

Te Whakaaetanga me te Uiuuitanga | Programme Acceptability and Consultation

**Programme of Study:
New Zealand Diploma in Veterinary Nursing
(Level 6)**

**Leading to the award of:
4389 New Zealand Diploma in Veterinary
Nursing (Level 6) with strands in Companion
Animal Veterinary Nursing, and Equine
Veterinary Nursing**



Te Pūkenga

© Te Pūkenga - New Zealand Institute of Skills and Technology

All rights reserved. Te Pūkenga is the owner of the copyright in this publication. Other than as permitted by the Copyright Act, no part of this publication may be reproduced, copied or transmitted in any other form, or by any other means, without the prior written permission of Te Pūkenga, P.O. Box 19400, Hamilton 3244, New Zealand.

The electronic version of this document which is filed in Te Pūkenga E-Academic Library is the definitive version.

Ngā Ihirangi | Contents

1	New Zealand Diploma in Veterinary Nursing (Level 6)	1
1.1	Te Tūhono Kawenga Hōtaka A Unified Portfolio of Programmes	1
1.2	Te Huanui Whakawhanake i te Hōtaka Development Approach	2
1.3	Te Rapunga Whakaaro mō te Hōtaka Programme Philosophy	3
1.4	Te Whakawhitinga ki te Tūhono Kawenga Hōtaka Transition to the Unified Programme	4
	Appendix 1: Te Hono o te Kahurangi Qualification Details	6
	Appendix 2: Waeture ā-Hōtaka Programme Regulations	9
	Appendix 3: Ngā Hua o te Ako me te hāngai ki Ngā Putanga Ako a te Tauira Learning Outcomes and Assessment Mapped to Graduate Profile Outcomes	12
	Appendix 4: Akoranga Courses	15
	Appendix 5: He Kōputunga Uiuinga Consultation Summary Log	43
	Appendix 6: Practicum hours proposal	72

1 New Zealand Diploma in Veterinary Nursing (Level 6)

1.1 Te Tūhono Kawenga Hōtaka | A Unified Portfolio of Programmes

Te Pūkenga aims to develop a unified, sustainable, public network of regionally accessible vocational education programmes that have our ākonga (students) at the centre. This application for programme approval and accreditation forms part of the development of a national network of provision requiring partnerships and cooperation with co-responsibilities for programme delivery. This is consistent with Te Pūkenga academic delivery innovation strategic direction, which is aimed at establishing a coherent portfolio of programmes that will support ākonga, employers and industry to make informed decisions about future study and employment and achieve a sustainable network of ongoing delivery.

In order to develop a coherent portfolio of programmes that supports the above strategic direction, a unification process has been established that is aimed at achieving a future state of (in the main) one programme per qualification that supports and allows for a range of delivery modes, namely blended, distance and work-based learning. Currently, Te Pūkenga needs to work within the parameters of Programmes of Industry Training reporting via the ITR and Programmes of Study reporting via the SDR (as integrated NZ Programmes / Skills Standards and an integrated TEC reporting system are not yet available). The unified programme of study presented here unifies on-campus, blended and distance approaches, reported through the current SDR.

The unification process has been designed to employ a collaborative approach to redevelopment that will ensure that programme design meets the criteria set by [Te Pūkenga Charter](#) and our commitments under [Te Pae Tawhiti](#), our Te Tiriti o Waitangi Excellence Framework, and [Te Rito](#), our Ākonga at the Centre research project and reports. This approach also fulfils the expectations of the emerging Whiria Te Pūkenga (Mātauranga Māori Framework) and Te Pūkenga Ako Framework (Learning and Teaching Framework).

One of Te Pūkenga educational priorities is a relentless focus on equity and ensuring participation. Therefore, equity is integrated and embedded into Te Pūkenga operating model blueprint and business case. Te Pūkenga is also committed to putting ākonga at the centre of all we do, and working towards equity and success for ākonga of all genders, ethnicities, cultures and abilities, as outlined in our [Equity and Ākonga Success Strategy](#).

