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Date of validation event:	05 November 2019
Date of approval by Academic Board:	06 April 2020
Approved Validation Period:	September 2020 to September 2025
Date and type of revision:	Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date) April 2024 – From academic year 2024-25 VEN404 will be delivered over semesters 1 & 2.

PROGRAMME SPECIFICATION

When printed this becomes an uncontrolled document. Please check the Programme Directory for the most up to date version by clicking [here](#).

Enter Programme Title(s)

This is the intended award title and what will be printed on the award certificate.

Foundation Degree in Science Veterinary Nursing

Internal Programme Title(s) (if different to the title on the certificate)

1	Awarding body Wrexham University
2	Programme delivered by Wrexham University
3	Location of delivery Northop campus
4	Faculty/Department Social and Life Sciences
5	Exit awards available Cert HE Animal Health and Wellbeing
6	Professional, Statutory or Regulatory Body (PSRB) accreditation Royal College of Veterinary Surgeons (RCVS) Provisional accreditation confirmed 30 th March 2020. Full accreditation received August 2023
7	Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) eg. completion of placement. On completion of the FdSc Veterinary Nursing, students will be eligible to apply to Register with the Royal College of Veterinary Surgeons (RCVS).
8	<u>JACS3</u> / <u>HECoS</u> codes

	<i>D310 / 100532</i>
9	UCAS code
	FDVN
10	Relevant QAA subject benchmark statement/s
	Veterinary Nursing (2019)
11	Mode of study
	Full time
12	Normal length of study for each mode of study
	Three years
13	Language of study
	English
14	The following University Award Regulations apply to this programme

- General Regulations and Definitions
- Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
- Regulations for Taught Masters Degrees
- Regulations for Taught Masters Degrees taught entirely by online distance learning
- Regulations for Integrated Masters Degrees
- Regulations for Masters of Research
- Regulations for Professional Graduate Certificate in Education
- Regulations for Postgraduate Certificate in Education
- Regulations for Certificate in Education
- Regulations for Graduate Diploma Graduate Certificate
- Regulations for BTEC Higher National Qualifications
- Regulations for Wrexham University Certificate of Attendance, Wrexham University Certificate of Continuing Education, Wrexham University Professional Certificate
- Regulations Wrexham University English Language Test

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy
[click here](#)

The University's entry requirements are set out at <http://www.Glyndŵr.ac.uk/en/Undergraduatecourses/UCASstariffchange2017/>

<u>Foundation Degree in Veterinary Nursing (FdScVN)</u>	<u>48 Tariff points and /or relevant experience</u>
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These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.Glyndŵr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.Glyndŵr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

DBS Requirements

N/A

Suitability for Practice Procedure

Suitability for Practice will apply for this programme, and due reference to the RCVS Fitness to Practise guide for UK Providers of Veterinary Nursing Education and Student Veterinary Nurses. Please click on the following link to view more information: [RCVS fitness to practice guide](#)

Wrexham veterinary nursing students on successful completion of their FdSc Veterinary Nursing degree will be eligible to apply for registration with the RCVS, which gives them licence to practise as a Registered Veterinary Nurse, it is therefore essential that our students have suitable behaviours for fitness to practise.

Non-standard entry criteria and programme specific requirements

In addition to the University's tariff points for a Foundation degree (48 points), applicants are required to have at least 5 GCSEs at Grade 4 (C) or above including English Language, Mathematics and Science or equivalent qualifications. Applicants are required to have 10 days referenced work experience in a veterinary practice. Applicants will also be considered if they have 5 days of work experience in a veterinary practice and 5 days experience within a relevant animal sector environment.

Suitable applicants will be invited to an interview. When students start the FdSc Veterinary Nursing programme, they will be enrolled with the RCVS by the University. The fee for enrolment with the RCVS is in addition to University tuition fees and students are required to make this payment directly to the RCVS upon enrolment of the FdSc programme This will be done during the University Welcome week. For more information please see following link: <https://www.rcvs.org.uk/how-we-work/fees/>

18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the [University General Regulations](#). Any programme specific restrictions are outlined below

Programme specific restrictions

It is important when considering RPL and RPEL requests that there is evidence to support that all elements of the module have been met, including the RCVS day one skills and day one competences.

