
	2.3 Know the stages of embryology and foetal development.		
	2.4 Know the essentials of intra-partum care.		
	2.5 Know the management of foals.		
	2.6 Know common abnormalities and complications in foals.		

Unit 4 – Section 4: Endocrine system – form, function, and associated nursing

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the normal form and function of the endocrine system and associated nursing care for commonly encountered disorders	1.1 Know the structure and function of the endocrine system.		
	1.2 Know the pathology and nursing care for a range of commonly encountered endocrine disorders.	15	4.1
	1.3 Know intensive nursing requirements for commonly encountered emergency and critical care conditions.	15	4.1

Unit 4 – Section 5: Pain management

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the principles of pain management	1.1 State the principles of effective pain management.	30	4.1
	1.2 Know how to monitor for and interpret observations of pain.	15, 30	3.1, 3.4, 4.2, 4.12
	1.3 Know core nursing requirements for pain relief and alleviation of stress.	15, 30	3.6, 4.1
2. Plan and implement veterinary nursing care for patients in pain	2.1 Recognise and record pain and stress and take appropriate measures to reduce these.	6, 15, 30	3.1, 3.4, 3.6, 4.2, 4.12
	2.2 Plan, implement and evaluate patient care to address core nursing requirements during post-operative convalescence.	15, 30	4.1

Unit 4 – Section 6: Diagnostic imaging

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the legal requirements for conducting radiography	1.1 State the requirements for practices to be registered with the Health and Safety Executive.	3, 4, 20	1.1, 6.2
	1.2 State the legal requirements for radiography in veterinary practice.	3, 4, 5, 20	1.1, 1.2, 6.5
	1.3 State the requirements for exposure risk assessment and monitoring.	3, 4, 6, 20	1.1, 1.2, 6.2
	1.4 Know the use of personal protective equipment when dealing with radiation.	3, 4, 20	1.1, 1.2, 3.3, 6.2
2. Understand the principles of radiography as a diagnostic imaging technique	2.1 Know the properties and effects of radiation.	20	6.1
	2.2 Know the key differences and features between computed radiography (CR) and digital radiography (DR).	20	6.1, 6.4
	2.3 Know how to compare types of image that can be produced using radiation.	20	
	2.4 Know the features and use of digital cassettes and digital plates.	20	6.1
	2.5 Know design features and maintenance of a radiography facility.	20	
	2.6 State how to calculate exposure factors.	20	6.1
	2.7 Know how to process and appraise an exposed radiograph.	20	1.2, 6.1, 6.4
	2.8 Know the requirements for using radioactive isotopes in gamma scintigraphy.		
3. Understand the principles of ultrasonography, magnetic resonance imaging (MRI), endoscopy as diagnostic imaging techniques	3.1 Know how images are produced using ultrasonography.	20	6.7
	3.2 Know the care and maintenance of ultrasound equipment.	20	1.2
	3.3 Know the use of magnetic resonance imaging.		
	3.4 Know the principles of endoscopy and the care, maintenance, and storage of equipment.	20	1.2

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
	3.5 Know the requirements for patient preparation and care for ultrasound, magnetic resonance imaging and endoscopy.	20	6.7, 6.6
4. Understand how to take radiographs	4.1 Know methods of patient restraint for radiographic examination.	20	6.1, 6.3
	4.2 Know the standard radiographic positions and the use of positioning aids.	20	6.1, 6.3

Unit 5 – Anaesthesia and Theatre Nursing (equine)

Unit title	Anaesthesia and theatre nursing (equine)
Unit reference number	T/618/4947
Unit level	3
Unit credit value	48

This unit consists of two sections:

Unit 5 – Section 1	Anaesthesia
Unit 5 – Section 2	Theatre nursing

Each section details the:

- LO – a statement that describes the knowledge, understanding and skills that a Learner should acquire in order to meet the assessment requirements
- AC – what the Learner should know/be able to do as a result of the LO.

Each LO and AC is referenced by number; for example, LO1, AC 1.1.

Further details for each LO and AC are given in each section.

Unit 5 - Section 1: Anaesthesia

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the principles of anaesthesia	1.1 Define different methods of anaesthesia.	29	10.4
	1.2 Define anaesthetic terminology.	29	
	1.3 Know the physiology of general anaesthesia.	29	
	1.4 State stages and levels anaesthesia.	29	10.4
2. Understand the function of anaesthetic drugs	2.1 Know the function of key groups of anaesthetic drugs providing examples in each group.	29	
3. Understand the function of anaesthetic equipment	3.1 Know the function, maintenance, and safety checks of key components of an anaesthetic machine/equipment.	28, 29	1.2, 10.2
	3.2 Know the use of anaesthetic breathing systems.	28, 29	1.2, 10.2
	3.3 Know the different types of endotracheal tube.	28, 29	10.2
	3.4 Know the use of monitoring equipment.	28, 29	1.2
4. Understand anaesthetic preparation and induction	4.1 Know how to prepare an equine patient for general anaesthesia to include high risk patients.	15, 28, 29	4.2, 10.1, 10.3
	4.2 Know the types and use of materials and equipment needed for induction of anaesthesia.	15, 28, 29	1.2, 10.2
	4.3 Know the requirements for supporting the anaesthetist during anaesthetic induction.	5, 7, 29	3.6, 10.2
	4.4 Know the principles of effective intubation.	15, 29	10.3
	4.5 Know the safe use of patient transport systems.	26	3.2
5. Understand the principles of monitoring an anaesthetised equine patient	5.1 State the observations to be made of an anaesthetised animal and when to report to the veterinary surgeon.	5, 6, 7, 29	2.1, 2.2, 10.4
	5.2 Know routine care requirements of an anaesthetised equine patient	15, 29	10.4
	5.3 Know the observations to be made of equipment during an anaesthetic	6, 29	1.2, 2.2
6. Understand how to recognise and respond to anaesthetic	6.1 State the clinical signs of respiratory and cardiac arrest and know how to manage equipment failure.	29	