In 2020, Te Pūkenga commissioned the Ākonga at the Centre research project to gain insights from ākonga (and those that supported them) on the barriers and enablers to their success across the current ākonga journey. The project applied Te Tiriti o Waitangi inspired principles of excellence and used Critical Bicultural and Human Centred Design methodologies as a new and innovative approach for the public sector. The research led to three [Te Rito reports](#), focusing on Māori, Pacific and Disabled ākonga, respectively. [Te Rito](#) framework builds towards our Equity Outcomes framework, its purpose being to guide Te Pūkenga in its response to the unique needs of all ākonga, with a priority focus on Māori, Pacific and Disabled ākonga.

In accordance with Te Tiriti o Waitangi, Te Pūkenga is focused on ensuring our services work well and respond with excellence to the needs of Māori ākonga and their whānau, and to the aspirations of iwi and Māori communities throughout Aotearoa New Zealand. This objective comes from our Charter, our legislative mandate, and from the will of our Council, and is supported by the opportunities outlined in [Te Rito Report Part One](#). In working to achieve this objective, we know it is not Māori ākonga or communities that need to change to fit with us; rather it is our responsibility to ensure our services improve for the betterment of Māori.

In terms of the needs of Pacific ākonga, [Te Rito Report Part Two](#) indicated a range of opportunities to be taken up by Te Pūkenga. These range from targeted support for the wellbeing of Pacific

learners to empowering and bringing effect to Pacific hopes and dreams for intergenerational development and prosperity. Te Pūkenga is committed to ensuring all Pacific ākonga and kaimahi feel that they belong, that their voices are heard, that the use of Pacific languages is normalised and that their cultures are valued.

In terms of the needs of Disabled ākonga, [Te Rito Report Part Three](#) indicated the need for Te Pūkenga to provide appropriate impairment-related learning support for Disabled ākonga to achieve their academic potential and to resolve barriers to learning. The research also indicated the need for mental wellbeing support, the reduction of financial barriers, a focus on the development of digital literacy skills and ensuring access to the physical learning environment. Te Pūkenga has developed a national strategic disability action plan, which incorporates the Enabling Good Lives principles. The National Strategic Disability Action Plan implements the Accessibility Charter across Aotearoa New Zealand and supports consistent data collection on Disabled ākonga, and training. The plan provides a unified national strategy across Te Pūkenga and was developed with ākonga and kaimahi (staff). The plan provides a comprehensive road map towards a vocational system that hears the voices of Disabled ākonga and what they need to succeed.

The unified programme presented here contributes to the ability of Te Pūkenga to offer a coherent portfolio of programmes that responds to the needs of ākonga, industries, iwi, hapū, hapori, Māori communities and Pacific communities. This also begins to take us towards addressing some of the inequities that exist for priority ākonga.

1.2 Te Huanui Whakawhanake i te Hōtaka | Development Approach

Version 3 of the New Zealand Diploma in Veterinary Nursing (Level 6) [NZDVN] qualification with strands in Companion Animal Veterinary Nursing and Equine Veterinary Nursing is currently being consulted on by Muka Tangata. Version 2, published in October 2022, replaced the existing Qualification NZ2490 New Zealand Certificate in Animal Technology (Level 5) Veterinary Nursing Assistant strand, and the NZ2491 New Zealand Diploma in Veterinary Nursing (Level 6).

The new qualification requires increased practicum hours (from 480 to 750 hours) when compared to the previous NZDVN qualifications, and these practicum hours are required to be ‘in a suitable animal environment that enables a balance of application of knowledge and skills required by the outcomes. A suitable practicum environment is a veterinary clinic, providing healthcare services for species applicable for the strand and may in some cases include an alternative environment where ākonga are able to apply the intention of the outcomes.’ Guidelines for where practicum is expected to be completed are available in the practicum course descriptors indicative content within this document, and further information is provided in [Appendix 6](#).

Therefore, rather than each business division dedicating time and resource to develop programmes of study for the new qualification version individually, one programme of study was developed / selected and revised to become the unified programme of study. This programme has been developed alongside the proposed Version 3 of the qualification.