19 Aims of the programme

- To foster a knowledgeable, caring, safe, competent and reflective veterinary nurse who is eligible to apply to register with the Royal College of Veterinary Surgeons (RCVS).
- To provide a safe learning environment, which encourages resilient, inquiring and independent learners.
- For students to be skilled in veterinary nursing clinical techniques with the underpinning academic knowledge, required for a sustainable veterinary nursing workforce.
- To develop clinical reasoning using evidence-based decisions to effectively lead self and others.
- To embed intellectual skills to facilitate further studies and be a platform for lifelong learning.
- To encourage collaborations and engagement with inter-professionals and the wider community.

20 Distinctive features of the programme

This programme will usually be delivered at our Northop campus, which is situated in a rural setting and specialises in animal, equine and environmental studies. This programme is delivered by academics with a wide range of experience and expertise in animal behaviour, physiology, conservation and veterinary nursing. A key strength of the programme team is their industry background and continued links with their relevant disciplines.

The programme has been developed and aligned to the requirements of the Royal College of Veterinary Surgeons (RCVS), whose role as the professional regulatory authority for the veterinary profession will accredit this academic qualification. This will enable students to gain veterinary nursing status by being eligible to apply to register with the RCVS upon successful completion of the FdSc Veterinary Nursing programme. Once registered with the RCVS, they have a licence to practise as a veterinary nurse.

The programme is supported by veterinary industry professionals and educationalists, whose feedback has influenced the modules and structure of the programme. One of the

distinctive features of the programme is the work-based placements that are threaded throughout the programme, in 16 week blocks.

The model for work-based learning adopts an approach whereby students are able to apply theory to practice throughout their studies. In addition to work-based learning there are opportunities for students to further develop their clinical skills with the support from the programme team in the bespoke Wrexham University Clinical Suite.

The foundation degree is run over three years with a required minimum of 2,990 hours actively engaged in training, of which, a minimum of 1800 hours to be spent in veterinary training practice placements. The combination of placements in veterinary training practices and learning opportunities within the clinical suite enhances employability and offers our students the potential to develop skills which are in high demand by the veterinary profession.

It is important that veterinary nurses are competent and prepared for the work place from day one of being a Registered Veterinary Nurse. This programme prepares them with this goal in mind. The modules that have been designed reflect the changing role of the veterinary nurse as we move into the future, with a focus on leadership, One Health, resilience and engagement with the community. Together with an importance on clinical skills and improving patient outcomes, alongside the relevant theoretical underpinning, this programme will provide students with excellent skills and attributes that are essential for today's veterinary work-force.

21 Credit accumulation and exit awards

Academic Year	Semester 1	Semester 2	Semester 3
1	Level 4 Anatomy and Physiology/Professional and Academic Development 1 (20 credits) in-class assessments	Level 4 Anatomy and Physiology/ Foundations of Nursing Practice/Foundations of Patient Care (60 credits) in-class assessments	16 week placement
2	Level 4 Diagnostics and Parasitology/ Nursing the Medical and Infectious Patient (40 credits) in-class assessments	16 week placement	Level 5 Anaesthesia and Surgical Practice/Professional and Academic Development 2 (40 credits) in-class assessments
3	16 week placement	Level 5 Emergency, Critical Care and Specialised Nursing/Leadership and Reflective Practice (40 credits) in-class assessments	Level 5 Veterinary Nursing in the Community/Clinical Skills and Professional Practice (40 credits) OSCEs and in-class assessments

For students to achieve the final award, a Foundation Degree Veterinary Nursing, they will have successfully completed the programme and gained a total of 240 credits.

Each module has a credit value of 20 credits. Six level 4 modules and six level 5 modules are delivered over a three-year period.

Work-based placement learning is a key component of foundation degrees and as stipulated by the RCVS, a minimum of 1800 hours across the duration of the programme in a veterinary training practice is compulsory for achievement of the award. Within the design of the programme these placement hours are fulfilled by three 16 week placement blocks during each year of the programme. It is expected that the hours that the students will accumulate will be evenly spread across the three years of the programme.

Exit Awards

Students that exit the programme before completing the final award (Foundation degree Veterinary Nursing) may be eligible for a Certificate in HE in Animal Health and Wellbeing. For this certificate to be awarded students will have obtained a minimum of 120 credits, of which 100 must be at level 4. Students exiting at this point will not be eligible for a Foundation degree and are not eligible to apply for registration with the RCVS.

Progression

There is currently a top-up degree available at Wrexham University, the BSc (Hons) Animal Behaviour, Welfare and Conservation.