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
emergencies	6.2 Know the principles of resuscitation.	29	
7. Be able to prepare, use and maintain anaesthetic equipment and assist with induction	7.1 Set-up and check anaesthetic equipment.	28, 29	10.2
	7.2 Clean and care for anaesthetic equipment.	28, 29	10.2
	7.3 Prepare materials and equipment needed for induction of anaesthesia.	29	10.2
	7.4 Support the anaesthetist during anaesthetic induction.	5, 6, 7, 29	10.3
	7.5 Transfer an anaesthetised equine patient safely into the operating theatre.	26	
8. Assist with monitoring an equine patient during anaesthesia and recovery	8.1 Observe and monitor an equine patient.	15	10.4
	8.2 Record observations and make appropriate and accurate reports to the responsible veterinary surgeon.	5, 6, 7, 29, 30	2.1, 2.2, 10.5
	8.3 Observe equipment during an anaesthetic.	29	10.4
	8.4 Adjust anaesthetic agents accurately according to the veterinary surgeon's instructions.	5, 29	10.4
	8.5 Position and monitor a patient during anaesthetic recovery.	15, 29, 30	10.6

Unit 5 – Section 2: Theatre nursing

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
1. Understand the principles of operating theatre design and use	1.1 Know the principles of operating theatre design.	25	8.2, 9.3, 9.6
	1.2 Know effective operating theatre hygiene protocols.	3, 4, 26	8.2, 8.3, 9.2, 9.6, 9.7, 9.8, 9.10, 9.11
	1.3 Know the principles of planning an operating list.	26	8.2, 9.3
2. Understand how to dress and behave appropriately in an operating theatre	2.1 Know how to behave appropriately according to role in an operating theatre.	5, 7, 27	8.2, 9.6, 9.7, 9.8, 9.9, 9.10
	2.2 Know how to carry out effective surgical hand antisepsis.	26, 27	8.2, 9.7
	2.3 Know how to prepare and wear operating theatre clothing.	26, 27	8.2, 9.8, 9.9
3. Understand the use of operating theatre furniture and equipment	3.1 Know essential furnishings and equipment within the theatre environment.	26	9.3
	3.2 Know the implications of inappropriate furnishings and equipment within the theatre environment.	26	8.2
	3.3 Know the safe use and care of key operating theatre equipment.	26	9.2, 9.6
4. Understand the principles of instrument care and sterilisation	4.1 Know common groups of instruments and their uses.	26	9.1, 9.2
	4.2 Know the care of common groups of instruments.	26	9.1, 9.2
	4.3 Know how to clean instruments effectively.	25	8.2, 9.1, 9.2
	4.4 Know how to pack items for sterilisation.	26	9.2
5. Understand how to assist the operating surgeon	5.1 Know how to assist a surgeon to don sterile clothing and gloves.	5, 7, 26	9.6
	5.2 Know how to open and pass sterile materials correctly.	7, 27	9.6, 9.10, 9.13
6. Understand the management of specialist equipment and materials during a surgical procedure	6.1 Know additional specialist equipment.		9.6
	6.2 Know types of wound closure material and explain their properties.	27	9.13
	6.3 Know the use of instrument trolleys and mayo tables.	27	9.6, 9.10
	6.4 Know safe techniques for handling and passing instruments.	27	9.10, 9.13

Learning outcomes The Learner will:	Assessment criteria The Learner can:	DOC/DOS Reference	
		DOC	DOS
	6.5 State how to keep track of instruments and swabs.	5, 27	2.2, 9.6, 9.12
	6.6 Know the safe disposal of hazardous materials specifically from theatre.	25	8.3, 9.6
7. Understand how to prepare a patient for surgery	7.1 Know information to be obtained from the equine's owner.	5, 26	2.2, 2.4
	7.2 Know the legal requirements for consent to a surgical procedure.	1, 2	2.2, 2.4
	7.3 State the principles of withholding food and fluids prior to anaesthesia.	26	2.4
	7.4 Know requirements for clipping and skin preparation.	26	9.5
	7.5 Know how to prepare an equine patient for a surgical procedure.	26	9.4, 9.6, 9.11
8. Understand the principles of patient care during surgery	8.1 Know observations to be made of an animal during surgery.		9.6
	8.2 Know the requirements for handover from the operating theatre.	5	2.9, 9.6
	8.3 Know how to interpret post-operative observations.		
9. Demonstrate patient care during surgical procedures	9.1 Prepare surgical sites.	26	9.5, 9.6
	9.2 Deliver handover from the operating theatre.		2.9, 9.6
	9.3 Deliver equine peri-operative nursing care to patients.	15	9.5, 9.6

6 Level Descriptors

This qualification has been accredited at Level 3. This means that upon achieving the qualification the Learner can be relied upon to possess the skills or knowledge described below.

Level	Knowledge Descriptor The Learner has:	Skills Descriptor The Learner can:
3	<p>The factual, procedural, and theoretical knowledge and understanding of a subject or field of work necessary to complete tasks and address problems that are well defined but may be complex and non-routine.</p> <p>The ability to interpret and evaluate relevant information and ideas.</p> <p>Awareness of the nature of the area of study or work.</p> <p>Awareness of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select, and use appropriate cognitive and practical skills, methods, and procedures to address problems that are well defined but may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>

7 How is this Qualification Delivered?

This is a partially online qualification that can be delivered both remotely and at an approved assessment Provider. The theoretical assessments for this qualification – MCQs – are conducted via Lantra’s online assessment platform with physical invigilation or remote invigilated proctoring. In proctored assessments, Learners are invigilated remotely and are monitored for the duration of the examination. Assessments are videoed, independently reviewed, and referred to Lantra where there is evidence of Learners not adhering to Lantra’s assessment regulations; such Learners would be failed and dependent upon the severity of their breaches, asked to re-sit. If malpractice was suspected, then Learners would be investigated in accordance with Section 7.7. All video recordings are retained by Lantra for quality assurance purposes, subject to DPA 2018/UK GDPR regulations, and will be sampled randomly and periodically by an External Quality Assurer (EQA).