The programme of study presented here is based on a collaborative design process across the following Te Pūkenga business divisions:

- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Ara Institute of Canterbury (ARA | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Eastern Institute of Technology (EIT | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Otago Polytechnic of New Zealand (Otago Polytechnic | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Southern Institute of Technology (SIT | Te Pūkenga)

- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Toi Ohomai Polytechnic (Toi Ohomai | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Unitec New Zealand (Unitec | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Wellington Institute of Technology and Whitireia Community Polytechnic (Weltec and Whitireia | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Wintec (Wintec | Te Pūkenga)

The collaborative design process was supported by two groups: (i) a Steering Group with representation from every relevant business division, i.e., every business division delivering programmes of study in the broad discipline area of Animal Healthcare and Veterinary Nursing; and (ii) a Working Group tasked specifically with the unification of this programme of study. The Workforce Development Council (WDC) was included in the Steering Group membership and has thus been engaged in the unification process. The functions of the Steering Group were defined in a mutually agreed Terms of Reference, and included the following:

- oversight of the development of a single unified programme for each qualification Te Pūkenga delivers in the discipline area
- leading engagement with regional internal and external partners (including (i) relevant regional industry, including Māori and Pacific employers; (ii) communities at a local level, including hapū and iwi, and Pacific communities; (iii) Te Pūkenga kaimahi; and (iv) ākonga)
- steering programme unification work and providing advice and support to Working Groups.

Development started with workshops with reference groups – including kaimahi, ākonga, employers, and industry bodies. Representatives from eight different Te Pūkenga subsidiaries that currently provide veterinary nursing training then formed a sub-working group to develop the programme collaboratively. The resulting programme is intended to be ākonga-centred in the approach, allowing for development of the ākonga capabilities in clinical skills and knowledge alongside their interpersonal skills. As such, subjects build on each other to allow learning to be scaffolded throughout the programme leading to structured achievement of the GPOs.

Theory and practicum assessment are completed in separate courses to allow ākonga to succeed in theoretical courses even if they are unable to attend placement for any reason. These courses are designed to be delivered alongside each other, to allow linking of theoretical knowledge and practical application. Many practical skills in the level 6 programme require significant learning, practice, and application in a practicum setting before ākonga can be expected to reach competence (for example, anaesthesia monitoring). Therefore, ākonga will complete four practicum courses where the focus is on developing capability, and reflecting on their learning, for skills identified in the course before being fully competent, as per the qualification and programme requirements.

1.3 Te Rapunga Whakaaro mō te Hōtaka | Programme Philosophy

The programme philosophy and design approach were developed through reference groups including representatives from New Zealand Veterinary Nursing Association, New Zealand Veterinary Association, Veterinary Council of New Zealand, Allied Veterinary Professionals Regulatory Council, previous ākonga, and industry employers, resulting in the following programme philosophy:

Ākonga in the animal healthcare and veterinary nursing programmes will be respected as individuals and holistically supported to achieve their goals. They will engage in active learning experiences that will develop knowledge, skills, and competencies to ensure they are prepared to enter the workforce. Ākonga will experience an authentic and relevant curriculum which has been designed alongside stakeholders to ensure it is culturally inclusive, industry related and future focused. Collaboration and communication will

ensure learning and teaching is research informed and responsive to stakeholder needs. Work integrated learning underpins the programme and contributes to the development of professional identity.

During the development of this programme collaborators worked to integrate te ao Māori into its philosophy, practices, and content material. Ākonga will engage in project work, case studies, work experience, course content, and reflection. As they do this, they will explore Māori knowledge, cultural practices and values in the context of working with animals and people while embracing Māori guardianship of such knowledge.

In terms of māuri ora, the relationship between people and animals, and the care and preservation of animals by people, is recognised as a vital part of the life force of both. The concept of whānau ora lends a framework within which companion animals may be regarded as part of the family, with the health and wellbeing of all animals having a potential effect on family health. Collaborators have utilised this understanding and insight to inform development of courses that help ākonga foster effective and culturally appropriate communication with clients across many different contexts.