Foundation degree graduates may also apply to other institutions to further their academic qualification. Another progression route for our Foundation Degree Veterinary Nursing students would be the RCVS Certificate in Advanced Veterinary Practice. Students would be able to apply for this, once they have completed one year's experience in veterinary practice.

22 Programme structure diagram

LEVEL 4							
Mod Code	VEN404	Mod title	Introduction to Animal Anatomy and Physiology in Health and Disease	Credit value	20	Core	Year 1, semester 1 and 2
Mod Code	VEN406	Mod title	Professional and Academic Development 1	Credit value	20	Core	Year 1, semester 1
Mod Code	VEN403	Mod title	Foundations of Patient Care	Credit value	20	Core	Year 1, semester 2
Mod Code	VEN402	Mod title	Foundations of Nursing Practice	Credit value	20	Core	Year 1 semester 2
Mod Code	VEN401	Mod title	Diagnostic Procedures and Parasitology	Credit value	20	Core	Year 2, semester 1
Mod Code	VEN405	Mod title	Nursing the Medical and Infectious Patient	Credit value	20	Core	Year 2, semester 1
LEVEL 5							
Mod Code	VEN505	Mod title	Professional and Academic Development 2	Credit value	20	Core	Year 2 semester 2
Mod Code	VEN501	Mod title	Anaesthesia and Surgical Nursing Practice	Credit value	20	Core	Year 2 semester 2
Mod Code	VEN503	Mod title	Emergency, Critical Care, and Specialised Nursing	Credit value	20	Core	Year 3 semester 2
Mod Code	VEN504	Mod title	Leadership and Reflective Nursing	Credit value	20	Core	Year 3, semester 2
Mod Code	VEN506	Mod title	Veterinary Nursing in the Community	Credit value	20	Core	Year 3, semester 2
Mod Code	VEN502	Mod title	Clinical skills and Professional Practice	Credit value	20	Core	Year 3, semester 2

22 Intended learning outcomes of the programme

Knowledge and Understanding

On completion of level 4 and 5 students will be able to:			
Knowledge and understanding			
		Level 4	Level 5
A1	Extensive knowledge and application of veterinary nursing	Demonstrate knowledge and application of the subjects underpinning nursing and the skills required of a veterinary nurse.	Integrate knowledge and application of subjects underpinning veterinary nursing and link to nursing care.
A2	Responsibilities of a veterinary nurse	Explain the professional, ethical and legal framework of professional practice of a veterinary nurse.	Evaluate the importance of a veterinary nurses responsibilities to self, colleagues, patients, clients and members of the public.
A3	Promote health and wellbeing	Discuss factors that contribute to One Health and One Welfare.	Create collaborations and nursing strategies that improve the health and wellbeing of animals, their owners and community.

Intellectual skills

Intellectual skills			
		Level 4	Level 5
B1	Problem Solving	Solve practical problems in the veterinary workplace in a considered and effective manner.	Evaluate practical problems and use a range of strategies in the veterinary workplace in a considered and effective manner.
B2	Independent Learning	Identify and demonstrate independent learning for self- development.	Appraise independent learning in academic and professional practice for improved self and patient outcomes.
B3	Concepts and principles to deliver holistic veterinary healthcare	Explain the different concepts and principles involved to deliver holistic veterinary healthcare.	Integrate concepts and principles in delivering evidence-based holistic veterinary healthcare.

Subject Skills

Subject skills			
		Level 4	Level 5
C1	Research skills	Use research skills to gather and retrieve relevant data to support current best practice.	Evaluate current best practice of veterinary nursing care to promote development and changes within professional practice.
C2	Experimental Procedures to enhance the management of veterinary healthcare	Demonstrate a range of diagnostic procedures and laboratory techniques, to aid in patient care and outcomes.	Compare different diagnostic and laboratory skills to ensure patient receives current best practice.
C3	Academic skills	Identify and demonstrate a range of academic skills that will be required from day one in practice.	Analyse own performance and utilise support mechanisms for self-development in academic and professional progression.