Learners are also required to produce a theoretical assignment as part of the assessment of this qualification. Further details regarding this assessment are provided in Section 7.4.2.

In addition, Learners must keep a log of their activities and progress via the NPL which has been developed by the RCVS. The NPL is an online tool specifically designed to allow the demonstration, recording of practising of skills, and recording of competences of basic, to advanced veterinary nursing practical skills. The completion of the NPL is both pivotal and crucial for the development of Equine DOC and DOS for the Lantra Awards Level 3 Work Based Diploma in Veterinary Nursing – Equine qualification.

It is a requirement that Learners who are studying on a full-time basis to achieve the qualification will be assigned a RCVS approved Veterinary Training Practice (TP), allocated to their Provider, where they may gain and practise their veterinary nursing skills.

Employed Learners, who are undertaking the qualification on a block or day release basis must be employed at a TP where they gain and practise their veterinary nursing skills.

If a Learner is employed at an Auxiliary Training Practice (aTP), they will need to be seconded to a full TP to complete aspects of the qualification which are not covered by an aTP. For example, case load and variety etc. A written agreement must be in place between the aTP, the Provider, and the full TP, for this to be facilitated.

The final practical assessment of the DOS is the OSCE. Successful completion of the OSCE is essential for the entry onto the RCVS Register of Veterinary Nurses. The OSCE examination will be run up to four times per year, in January, April, July and October at different colleges across the UK. Providers will provide Learners with more information on a mock examination to help them prepare for the OSCE. Mock examinations are not available through Lantra.

To enter for the OSCE examination, Learners must have completed and passed all other assessments, including the NPL.

To achieve the Lantra Awards Level 3 Work Based Diploma in Veterinary Nursing – Equine, Learners must successfully achieve five mandatory units including the full range of assessments. There are no optional units required for completion.

7.1 Delivery in the UK

The specification for this qualification is approved for delivery in the United Kingdom. Ofqual regulates the qualification in England, and it is accredited on the Regulated Qualifications Framework (RQF). It has the following qualification accreditation number (QAN) 603/6677/1. Qualifications Wales regulates the qualification in Wales, and it is designated with the following number (QW) C00/4451/0.

Regulated qualifications are subject to regular reviews to ensure their ongoing regulatory compliance, and to ensure that throughout the life cycle of the qualification, the content remains relevant and current.

When the qualification is deemed no longer suitable, for example, if technology has moved on and working practices are no longer relevant, Lantra will advise Providers of a qualification end date. The end date is for the end of registrations; any Learners registered before this date will be allowed time to complete the qualification. For this qualification, that period is 36 months (three years).

7.2 Who can Deliver this Qualification?

Only approved, Lantra Providers can deliver this qualification. For information on becoming approved please contact Lantra via veterinary@lantra.co.uk or call on 02476 69 69 96.

7.3 Key Safety-critical and Technically Critical Aspects

The assessment for the Level 3 Work Based Diploma in Veterinary Nursing – Equine requires Learners to know relevant health and safety legislation, animal welfare legislation, and animal husbandry/good practice.

Key safety-critical and technically critical aspects of the LOS and AC have been identified in the Generic Risk Assessment for this qualification. To assist the Examiner with assessment decisions during the observation of practical OSCE activities, each OSCE has its own specific risk assessment that supplements the generic risk assessment. If the Learner is assessed to be at risk of not performing the activity to the required standard or endangering animal welfare or risks the health and safety of themselves or others, the Examiner may stop the assessment and use their professional judgement to either:

- Restart the assessment with the agreement of the Learner, if there is sufficient time remaining for the task to be completed
- Record that the assessment has not been achieved.

Where safety is breached, the Examiner must record the way in which the key safety-critical and/or technically critical aspects have been applied and the reasons for any subsequent decision to stop an assessment on the OSCE Feedback Form.

To achieve the qualification and certification Learners will be assessed on and must achieve **all** the LOs and AC.

7.4 Provider Resources

Please refer to the Provider Handbook for Veterinary Nursing for full details of the resources required to deliver this qualification.

7.4.1 Theoretical Online Assessments

This qualification is assessed partly online, which gives the Provider considerable flexibility as to where and when Learners undertake their assessment.

The Learner will require access to a reliable computer/tablet/laptop, with a stable broadband connection. The Learner may access their assessment at work, home, or at their Centre. However, the overall decision regarding where a Learner undertakes their assessment is determined by the Provider. If the assessment is undertaken at home, it is recommended that no-one else in the household is accessing the internet at the time of the assessment, so that there are no interruptions. Note that where an assessment is undertaken at home, or in the workplace, the assessment is subject to remote invigilation by proctored examination.

Learners will need to set up their system at least 48 hours ahead of the scheduled assessment time and will need to allow 30 minutes for set-up checks immediately prior to their assessment. Please refer to the proctored exam handbook for details.

To comply with health and safety legislation, Providers needs to ascertain that the environment in which the assessment is undertaken complies with health and safety legislation. It should also be suitable for the purposes of undertaking an assessment as per Lantra's assessment regulations, it can be conducted quietly and without interruption.

Learners should be advised in advance of their assessment, that they may not leave the room for any reason, during the assessment. This includes comfort and refreshment breaks, and opening the door to children, pets, etc. If a Learner leaves their desk or the room, or an unauthorised person enters the room, this will result in a fail being awarded for the assessment.

Providers with Learners who may have any pre-existing conditions which means that sitting for the duration of the assessment is not achievable, should submit an application for access arrangements, which Lantra will review and make an appropriate decision. Learners are reminded that although it is their legal right to request access arrangements, there is a limit to the provision which Lantra can make without compromising the validity of the assessment. The access arrangements request form is available on the Lantra website.

7.4.2 Theoretical Assignment Assessment

This qualification is partly assessed by completion of a theoretical assignment. The assignment assessment will be provided by Lantra. It is the Provider's responsibility to assess and quality assure the Learners completion of this assessment, using the approved grading criteria.