The NZDVN's approach to sustainability is based on the concept of whakapuāwai, which focuses on positive impact and collective flourishing. This idea is central to the ākonga learning experience and evolves over the course of their two-year diploma. Through various means such as project work, case studies, work experience, course content, and reflection, ākonga learn how to assess the impact of their actions, as well as the actions of others, on sustainability. This work will focus on the three primary pillars of sustainable practice: environmental, socio-cultural (community, knowledge, and self), and economic (community and self), alongside understanding and application of the UN Sustainable Development Goals.

1.4 Te Whakawhitinga ki te Tūhono Kawenga Hōtaka | Transition to the Unified Programme

As is clear from the above, the unification of this programme of study was achieved by means of **transformation** to a single unified programme, developed on the basis of a co-design process informed by parties internal and external to Te Pūkenga. This approach is consistent with the requirements of Te Pūkenga Charter to

- use the insights gained through partnerships to
 - o align education and training delivery to support the unique social and economic goals of local communities, and
 - o work towards equity for ākonga and staff of different genders, ethnicities, cultures and abilities;
- hold inclusivity and equity as core principles, recognising and valuing the diversity of all of its ākonga, and providing the unique types of support different ākonga need to succeed;
- meet the needs of all of its ākonga, in particular those who are under-served by the education system, including (without limitation) Māori, Pacific, and Disabled ākonga;
- promote equitable access to learning opportunities for ākonga across all regions; and
- have culturally responsive delivery approaches, whether on campus, in the workplace, online or otherwise.

Programme content and delivery are contextualised and provide relevant pathways to meet the needs of relevant local and regional communities. Transition arrangements may be required for ākonga who fail to successfully complete courses within the existing programme of any given business division. To this end, each business division currently delivering this programme will create its own transition plan based on equivalencies between existing and new courses. Transition pathways will be identified on a case-by-case basis, informed by these course equivalencies, logistics

and individual ākonga knowledge gaps. All care will be taken to minimise any ākonga disadvantage by their transition to the new programme, while still maintaining the integrity of the new unified programme.

Appendix 1: Te Hono o te Kahurangi | Qualification Details

		NZQA Qualification Code	Version No.	Credits
New Zealand Diploma in Veterinary Nursing (Level 6) with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing		4389	3	240
NZSCED	061103 Health > Veterinary Studies > Veterinary Nursing			
Qualification developer	Muka Tangata – People, Food, and Fibre Workforce Development Council			
Quality assurance body	NZQA			
Next review	April 2026			
Next planned consistency review				

Strategic purpose

This qualification is intended for people who are aware of the importance of animals in society, and who intend to work as a veterinary nurse in clinical veterinary/animal healthcare settings such as companion animal veterinary clinics, equine veterinary clinics, or alongside veterinarians providing companion animal or equine healthcare services in a variety of settings.

Graduates will have technical knowledge and skills to work as a veterinary nurse in a clinical veterinary setting. They will have a high level of responsibility and discretion within their scope of practice, in a wide range of dynamic and often unpredictable situations and following protocols in all aspects of clinical veterinary practice or animal healthcare settings.

The qualification is stranded to recognise the specialist skills required for providing veterinary nursing care to either companion animal or equine veterinary practices.

Graduates will be eligible to apply for registration on the New Zealand Register of Veterinary Nurses.