Practical, professional and employability skills

Practical, professional and employability skills			
		Level 4	Level 5
D1	Reflective approach	Apply a reflective approach to professional practice including identification of opportunities to improve individual and veterinary team working practices	Evaluate the benefits of being a reflective practitioner within the veterinary profession.
D2	Professional Conduct	Understand, their own professional practice and that of others, in accordance with the RCVS Code of Professional Conduct, recognising their own abilities and limitations.	Appraise own actions in professional practice and that of others in accordance with the RCVS Code of Professional Conduct, reflecting on their own abilities and limitations
D3	Communication	Demonstrate effective communication skills with colleagues, clients, carers and other professional using a range of media.	Critique effective communication skills for a range of situations in professional practice.
D4	Technology	Apply relevant veterinary technology to assist with improved patient care and improved patient outcomes.	Evaluate relevant veterinary technology to assist with improved patient care and patient outcomes.

23 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	Module Title	Core or option?	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
Level 4	<i>Professional and Academic Development 1</i>	Core	■	■	■	□	■	□	■	□	■	■	■	■	□
	<i>Introduction to Anatomy and Physiology in Health and Disease</i>	Core	■	□	□	□	■	■	□	□	■	□	□	□	■
	<i>Foundations of Nursing Practice</i>	Core	■	■	■	■	■	■	■	□	■	□	■	■	■
	<i>Foundations of Patient Care</i>	Core	■	■	■	■	■	■	■	□	■	■	■	■	■
	<i>Diagnostic Procedures and Parasitology</i>	Core	■	□	■	■	■	■	■	■	■	■	□	■	■
	<i>Nursing the Medical and Infectious Patient</i>	Core	■	□	■	■	■	■	■	■	■	■	■	■	■
Level 5	<i>Anaesthesia and Surgical Nursing</i>	Core	■	■	■	■	■	■	■	■	■	■	■	□	■
	<i>Professional and Academic Development 2</i>	Core	□	■	□	■	■	■	■	□	■	■	■	■	□
	<i>Emergency, CC and Specialised Nursing</i>	Core	■	□	□	■	■	■	■	■	■	■	■	■	■
	<i>Veterinary Nursing in the Community</i>	Core	■	■	■	■	□	■	■	□	□	□	■	■	■
	<i>Leadership and Reflective Nursing</i>	Core	■	■	■	■	■	■	■	□	■	■	■	■	□
	<i>Clinical Skills and Professional Practice</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■

24 Learning and teaching strategy

The learning and teaching strategy in place is suitable to maximise opportunities for attainment of all the programme aims. This aims to:

1. Have a continued emphasis on student-centred learning
2. Employ teaching methods that promote effective student learning, self-development and reflection
3. Deploy a variety of learning and teaching methods in the class, practical settings and the workplace, including:
 - Lectures
 - Practical sessions
 - Seminars and workshops
 - VLE
 - Tutorials
 - Group and project work
 - Guest speakers
 - Educational visits and study days
 - Discussion groups

Knowledge and understanding

Although there will be some traditional type lectures, the emphasis will be on applying theory to practice where appropriate. Many of the learning sessions will take place in the clinical suite, which will be used as an active learning environment to enhance the integration of practice and theory.

Subject-specific/practical skills

The veterinary nursing clinical suite and the laboratory will be used frequently to ensure that our students have the relevant skills when they go into their work-based learning placements.

Intellectual skills

Problem-based learning activities / flipped learning / modified SCALE-up will be utilised to engage our students and provide a rich learning experience.

Transferable/key skills

Throughout the programme there is clear pathway in developing additional and transferable skills which will enable our students to proceed with confidence into their future career.

25 The Wrexham Graduate

Module title	CORE ATTRIBUTES				KEY ATTITUDES					PRACTICAL SKILLSETS					
	Engaged	Creative	Enterprising	Ethical	Commitment	Curiosity	Resilient	Confidence	Adaptability	Digital fluency	Organisation	Leadership and team working	Critical thinking	Emotional intelligence	Communication
Introduction to Anatomy and Physiology in Health and Disease	■	■	□	■	■	■	□	■	□	■	■	■	□	□	■
Professional and Academic Development 1	■	□	□	■	■	■	■	■	■	■	■	■	□	■	■
Foundations of Nursing Practice	■	■	□	■	■	■	■	■	□	■	■	■	□	■	■
Foundations of Patient Care	■	■	■	■	■	■	■	■	■	■	■	■	□	■	■
Diagnostic Procedures and Parasitology	■	■	□	■	■	■	■	■	■	■	■	■	■	■	■
Nursing the Medical and Infectious Patient	■	■	□	■	■	■	■	■	■	■	■	■	■	■	■
Anaesthesia and Surgical Nursing	■	□	□	■	■	■	■	■	■	■	■	■	■	■	■
Professional and Academic Development 2	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Emergency, Critical Care and Specialised Nursing	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Leadership and Reflective Nursing	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Veterinary Nursing in the Community	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Clinical Skills and Professional Practice	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