The assignment assessment will cover the LOs and AC in Unit 1, Section 5, Preparing for professional registration. The assignment brief provided by Lantra will be scenario based which requires Learners to explore an ethical issue. Scenarios must be rotated between Learner cohorts and scenarios will be altered or replaced by Lantra as deemed suitable.

The Learner must show evidence of suitable research and apply this to their work; four sources of evidence/key texts must be used as a minimum. These may include the RCVS Code of Professional Conduct, RCVS Registration Rules, journal articles, textbooks, and online articles, and other sources of information. Learners must reference their sources of research using 'Harvard' referencing. Further information regarding referencing is provided in the Level 3 Work Based Diploma in Veterinary Nursing – Equine assignment documentation provided by Lantra.

The assignment is subject to a 4000-word limit with a 10% marking tolerance on the number of words submitted; the word count does not include in-text citations, direct quotations, learning outcome titles or the reference list.

Marking of assignments is undertaken by the Provider. Marking should take place according to published timescales from Lantra and must be subjected to an internal moderation process. The assignment grading criteria and marking scheme is provided by Lantra.

Please refer to the Level 3 Work Based Diploma in Veterinary Nursing – Equine Assessment Guidance for further information regarding the assignment assessment.

7.4.3 Practical OSCE Assessments

The practical OSCE assessments will be held approximately quarterly at designated Centres across the UK. Providers will need to ensure that their Learners are booked onto suitable examination sessions and that Learners are given sufficient advance notice of their bookings.

The OSCE assessment is the summative practical examination of the skills in which a Learner has become proficient over the duration of the qualification. In advance of the practical OSCE assessments, the Provider should give the Learner the 'Learner Guide to OSCEs for Veterinary Nursing', that will have been issued to the Provider upon their registration with Lantra to deliver the qualification.

The Provider should advise the Learner to wear suitable clothing and footwear together with appropriate PPE, required as per each OSCE. Please refer to the OSCE guidance for further details. The Learner should also adhere to professional uniform requirements as per the college/workplace policy.

7.5 Quality Assurance and Certification

7.5.1 Quality Assurance of External Assessment Decisions

The practical OSCE assessment is externally assessed and externally quality assured by both Lantra and the Senior Examiner. Lantra will provide twelve Examiners to assess Learners and complete OSCE assessment paperwork. Lantra will be responsible for ensuring that Examiners are standardised and will carry out monitoring activity of the Examiner's assessment decisions.

Occasionally as part of Lantra's ongoing quality assurance strategy, an EQA may accompany the Examiner to observe the assessment processes followed. The EQA may further be accompanied by either Lantra staff or another EQA to ensure that the EQA is following the correct processes. In addition, RCVS personnel may visit to quality assure the OSCE examination process.

7.5.2 Claiming Certification

Once a Learner has completed the assessment requirements and quality assurance has taken place certification can be claimed.

Providers need to either submit a completed Certificate Claim Form or make a claim via QuartzWeb, which allows Lantra to process the certificates following quality assurance approval.

Following certificate claim, certificates will be issued by Lantra for Providers to distribute to individual Learners.

Direct Claim Status (DCS) is not applicable to this qualification.

Every two weeks, Lantra will provide pass lists of Learners who have completed the qualification to RCVS who will then contact Learners directly to initiate the Registration process.

7.5.3 Replacement Certification

If a Learner loses their original certificate, Lantra can issue a replacement. The Learner will need to provide proof of identity (for example, a passport or driving licence) and the details of the Provider they were registered with. Lantra will check all claims for replacement certificates against the original Certificate Claim Form. The Provider may be contacted for authentication. The certificate will be marked as a replacement. A fee is payable for replacement certificates. Please contact Lantra for the current fee.

7.5.4 Re-sits for Assessments

Lantra does not restrict the number of attempts a Learner has at an assessment.

However, where a Learner is not successful on the fourth attempt of any assessment, they must enter a period of reflection. During this time, their enrolment with Lantra and RCVS will be inactivated, and they will cease to be a SVN. They would be unable to progress in any aspect of their work based or theoretical assessments and would not be eligible to carry out Schedule 3 procedures.

Following a minimum period of six months reflection, to allow a Learner adequate time to consider whether they wish to progress with the qualification, the Learner may apply to the Provider to continue the qualification. Previous achievements would be carried over. A letter of support would be required from the Training Practice Principal for continuation of the qualification.

The Provider may reactivate the Learners enrolment with Lantra and the RCVS and the Learner may continue with their qualification. Providers may set a limit on the number of times a Learner may recommence the qualification.

Should a Learner reach the end of their RCVS enrolment period (six years), they would need to apply to the RCVS for either an extension or re enrolment.

7.5.5 Re-sits for Theoretical Assessments

Lantra does not recommend that Learners re-sit assessments on the same day that they have failed one. It is expected that a re-sit would take place following feedback and additional training/support being provided to the Learner to address the areas where improvement is required.

If a re-sit does take place within a few weeks, at the discretion and agreement of the Provider and training practice, the Learner must have achieved within 5% of the required pass mark of the assessment.

Lantra does not restrict the number of attempts a Learner has at an assessment, however, where a Learner is not successful on the fourth attempt of any assessment, they must enter a period of reflection. Please refer to '7.5.4 Re-sits for Assessments' for further details.

7.5.6 Re-submission of the Theoretical Assignment Assessment

Lantra does not restrict the number of attempts a Learner has at submitting the theoretical assignment assessment, however, where a Learner is not successful on the fourth attempt of any assessment, they must enter a period of reflection. Please refer to '7.5.4 Re-sits for Assessments' for further details.

7.5.7 Re-sits for OSCE Assessment

If a Learner fails an OSCE assessment, it is expected that a re-sit would take place following feedback and additional training/support being provided to the Learner, to address the areas where improvement is required.

The OSCE assessments are held quarterly and Learners may be admitted to the next available date, at the discretion and agreement of the Provider and training practice.

Lantra does not restrict the number of attempts a Learner has at the OSCE assessments, however, where a Learner is not successful on the fourth attempt of any assessment, they must enter a period of reflection. Please refer to '7.5.4 Re-sits for Assessments' for further details.