Graduate profile

All graduates of this qualification will be able to:

1. Demonstrate professional practice when working in an animal healthcare setting. (25 credits)
2. Apply knowledge of animal functional anatomy and physiology to manage animal welfare. (15 credits)
3. Apply knowledge of husbandry and behaviour to manage the welfare of companion animal patients. (55 credits)
4. Provide medical nursing to support the welfare of companion animal patients. (60 credits)
5. Provide surgical nursing to support the welfare of companion animal patients. (60 credits)
6. Apply knowledge of veterinary diagnostic procedures to support the welfare of companion animal patients. (25 credits)

Qualification education pathway

This is a stand-alone qualification. However, this qualification may build on the New Zealand Certificate in Animal Healthcare Assisting (Level 4) with strands in Companion Animal Healthcare, Equine Healthcare and Rural Animal Healthcare [Ref: 4388]; or the New Zealand Certificate in Animal Management (Level 4) with strands in Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Pet Grooming, and Zookeeping [Ref: 2489]; or the New Zealand Certificate in Animal Care with strands in Companion Animal, Equine, and Rural Animals [Ref: 2487]. This qualification may lead to higher level study in veterinary nursing.

Employment/cultural/community pathway

Graduates of this qualification may be employed as a veterinary nurse in a diverse range of animal healthcare settings including veterinary clinical practice, veterinary product suppliers, government agencies, animal shelters, zoos, or organisations involved in animal research.

Other requirements of the qualification (including regulatory body or legislative requirements)

TEOs offering programmes leading to this qualification must:

- Ensure currency with amendments to, and replacements of, relevant legislation, regulations, and codes of practice which may include some or all of the following: Veterinarian's Act 2005; Animal Welfare Act 1999; Biosecurity Act 1993, Health and Safety at Work Act 2015; Hazardous Substances and New Organisms Act 1996; Resource Management Act 1991; Agricultural Compounds and Veterinary Medicines Act 1997, Misuse of Drugs Act 1975, Privacy Act 2020. 2.
- Abide by Animal Welfare Act 1999 Part 6 legislating ethics surrounding use of animals in learning and teaching, including seeking Animal Ethics Committee Approval where applicable.

Providers must ensure learners complete health declaration and declaration of any criminal convictions to ensure fitness to practice. The Graduate Outcomes of this qualification align with the Allied Veterinary Professional Regulatory Council (AVPRC) Graduate Competencies available from: www.avprc.org.nz.

General conditions for programme

Programmes must embed environmental, social, and economically sustainable practices.

Programmes must embed Te Tiriti o Waitangi, and capabilities supporting cultural sensitivity and responsiveness, in animal care.

Practicum: All strands

- At least 750 hours of practicum must be completed during the programme.
- Practicum must take place in a suitable animal environment that enables a balance of application of knowledge and skills required by the outcomes.
- A suitable practicum environment is a veterinary clinic, providing healthcare services for species applicable for the strand and may in some cases include an alternative environment where learners are able to apply the intention of the outcomes.
- Within the practicum, learners must attend a minimum of two veterinary clinics, with a minimum of 40 hours spent in the secondary placement.

It is recommended that TEOs offering programmes leading to this qualification deliver learning and assessment of health and safety, animal ethics, professional behaviour, and basic animal handling before work experience is undertaken.

Requirements

- 1) Companion Animal Veterinary Nursing strand -

- a) Each of the following species - dogs, cats, rabbits, rodents, and birds; will be assessed at least once in a theory assessment across the programme.
 - b) Practical assessment must include cats and dogs collectively across the programme.
 - c) In the context of this programme companion animals include pet - cats, dogs, birds, rabbits, mice, rats, and guinea pigs.
- 2) Equine Veterinary Nursing strand -
- a) Each of the following will be assessed at least once in a theory assessment across the programme - donkeys and horses.
 - b) Practical assessment must include a range of life stages, and a variety of breeds and uses of horses, and may include donkeys.

Qualification version transition information

Version 2 of this qualification was published in October 2022 following an out of cycle review. Please refer to Qualifications and Assessment Standards Approvals for further information.

No last date of assessment has been applied to version 1, both versions will remain current.

Version 1 of this qualification was published in April 2021 following a scheduled review. Please refer to Qualifications and Assessment Standards Approvals for further information.

The last date for entry for programmes leading to the replaced qualification is 31 March 2024.

The last date for assessment for programmes leading to the replaced qualification is 31 December 2025.

People currently enrolled in programmes leading to the replaced qualification may either complete the requirements by 31 December 2025 or transfer to the replacement qualification.