26 Work based/placement learning statement

Students enrolled on the FdSc Veterinary Nursing Degree will be required to complete a minimum 1800 hours of work-based placement during their three year programme. The veterinary training practice placements will be provided by Wrexham University. In each year of study a block of 16 weeks is allocated when the student will be away from the Northop campus and gaining work-based learning and experience within a veterinary training practice.

Whilst the students are attending their work-based placement, they will be supported and mentored by a practice Clinical Coach, who will be responsible for their day-to-day training and development of practical competence, within the veterinary practice. Students will be assessed against the skills and competencies outlined in the RCVS Day One Skills and Day One Competences. Progress will be documented in the RCVS Nursing Progress Log (NPL). Students will log their practical activities regularly throughout their placements, with guidance and support from their clinical coach. In addition to the student's clinical coach, a variety of mechanisms will be in place to ensure the student receives sufficient support during their placement. This will include a Clinical Placement Support Tutor, who will visit the veterinary training practice and ensure

processes and protocols are in place, meeting RCVS standards. The placement support tutor will support the student and also provide support and guidance to the clinical coach, which may include clinical coach training and standardisation events.

There will be student support for their academic coursework during their work-based learning placement. Module leaders will arrange specific online activities for the students to access.

Students will be signposted to a dedicated work-based placement area within Moodle. This will provide the student with information relating to their placements. Information that would be available to the student by the Moodle site, would include;

A list of work-based learning placements within Veterinary Training Practices.

Student responsibilities:

- Engage and manage learning opportunities within the placement with support from the clinical coach.
- Ensure workplace policies and procedures are adhered to always and ensure familiarity with relevant policies and procedures, e.g. manual handling.
- Act responsibly and professionally within the workplace
- Maintain a safe environment and ensure health and safety measures.
- Maintain appropriate relationships with other organisational staff, patients and clients.
- Maintain confidentiality always.
- Identify and manage learning opportunities with support from the clinical coach and placement tutor.
- Alert the clinical coach / placement tutor to problems that may interfere with attainment or safety.

Employer / clinical coach responsibilities:

- Ensure completion of relevant health and safety documentation prior to commencement of the student placement.
- Agreement of the learning opportunities to be made available to the student prior to the commencement of the placement
- Support the learning and assessment of student veterinary nurses.
- Maintain regular contact with the placement tutor
- Ensure student is fully inducted in all relevant policies and procedures
- Maintenance of a safe environment throughout the duration of the placement.
- Liaise with the clinical coach to discuss the student's performance at designated reference points throughout the placement.

Clinical Placement Support Tutor responsibilities:

- Ensure that health and safety checklists and workplace profiles have taken place prior to commencement of the work placement
- Maintain regular contact with the student and the workplace clinical coach to discuss issues as they arise.
- Ensure that student has adequate access to learning tools and opportunities.
- Negotiate and identify learning opportunities with the student and their mentor.
- Maintain own development in monitoring of health and safety of placements
- Establish and encourage placement feedback from students and clinical coaches and contribute to the development of quality assurance of placements.

In the event of any concern expressed by either the student or their workplace clinical

coach, the clinical placement support tutor will report immediately to the programme leader who will advise on the various course of actions open to resolve any issues. (Wrexham's Suitability to Practice Procedure and the RCVS Fitness to Practise Guide). In addition to the above practice procedure and RCVS Fitness to Practise Guide, the University also has an escalation policy that the student veterinary nurse will have access to. The escalation policy describes options for different difficult situations that may arise during their placement. This will be located on Moodle, within the Work-based placement tile.

Please note that under RCVS accreditation guidance students are not able to complete the final OSCE assessment in module VEN502 Clinical Skills and Professional Practice if the 1800 practice hours have not been completed by 3 weeks prior to the final OSCE examination.

In order to support students and mitigate against this scenario the programme team have allowed for 3 option placement weeks to enable students to retrieve hours before the final OSCE assessment. These additional weeks have been allocated to one week in Christmas break (year 2), one week Easter break (year 2) and one week Christmas break (year 3).