7.5.8 Re-enrolment for the qualification

Learners may re-enrol after a six-month period of reflection.

Previously achieved assessments may be carried over for up to five years allowing Learners to restudy the units and retake the assessments in which they were previously unsuccessful. Assessments of more than five years standing are deemed expired and cannot be carried over.

Providers must be mindful of the date that carried over assessments expire. All assessments must have been passed within the five-year period for successful completion of the qualification. Certification for the whole qualification must also occur within the five-year period of any assessment that is being carried over. If the certification date is more than five years after the carried over assessment, that assessment cannot be considered for the qualification completion and will need to be retaken by the Learner.

7.6 Enquiries about Results and Appeals

Lantra has an Enquiries about Results Policy and Appeals Procedure which can be used when a Learner or Provider has reason to believe there has been an error in either the administrative processes leading to an incorrect qualification award or there has been an issue in the assessment of the Learner. Fees payable for enquiries about results will be refunded in full if the enquiry is upheld or if a Learner's results are changed because of an enquiry.

Appeals can be made following the outcome of an enquiry about results if the Learner/Provider remains unhappy with the outcome or has further grounds to query the decision. Please note that appeals will not be accepted before a paid result enquiry has been conducted.

Providers must ensure that Learner consent is obtained before an enquiry about a result is requested. Learners must be informed that assessment outcomes can change both positively and negatively following an appeal.

Please refer to the Provider Handbook for Veterinary Nursing for further details.

7.7 Malpractice and Maladministration

Where malpractice is suspected, especially where there is doubt on the integrity of the assessment process, Lantra will immediately suspend further certification claims whilst an investigation is carried out. The regulatory authorities will be notified of any investigations and their outcome.

The claimant will be required to provide information about the suspected malpractice and the circumstances surrounding the matter. Malpractice, if found, may result in sanctions being imposed on the Provider, certificates being revoked or even Providers being barred from Lantra membership and reported to regulatory authorities.

Maladministration is linked to malpractice and can result in a malpractice investigation being launched. Maladministration could impact on the credibility of the assessment taking place or the outcomes achieved; for example, in the event of a failure to investigate suspected malpractice when asked to do so by Lantra.

Please refer to the Lantra Malpractice and Maladministration Policy for further details.

7.8 Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL) is defined as 'A method of assessment that considers whether a Learner can demonstrate that they can meet the assessment requirements for a qualification through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.'

It is important that Providers make it clear to Learners that the RPL process is associated with how the Learner has acquired the required knowledge, understanding or skills. Even if valid, the Learner will not be exempt from the assessment as some assessments cover all units.

It is the responsibility of the Provider to decide if evidence provided by the Learner is valid, reliable, and current, and meets the relevant assessment criteria. Where the Provider

decides that the RPL does meet the assessment criteria, this must be clearly signposted in the tracking documentation that is presented as a report to Lantra.

It is recommended that Providers refer to the Provider Handbook for Veterinary Nursing for further information on the implementation of RPL.

Learners may be credited with any unit of the qualification previously certificated if this has been achieved within five years of registration for the remaining units. Where a certificated unit was achieved more than five years prior to registration, it is expired and will not be accepted for RPL.

7.9 Safeguarding – Vulnerable Adults

This qualification can be offered to Learners in the 16+ age group. The Health and Safety at Work etc. Act 1974 and associated legislation requires employers to ensure the health, safety and welfare at work of their employees and for Providers to safeguard Learners. Young people under the age of 18, and vulnerable adults can be exposed to risk when using work equipment due to immaturity, lack of experience or lack of awareness of existing or potential risks. Therefore, young people and vulnerable adults may need closer supervision.

For more information about young people at work, see the Management of Health and Safety at Work Regulations 1999.

7.10 Additional Requirements and Reasonable Adjustments

Learners may request reasonable adjustments (through their Provider) at the time of examination booking. However, Learners must be practically able to carry out the tasks to be industry ready.

7.10.1 OSCE Assessment Additional Requirements and Reasonable Adjustments

Each case is considered individually but common reasonable adjustments may be managed in the following way, in accordance with the RCVS fitness to practise policy:

- Additional time (outside the station to read the task)
- Additional time (inside the station to carry out the task, if deemed appropriate by the Senior Examiner)
- Chair to carry out task whilst seated
- Raising of equipment to avoid bending down
- Omission of hand gel (for hand injuries/wounds)
- Own gloves used (for latex allergy).

7.10.2 Theoretical Assessments and assignment assessment

Each case is considered individually but common reasonable adjustments may be managed in the following way, in accordance with the RCVS fitness to practise policy. Such adjustments may include:

- Additional time (reading)
- Additional time (assessment completion)
- Adjustments to be made where the assessment is taking place e.g. desk adjustments to accommodate medical needs.

This list is not exhaustive and other reasonable adjustments will be considered.

Learners may withdraw at short notice if mitigating circumstances are present such as:

- Illness or accident
- Family illness or bereavement
- Illness or death of a pet.

This list is not exhaustive and other mitigating circumstances will be considered.

Learners withdrawing at short notice will not fail the examination attempt. However, they will not be refunded the cost of the examination if withdrawn after the confirmation of examination date and time.

Special considerations may be made but the Learner must remain eligible to be accepted onto the Register of Veterinary Nurses at the completion of the qualification. Please refer to the Provider Handbook for Veterinary Nursing for further details.

8 What does a Provider Need to Do?

8.1 Management Support

Experience has shown that qualification programmes run more effectively when given support by senior management. This can be achieved by appointing a person from the senior management team or a designated Qualification Manager, and ensuring they are given the authority to monitor the quality management systems for the programme, and to implement any required changes. This role is separate from the required role of an Internal Quality Assessor (IQA).

Management support can be demonstrated by ensuring that appropriate team members are allocated to the programme and given sufficient time and resources to carry out their roles effectively.

8.2 Provider Records

Providers are required to retain Learner records, which include the details listed below. Providers may already have their own systems which can be used to store records. If the necessary information is accessible and conforms to the requirements below, then no further records need to be created. Lantra does not prescribe the format in which records are kept.