It is the intention of Muka Tangata – People, Food, and Fibre Workforce Development Council that no existing trainee should be disadvantaged by these transition arrangements.

Any person who considers they have been disadvantaged may appeal to:

Muka Tangata – People, Food and Fibre Workforce Development Council
 PO Box 445
 Wellington 6143
 Phone: (04) 909 0288
 Email: qualifications@mukatangata.nz
 Web: www.ohumahi.nz

Replacement information:

Version 1 of this qualification was republished in July 2022 to extend the last date of entry for the replaced qualification from 31 March 2023 to 31 March 2024, and the last date of assessment from 31 December 2024 to 31 December 2025.

Please refer to July 2022 Qualifications and Assessment Standards Approvals for further information.

Appendix 2: Waeture ā-Hōtaka | Programme Regulations

In the regulations presented here, unless the context otherwise requires, ‘delegated authority’ refers to an individual or role holder, or in some cases a committee, who has been delegated the authority to make a decision within a specific circumstance. A schedule of the various relevant delegations is maintained by the Programme Committee responsible for the programme. Te Pūkenga aims to enable broad access for ākonga and is committed to providing barrier-free access and participation for Māori, Pacific, Disabled and other equity groups.

Whakatapoko | Admission

General admission	<p>To be admitted to this programme, applicants must hold one of the following:</p> <ol style="list-style-type: none">1) NCEA Level 2 or higher including:<ul style="list-style-type: none">• a minimum of 12 NCEA credits in English at Level 2,• a minimum of 12 NCEA credits in Mathematics at Level 1,• a minimum of 12 credits of relevant science at Level 1;OR2) a relevant qualification at NZQF Level 3 or above;OR3) A recognised equivalent.
Special admission	<p>Any ākonga who is 20 years of age or older and has not reached the general admission requirements for their intended programme is eligible for Special Admission. Te Pūkenga works with the ākonga to ensure they are prepared for their intended programme.</p>
Discretionary admission	<p>Any ākonga who is not yet 20 years of age and has not reached the general admission requirements for their intended programme may be eligible for Discretionary Admission. In assessing whether to grant Discretionary Admission, the delegated authority focuses on the applicant’s level of preparedness for their intended programme.</p>
Additional requirements	<p>In addition to meeting the requirements for admission all applicants must complete a health declaration and declaration of any criminal conviction to ensure fitness to practice prior to acceptance into the programme.</p> <p>*Convictions of any offence and/or declaration of health conditions will not necessarily exclude applicants from enrolment. Any decision is made on a case-by-case basis at the discretion of the delegated authority.</p>
English language requirements	<p>All applicants (international and domestic) for whom English or te reo Māori is not a first language need to provide evidence that they have the necessary English language proficiency required for the programme.</p> <p>International applicants are required to have an IELTS Academic score of 6 (Academic) with no individual band lower than 5.5 from a single test taken in the preceding two years, or an equivalent described in NZQA Rules.</p>

Selection Processes

Limits on enrolment may be applied due to health and safety reasons / availability of resourcing / availability of work experience placements. Should limits be placed on enrolment, completed applications are assessed in the order that they are received.

Tūtakitanga Whakamihi | Credit Recognition

The provisions and procedures for credit recognition through cross credit, credit transfer and recognition of prior learning in this programme are set out in [Te Kawa Maiooro | Educational Regulatory Framework](#).