The programme team have also indicated progression points during the programme to review students practice hours to identify any shortfall of hours at key points particularly before progression to Year 2. This will support students in recognising when hours can and need to be retrieved with an action plan put in place

27 Welsh medium provision

The programme will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. Where possible an opportunity will be offered for students to be placed into veterinary training practices where the Welsh language is used. For auditing assessments that are submitted in the Welsh language, a translation script will be provided.

28 Assessment strategy

Reference points for developing assessment strategy include; QAA Subject Benchmark Statement Veterinary Nursing (2019) / RCVS Day One Competences (DOC) / RCVS Day One Skills (DOS) / RCVS Awarding Organisation Higher Education Institution Handbook /Strategy for Supporting Student Learning and Achievement (SSSLA) / HEA Transforming Assessment.

The Foundation Degree in Veterinary Nursing has been designed using explicit statements of intended learning outcomes. These have been linked to assessment criteria by which the completeness and quality of student achievement is judged. Assessment is seen by the programme team to be an integral part of effective teaching, providing valuable feedback to students on their progress and achievement.

The assessment strategy makes use of methods that most effectively assess the learning outcomes of each module. Reference has been made to Wrexham University's assessment guidance to facilitate deployment of a range of assessment methods. The assessment practice has been designed to ensure that, to pass the module and / or

programme, students have to demonstrate they have achieved the intended learning outcomes. The precise format of assessed work, such as reports, essays or presentations, is presented to every student in a 'module handbook'. These are issued at the start of each module and provide students with a range of information related to that module and include all coursework, with detailed assessment criteria provided.

Assessments methods are varied and designed to stretch-and-challenge all students. They are also designed so that the programme team is confident in the authenticity of student work. Formative assessment completed during the module enables students to identify areas of work they need to develop, and informs staff of such areas requiring additional development.

Module code & title	Year and Level of Study	Assessment type and weighting	Indicative submission date
VEN404 Introduction to Animal Anatomy and Physiology in Health and Disease	Year One Level 4	Group narrated presentation 40% In-class test 60%	December, semester 1 March semester 2
VEN406 Professional and Academic Development 1	Year One Level 4	Essay 50% In-class test 50%	November, semester 1 December, semester 1
VEN402 Foundations of Nursing Practice	Year One Level 4	Coursework 40% In-class test 60%	February, semester 2 March, semester 2
VEN403 Foundations of Patient Care	Year One Level 4	Coursework 30% In-class test 70%	February, semester 2 March, semester 2
VEN401 Diagnostic Procedures and Parasitology	Year Two Level 4	Coursework 30% In-class test 70%	November, semester 1 Yr 2 December, semester 1
VEN405 Nursing the Medical and Infectious Patient	Year Two Level 4	Presentation 30% In-class test 70%	November, semester 1 December, semester 1
VEN501 Anaesthesia and Surgical Nursing Practice	Year Two Level 5	Report 50% In-class test 50%	June, semester 2 Yr 2 July, semester 2
VEN505 Professional and Academic Development	Year Two Level 5	Coursework 50% Coursework 50%	June, semester 2 Yr 2 July, semester 2
VEN503 Emergency, Critical Care and Specialised Nursing	Year Three Level 5	Case study 40% In-class test 60%	March, semester 2 Yr 3 March, semester 2
VEN504 Leadership and Reflective Nursing	Year Three Level 5	Practical (pass/fail) Essay 60% Literature review 40%	March, semester 2 Yr 3 March, semester 2 March, semester 2
VEN506 Veterinary Nursing in the Community	Year Three Level 5	Coursework 40% Group Presentation 60%	May, semester 2 Yr 3 May, semester 2
VEN502 Clinical Skills and Professional Practice	Year Three Level 5	OSCE Pass / Fail Presentation 100%	May, semester 2, Yr 3 May, semester 2

29 Assessment and award regulations

Derogations

Where modules that are mapped to the RCVS Day One Competences (DOC) and Day One Skills (DOS) there will be an unseen examination component. As required by the RCVS there will be no compensation within or between modules.