Provider records must include:

- Data about individual Learners, including any reasonable adjustments
- Assessment and action plans
- Learner registration
- Learner induction plan
- Tutorial records
- Achievement of units
- Feedback given to Learners by Assessors
- Evidence sampled by the Assessor/Examiner
- Feedback given to Assessors/Examiners by the EQA/Senior Examiner
- Actions plans provided by the EQA.

All records must be stored securely to avoid being falsified or fraudulent claims being made. All assessment records must be retained by the Provider for at least **three years** after the Learner has completed the assessment. All the above records and OSCE practical assessments are subject to being overseen by the Provider's IQA and Lantra's EQA/Senior Examiner, and the records should be retained for three years after this date. It is the responsibility of the Provider to ensure that data is cleansed at the appropriate time.

There is no prescribed format for these records and Providers may wish to incorporate them into documentation they already maintain within their own organisation. If the Provider already works to quality management systems such as the Scottish Quality Management System (SQMS), the ISO 9001 series, or is required to maintain records for government-funded training schemes, that documentation will provide an adequate basis for Provider records.

Providers may also need to adhere to separate requirements, where appropriate, about the retention of records such as funding applications. Please refer to the specific requirements of the Education and Skills Funding Agency (ESFA).

8.3 Support for Learners

Learners will need to follow an induction programme when enrolled on the qualification. This should be designed around a particular element or unit of the qualification so that they become familiar with the way the qualification operates.

Many Learners will already have pre-existing skills and knowledge. A system will need to be introduced to identify these skills and how evidence from prior achievements can be recorded — see section 7.8 Recognition of prior learning. Providers may also wish to undertake an initial assessment of Learners such as the 'bksb Initial Assessment' and/or a Centre/Provider devised dexterity test.

Learners within the work environment will be allocated a clinical supervisor, who will guide, support, and assess their practical skills development. This will be carried out by completion of the NPL, weekly tutorial sessions to discuss progress, and skills demonstrations and observations.

Throughout the programme Tutors should aim to provide feedback to Learners on how they are progressing through the training. Tutors should ensure that on the day of the assessment, Learners are ready for the requirements of the theory test and the practical assessment. Feedback should be positive, constructive, and used for future planning.

Some Providers will have staff working in education support; in others, Tutors may offer this support. It is important for each Learner to have appropriate guidance and be directed towards additional information as required. Guidance on career opportunities may also be appropriate.

Learners with particular characteristics may need additional support from the Provider. Refer to Lantra's Equality and Diversity Policy for further information relating to reasonable adjustments/special considerations. Learners with certain protected characteristics should not be discriminated against or prohibited from assessment where adjustments can be made to the assessment evidence requirements which would allow them to demonstrate competence or knowledge in different ways.

Learners must be informed when they have been registered for a qualification. It is also a regulatory requirement that Lantra be informed if a Learner later withdraws from a qualification. Providers must also ensure that Learners are informed when they have been withdrawn from a qualification for any reason and retain evidence of this. Providers should be aware that there will be an administration fee for this, especially when Learners have been pre-booked into OSCE examinations.

It is important that Providers register Learners at the start of their qualification. Learners will not be recognised by Lantra until they have been registered and Lantra will have no obligation to the Learners if there is a problem with them completing the qualification, such as in the case that the Provider ceases operations. It is important that Providers register Learners with the RCVS at the start of their qualification. Learners will not begin accruing hours towards RCVS registration, receive access to the NPL or have any Schedule 3 activities delegated to them until they are registered with Lantra and the RCVS.

If for any reason a Provider is not intending to renew their Lantra membership whilst they still have uncertified Learners registered on a qualification, regulatory requirements stipulate that Learner interests must be maintained. The Provider may choose to transfer Learners to another awarding organisation, or the Provider will still be required to complete the assessment of Learners with Lantra and pay any fees due for quality assurance or certification.

9 Administration and Other Important Information

9.1 Administration Process for Registration and Certification

The Quartzweb User Guide contains instructions on how to register Learners.

Learners may transfer registration from one unit/qualification to another provided they are both offered by Lantra. This will incur an administration fee. If the registration fee for the new qualification is higher than for the previous one, Providers will be invoiced for the difference. No refunds will be made if the registration fee for the new qualification is lower. Learners transferring to a different Provider must re-register with the new Provider. Lantra may need to charge the Learner's new Provider an administration fee.

Learners must be informed when they have been registered for a qualification.

9.1.1 Registering the Learner

Learners **must** be registered for a qualification before an assessment can take place. Please refer to the Quartzweb User Guide for details on how to register Learners.

Each Learner must give their surname/family name, first name, date of birth and postcode. The date of birth is important to distinguish between Learners with the same name. Data on gender, ethnic origin and whether any reasonable adjustments have been requested are also required by the regulatory bodies so that achievements can be monitored for equal opportunities purposes and to ensure fair access to training and qualifications is achieved.

9.1.2 Certificate Claims

Certificates can only be claimed for Learners who are registered on Quartzweb. All certificate claims are checked against Provider approval records and Learner registration records (unless DCS is in place). Certificates will not be issued to Learners who are not registered before the assessment takes place.

The Learner name will appear on the certificate in the same way as it is entered on Quartzweb.

Providers must issue the certificate to the Learner as soon as is practically possible, it is not permissible to withhold the distribution of the certificate where there is a dispute over any fees payable.

9.1.3 Regulatory Authorities

Lantra, RCVS and/or Ofqual and/or Qualifications Wales (the qualification regulators) may visit Providers and require access to premises, meetings, Learner assessment records, internal verification records, documents, data, Learners, and staff. If Providers refuse access, Lantra will be required to suspend all future certificate claims until the requirements of the regulatory visit have been satisfied.

9.2 Assessment Strategy

For this qualification, a Level 3 Work Based Diploma in Veterinary Nursing – Equine Assessment Guidance document is available which includes full details of the assessment requirements. Below is a summary of the assessment strategy which supports this qualification. The assessment guidance contains details on:

- Methods of assessment
- Types of evidence which may be suitable
- Key safety-critical and technically critical aspects.