Tohu o te Hōtaka | Award of Qualification

Credit requirements	To be awarded the New Zealand Diploma in Veterinary Nursing with a strand in Companion Animal Veterinary Nursing (Level 6) ākonga must achieve a minimum of 240 credits in the pattern set out in Table 1 below from the courses set out in Table 2 below.																																																																						
	Table 1: Credit Requirements																																																																						
	<table><tr><th>Level</th><th>Compulsory credits</th><th>Elective credits</th><th>Total credits</th></tr><tr><td>5</td><td>120</td><td></td><td>120</td></tr><tr><td>6</td><td>120</td><td></td><td>120</td></tr><tr><td colspan="3">Total credits</td><td>240</td></tr></table>				Level	Compulsory credits	Elective credits	Total credits	5	120		120	6	120		120	Total credits			240																																																			
	Level	Compulsory credits	Elective credits	Total credits																																																																			
	5	120		120																																																																			
	6	120		120																																																																			
	Total credits			240																																																																			
	Table 2: Schedule of Courses																																																																						
	Companion Animal Veterinary Nursing Strand																																																																						
	<table><tr><th>Course code</th><th>Course title</th><th>Credits</th><th>Pre-requisites</th></tr><tr><td colspan="4">Level 5</td></tr><tr><td>ANML5001</td><td>Veterinary nursing practice</td><td>15</td><td></td></tr><tr><td>ANML5002</td><td>Anatomy and physiology</td><td>15</td><td></td></tr><tr><td>ANML5103</td><td>Animal husbandry and behaviour</td><td>15</td><td></td></tr><tr><td>ANML5104</td><td>Companion animal practicum I</td><td>15</td><td></td></tr><tr><td>ANML5105</td><td>Introduction to anaesthesia and analgesia</td><td>15</td><td>ANML5002</td></tr><tr><td>ANML5106</td><td>Introduction to medical nursing</td><td>15</td><td>ANML5002</td></tr><tr><td>ANML5107</td><td>Introduction to surgery and diagnostics</td><td>15</td><td>ANML5002</td></tr><tr><td>ANML5108</td><td>Companion animal practicum II</td><td>15</td><td>ANML5001 ANML5002 ANML5103 ANML5104</td></tr><tr><td colspan="4">Level 6</td></tr><tr><td>ANML6101</td><td>Surgical nursing and anaesthesia management</td><td>15</td><td>ANML5105 ANML5107</td></tr><tr><td>ANML6102</td><td>Medical nursing and diagnostics</td><td>15</td><td>ANML5106 ANML5107</td></tr><tr><td>ANML6103</td><td>Companion animal practicum III</td><td>30</td><td>ANML5108</td></tr><tr><td>ANML6104</td><td>Imaging, emergencies and wounds</td><td>15</td><td>ANML5107</td></tr><tr><td>ANML6105</td><td>The science of veterinary nursing practice</td><td>15</td><td></td></tr><tr><td>ANML6106</td><td>Companion animal practicum IV</td><td>30</td><td>ANML6103</td></tr></table>				Course code	Course title	Credits	Pre-requisites	Level 5				ANML5001	Veterinary nursing practice	15		ANML5002	Anatomy and physiology	15		ANML5103	Animal husbandry and behaviour	15		ANML5104	Companion animal practicum I	15		ANML5105	Introduction to anaesthesia and analgesia	15	ANML5002	ANML5106	Introduction to medical nursing	15	ANML5002	ANML5107	Introduction to surgery and diagnostics	15	ANML5002	ANML5108	Companion animal practicum II	15	ANML5001 ANML5002 ANML5103 ANML5104	Level 6				ANML6101	Surgical nursing and anaesthesia management	15	ANML5105 ANML5107	ANML6102	Medical nursing and diagnostics	15	ANML5106 ANML5107	ANML6103	Companion animal practicum III	30	ANML5108	ANML6104	Imaging, emergencies and wounds	15	ANML5107	ANML6105	The science of veterinary nursing practice	15		ANML6106	Companion animal practicum IV	30
Course code	Course title	Credits	Pre-requisites																																																																				
Level 5																																																																							
ANML5001	Veterinary nursing practice	15																																																																					
ANML5002	Anatomy and physiology	15																																																																					
ANML5103	Animal husbandry and behaviour	15																																																																					
ANML5104	Companion animal practicum I	15																																																																					
ANML5105	Introduction to anaesthesia and analgesia	15	ANML5002																																																																				
ANML5106	Introduction to medical nursing	15	ANML5002																																																																				
ANML5107	Introduction to surgery and diagnostics	15	ANML5002																																																																				
ANML5108	Companion animal practicum II	15	ANML5001 ANML5002 ANML5103 ANML5104																																																																				
Level 6																																																																							
ANML6101	Surgical nursing and anaesthesia management	15	ANML5105 ANML5107																																																																				
ANML6102	Medical nursing and diagnostics	15	ANML5106 ANML5107																																																																				
ANML6103	Companion animal practicum III	30	ANML5108																																																																				
ANML6104	Imaging, emergencies and wounds	15	ANML5107																																																																				
ANML6105	The science of veterinary nursing practice	15																																																																					
ANML6106	Companion animal practicum IV	30	ANML6103																																																																				
Programme Progression	Courses in this programme may be offered in any order except as otherwise specified through the pre-requisites above. ANML5001, ANML5002, ANML 5103, ANML5104 must be offered prior to any other courses.																																																																						