Students are required to pass all elements with a minimum mark of 40% for the following modules:

Level 4

Professional and Academic Development 1
Foundations of Nursing Practice
Foundations of Patient Care
Diagnostics and Parasitology
Nursing the Medical and Infectious Patient

Level 5

Anaesthesia and Surgical Practice
Emergency, Critical Care and Specialised Nursing
Leadership and Reflective Nursing
Clinical Skills and Professional Practice

Royal College of Veterinary Surgeons expectations

Students are required to complete 1800 practice hours a minimum of 3 weeks prior to the final OSCE exam (in module VEN502 Clinical Skills and Professional Practice) If the hours have not been successfully completed, students cannot take the final OSCE and therefore cannot complete the programme in that academic year. Students would need to defer and complete the hours in the next academic year, and then undertake the OSCE to then complete the programme and graduate.

Non-credit bearing assessment

Level 5: Leadership and Reflective Nursing has a non-credit component, practical (pass / fail).

Level 5: Clinical Skills and Professional Practice has a non-credit component, OSCE (pass / fail).

30 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module forms
Student Voice Forum
Individual student feedback
Student representatives

Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

31 Learning support

Institutional level support for students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration
- Students' Union

Support for students and their learning

Faculty support for students

All students at Wrexham University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their students and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention, and to help every student to succeed to the best of his or her ability.

The support for the learning process would begin for a Wrexham University student from the moment that they join the university. The induction period is an important time enabling students to familiarise themselves with the support facilities offered by the university via small group taster sessions and talks provided by support staff. Students would also have opportunities during that period to have individual meeting with their personal tutor and support staff should they wish. Such provision aims to determine additional support required by students, and highlight any potential issues to academic staff concerning individual needs.

Access to student support services will be available on the Northop campus as well as at Wrexham. Students studying at Northop can access support services by email or telephone as well as arranging for individual appointments if required. Academic Skills Tutors and Library staff can also attend on request. Students may also request books via email from the library which can be delivered to Northop campus.

Supportive formative and summative feedback to students is an important element of the learning process. While tutorials have an appropriate pastoral function, they will also be used for a number of other supportive purposes including: assessment of students' personal development and progress, helping students to develop

learning skills, assisting students to make informed and realistic choices within their course and providing support for individual or group project work.

There are a variety of established procedures and policies with respect to the learning support mechanisms available to students, which are co-ordinated with strategies in place at the Institutional level. The team will be able to draw on their considerable experience of teaching students with differing needs, particularly dyslexia, and have a proven track record of working with students from varied educational backgrounds, including mature students. Tutors will direct students to the wide range of additional support services available within the University's Inclusion Services. Services offered by this support team include educational support, welfare services, healthcare provision and disability services as well as practical services including photocopying and e-learning. The support team may choose to offer the students diagnostic testing to assess their learning needs before offering help.

Programme specific support for students

Embedded throughout all courses run at the Northop Campus is a culture of community and partnership between students and staff. Informal support is provided by the Northop societies, they offer trips and social gathering that help students feel part of the University. The personal tutorial system also allows students to seek help and support when needed.

Students will be encouraged to disclose any special learning needs from the outset of the degree. This will be carried out on the UCAS or direct university application form or to a tutor once they have joined the programme. The induction week held at the start of the degree (level four) also provides an opportunity to 'get to know' new students and for them to reveal any learning needs they may have. Should a special learning need be disclosed students will be directed to the Inclusion Team.

All students have access to tutorial support throughout their degree. This takes the form of group and individual tutorials. The Personal Development Portfolio (PDP) also formalises the tutorial system and ensures that specific checkpoints exist where students can obtain help should it be needed. The process also enables tutors to support students should they feel help is necessary.

Students will have use of both facilities at the Northop and Wrexham campuses. The Northop campus offers students IT facilities in a computer room and through open access in the resources and common room. There is a small library on site and a reference library provided by Coleg Cambria. Laboratory facilities are also offered at the Northop Campus. As this is only a small laboratory cohorts are divided and taught in smaller groups. Students using the laboratory facilities are taught by the module tutor, and those not engaged in laboratory work are set tasks related to the laboratory practical to complete in the allocated lecture room or in the resources room. This practice enables the underpinning theory to be revised and the practical tasks to be completed.

Additional Costs:

Additional costs that the students will have to consider are;

- The RCVS enrolment at the start of the programme.
- Uniform for using in the clinical suite and veterinary training practice placement. Students will be notified of uniform fees at programme induction.

- On completion of the programme, there is a fee when the student is eligible to apply for registration with the RCVS. Current enrolment and registration fees can be found on the RCVS website.

32 Equality and Diversity

Wrexham University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy available at the following link: [equality and diversity](#) ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.