Providers and Examiners must ensure that they are familiar with the specifications and the requirements of the qualification.

Learners must complete a mandatory minimum of 2,990 hours of training. At least 1,800 hours of this period must be spent in employment, or clinical placement arranged by the Centre/Provider, in an equine approved TP.

Given the demanding nature of the role of the RVN, stringent methods are in place to assess whether the Learner is occupationally competent and is aware of all relevant legislation and professional requirements for which the qualification has been designed.

Qualification assessment requirements set out the scope of evidence required in terms of equipment, services, statutory regulations and industry standards and systems.

9.2.1 Methods of assessment

There are four methods of assessment:

- Summative assessment through MCQs
- Summative assessment through assignment
- NPL
- Observation of OSCE practical activities
- EPA Professional discussion (for Learners undertaking the apprenticeship only).

9.2.2 Theoretical assessments

This qualification consists of five units, delivered over a minimum of a two-year period. Each unit is theoretically assessed by MCQs.

There are five mandatory MCQ theory test papers for this qualification. These may be delivered using online proctored assessment, or by traditional paper-based assessment that will be invigilated at the Training Provider.

Each MCQ shows four possible answers (lettered 'A', 'B', 'C', 'D'). Learners must select one answer per question. Instructions on how to amend answers will be contained in the assessment paper instructions.

All questions have one correct answer, and the assessment paper will ensure that each learning outcome of the unit is assessed, allowing Learners to achieve all the learning outcomes of the unit.

Each assessment paper includes 60 questions. The length of time permitted to complete each assessment paper is two hours.

The qualification also requires a theoretical assessment assignment to be completed by Learners.

All five theory test papers and the assignment must be passed before Learners are permitted to progress to the practical OSCE assessments.

Further guidance to support the delivery of the multiple-choice assessment of this qualification is available to download from the 'my profile' area of the Lantra Awards website.

Information regarding test regulations is provided in the Provider Handbook for Veterinary Nursing.

9.2.3 Nursing Progress Log (NPL)

This qualification is partially assessed via the production of a portfolio of evidence.

This portfolio of evidence is gathered over 1,800 hours in practice and recorded within the RCVS' tool, the NPL. This has been specifically developed for Learners to be able to track their progress and measure it against the equine DOS list. It captures DOC and records the everyday clinical skills and professional behaviours that RVNs will need to demonstrate in their actual role, upon successful completion of the qualification.

The NPL assists Learners to become resilient, caring, and reflective workers, with the support of their clinical supervisors.

Learners will develop and reflect upon their own professional behaviours through the completion of the NPL.

9.2.4 Practical OSCE assessments

The final practical assessment for the qualification is the OSCE. This practical examination is the final assessment of the Day One Skills and is essential for entry onto the RCVS Register of Veterinary Nurses.

The OSCE consists of twelve OSCE stations and two rest stations. In the two rest stations, Learners will not be actively participating in the assessment process but may not leave the examination room. There will be no Examiner present in the rest station.

The OSCE stations will require Learners to work through scenarios. The scenarios will be based on the following areas:

- Legislation affecting practice
- Communication
- Handling and restraint
- Nursing care
- Laboratory techniques
- Diagnostic imaging
- Dispensing medication
- Infection control
- Theatre practice

- Anaesthesia.

The Learner will be assessed by a different Examiner in each OSCE station. In some circumstances, there may be more than one Examiner in the station. Only one Examiner will assess the Learner. The second person will be either an Assistant, or the EQA/Senior Examiner who is present for quality assurance purposes.

Each station scenario has eight minutes allocated. Learners will have up to two minutes of reading time outside the station, leaving six minutes for completion of the practical task. The examination will take up to two hours in total.

Learners must pass a minimum eight out of the twelve stations to achieve the assessment. This does not include the two rest stations. Learners will have no knowledge of which OSCE tasks will be assessed in the examination.

Providers should note:

- For practical observations, competence must be demonstrated and evidenced
- Examiners must be capable of identifying when competence has been demonstrated by the Learner based on their own professional judgement
- The evidence is sufficient when the Examiner judges the requirements of the qualification have been met and competence has been demonstrated by the Learner
- Although there are no formal limits set on the time taken to complete the qualification, each assessment can be attempted by the Learner up to four times only.
- Before the fourth attempt, it is recommended that additional Learner training/support is implemented by Providers.
- Providers may wish to set guidelines for the length of time or amount of tuition offered to Learners for financial or logistical reasons, taking into account the states safety-critical and technically critical aspects of the assessment.

9.2.5 Results

Results from theoretical assessments will be issued to the Provider within ten working days of the examination. Results from the OSCE assessments will be issued to the Provider within 30 working days of the examination. The Provider will issue Learners with their results. Learners must not contact Lantra for examination results and should instead liaise with their Provider.

Learners will achieve an overall Pass or Fail for the OSCE examination.

Unsuccessful Learners will be issued with an overview of the areas in each station where they were unsuccessful.

Access to assessment:

- Learners should not be put forward for an assessment until they are deemed ready to be assessed
- This can be demonstrated through an evaluation of the Learner's previous training and experience
- This underpins the assumption that the Learner has sufficient technical expertise, knowledge, skill, and maturity to meet the assessment requirements
- Key considerations for evaluation of the Learner's previous training and experience include:
 - health and safety considerations

- knowledge of veterinary nursing legislation and professional skills and practices.

9.3 Online Assessment and Paper-based Assessment

This qualification is partly assessed by MCQs. These theory test papers are available to Learners either as an online assessment or using a traditional paper-based assessment paper. Providers wishing to offer an online assessment will need to ensure that they have sufficient resources (computers, network connections, seating arrangements) to ensure that assessments can be taken in line with Lantra's test regulations. Providers also have the option of putting Learners through online proctored examinations which are remotely invigilated.

Full guidance on using the online assessment platform is available in the 'Lantra XAMS Provider Guide' and the 'Online Assessment Provider Guide', produced in conjunction with our technical partner Coelrind.

Providers will need to determine whether they wish to register cohorts for online or paper-based assessment when the order is booked via Quartzweb. For paper-based assessments Lantra would recommend that all registrations for tests are submitted **at least** five working days before the assessment. This is to allow a named response sheet to be produced for each Learner. Online assessment can be registered on the day, however, Lantra would still recommend that orders are placed in advance.

Lantra understands that in some instances the names of the entire cohort will not be known in advance. Lantra will support orders received at shorter notice for paper-based assessment, however, Providers will need to ensure that Learner names are entered on to Quartzweb on the day of the assessment. Failure to do so will result in a delay in processing the certificates.

Providers using online assessment will receive an attendance register and log on details for each Learner via Quartzweb. Learners will log on to the assessment portal using these details and complete their assessment. Instructions on taking the assessment are provided for Learners when they log on.

Information regarding test regulations is provided in the Provider Handbook for Veterinary Nursing.

9.4 Funding

Approved qualifications may be eligible for funding from either the Education and Skills Funding Agency (ESFA) or equivalent bodies in Wales and Northern Ireland. The qualification is listed on the Ofqual Register of Regulated Qualifications, the Learning Records Service (LRS) and Qualifications Wales. Funding may be available to organisations which meet the requirements of the relevant agency.

In order for the funding to be linked to the Learner, a Unique Learner Number (ULN) must be provided. This should be entered in the ULN field when registering the Learner on Quartzweb. For information on how to obtain ULNs for your Learners, please refer to the LRS guidance www.gov.uk/education/learning-records-service-lrs.

9.5 Feedback, Compliments and Complaints

Lantra recognises that from time-to-time Providers, Learners, Examiners/Assessors, and other personnel may have reason to provide feedback on a process or have grounds for a complaint. We would also welcome compliments when aspects of our courses have been well received so that we can seek to implement best practice across our suite of products. The Lantra Feedback, Compliments and Complaints Procedure is published on the Lantra Awards' website.

10 Appendix – Glossary of Terms

Arrangements for reasonable adjustments	Adjustments made to an assessment for a qualification to enable a Learner with additional requirements to demonstrate his/her attainment to the level required.
Arrangements for special consideration	Special consideration might be given to a Learner who has temporarily experienced: <ul style="list-style-type: none"> • An illness or injury • Some other event outside of the Learner's control which has had a material effect on the Learner's ability to take an assessment or demonstrate his/her attainment.
Assessment criteria	Discrete criteria which holistically deliver on the promised objective of the qualification and which must all be evidenced to a unified (and/or graded) standard.
Assessment guidance	Guidance used to advise Providers on a general level of expectation rather than to prescribe a definitive list of evidence.
Awarding organisation	An organisation which develops and offers training courses and qualifications to Providers. Also known as an 'Awarding Body'.
Breadth (exemplification)	Presents the Provider with example-based teaching content which helps define the minimum required breadth of learning. Guides but does not prescribe. Learning should always be broader than any potential assessment.
Knowledge	Factual information that can be recalled as required. Individual can (for example) 'identify' and/or 'describe' key information relevant to the subject area.
Centre	The educational establishment where a Learner undertakes a form of study. Also referred to as 'Provider', 'Training Provider', or 'College'.
Clinical Supervisor	An experienced Member of the Royal College of Veterinary Surgeons (MRCVS) or an RVN who oversees a Learner's practical skill acquisition in the workplace. Also known as Clinical Coach, Workplace Supervisor or Assessor.
Delivery guidance	Guidance which, without reference to assessment, illustrates opportunities for evidence which might: <ul style="list-style-type: none"> • Be naturally generated through the learning process • Offer innovative examples of delivery gathered through Provider/Learner consultation • Minimise the burden of assessment on Providers and Learners.
Depth (amplification)	Presents the Provider with required minimum teaching content and defines the depth of understanding required for the level and objective of the qualification.

Directed study	An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate Provider of education or training.
Examiner	An individual who assesses a Learner's ability in an examination. There are different categories of Examiner according to seniority: <ul style="list-style-type: none"> • Assistant Examiner • Senior Examiner (may also be referred to as Chief Examiner) • OSCE Station Examiner (oversees assessment of a Learner at an OSCE station)
External Quality Assurer	An External Quality Assurer (EQA)/Senior Examiner will quality assure the Examiners and the assessment decisions to validate the overall assessment outcomes of Learners.
Guided learning hours (GLH)	Approximate number of hours under immediate guidance or supervision of a lecturer, supervisor, tutor, or teacher.
Learner	The individual studying for the qualification. May also be referred to as Candidate, Student, Student Veterinary Nurse (SVN), or Client.
Learning outcome	How the Learner will be changed by the learning/assessment process. That which the Learner will, due to learning experiences, newly know, understand or be able to do.
Proctored examination	An examination which is invigilated remotely.
Provider	An establishment which provides/education and/or training to a Learner. Also referred to as 'Centre', 'College' or 'Training Provider'.
Provider staff	Staff employed at the education/training establishment. This can include Tutors/Lecturers/Trainers, and support staff such as Examinations Officer, Teaching Assistants, etc.
Recognition of prior learning (RPL)	A method of assessment that considers whether a Learner can demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Also known as Accreditation of Prior Learning (APL).
Skill	The application of knowledge and/or understanding in a practical context demonstrating practical competency. Individual can (for example) 'operate', 'use' and/or 'carry out'.
Total qualification time (TQT)	This is the sum of Guided learning hours + directed study. Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner

	to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.
Transferable	Knowledge, understanding or skills which can be applied beyond the context in which they were taught to benefit the Learner in different job roles, industries, contexts and/or personal situations.
Understanding	The application and extension of knowledge allowing organised thought, the generation of original ideas and critical thinking. Individual can (for example) 'explain', 'analyse' and/or 'evaluate'.
User	Anyone using the qualification.
Qualification aim	A succinct summation of why this qualification is of value to the Learner (without reference to assessment).
Qualification objective	A succinct summation of the overarching development of the Learner in terms of tangible work or further developmental opportunities available as a result of achieving this qualification.

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