	Learners must pass all Level 5 courses before beginning any Level 6 courses.
Programme completion	<p>The minimum time to complete this programme is two years.</p> <p>The maximum time to complete this programme is eight years.</p> <p>The delegated authority may approve an alternative maximum completion time.</p>

Waeture Aromatawai | Assessment Regulations

Grading	<p>Assessment in this programme is achievement-based and competency-based. Grading follows the guidelines in Te Kawa Maiooro Educational Regulatory Framework.</p> <p>Specific assessment and/or course pass requirements are detailed in programme delivery documentation provided to ākonga at the start of their course.</p>
Assessment submission and additional opportunities	<p>Requirements and processes for</p> <ul style="list-style-type: none"> • assessment submission, • resit and/or resubmission opportunities for failed assessments, • reassessment opportunities for failed courses, • late submission of assessments, and • extension of assessment deadlines <p>are outlined in programme delivery documentation provided to ākonga at the start of their course.</p>

Appendix 3: Ngā Hua o te Ako me te hāngai ki Ngā Putanga Ako a te Tauira | Learning Outcomes and Assessment Mapped to Graduate Profile Outcomes

					Demonstrate professional practice when working in an animal healthcare setting – 25 credits	Apply knowledge of animal functional anatomy and physiology to manage animal welfare. – 15 credits	Apply knowledge of husbandry and behaviour to manage the welfare of companion animal patients – 55 credits	Provide medical nursing to support the welfare of companion animal patients – 60 credits	Provide surgical nursing to support the welfare of companion animal patients – 60 credits	Apply knowledge of veterinary diagnostic procedures to support the welfare of companion animal patients – 25 credits	
Course Code & Title		Course Aim & Outcomes			Assessment	GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6
COMPANION ANIMAL STRAND											
ANML 5001	Veterinary Nursing Practice	Aim	The aim of this course is to develop the knowledge, skills, and competencies to work in a professional, safe, and effective manner in an animal health care environment.								
		LO1	Describe key requirements for professional and culturally informed conduct in veterinary nursing practice.		All LOs:	√					
		LO2	Describe legislation, ethics, animal welfare and sustainability relevant to veterinary nursing practice.		Assessment portfolio	√					
		LO3	Explain the application of health and safety, and infection control principles in an animal healthcare setting.		(100%)	√		√			
ANML 5002	Anatomy and Physiology	Aim	The aim of this course is to develop the knowledge, skills, and competencies relevant to basic animal anatomy and physiology to support animal health and welfare.								
		LO1	Describe the normal structure and function of body systems in animals.		All LOs:		√				
		LO2	Explain variations in anatomy and physiology and how they impact the health and welfare of animals.		Assessment portfolio (100%)		√				
ANML 5103	Animal Husbandry and Behaviour	Aim	The aim of this course is to develop the knowledge, skills, and competencies to provide safe and appropriate husbandry and handling to support companion animal health and welfare.								
		LO1	Explain animal husbandry requirements for companion animal species.		All LOs:			√			
		LO2	Explain animal communication, learning, and behaviour to inform safe and effective care in a companion animal environment.		Assessment portfolio			√			
		LO3	Describe safe and effective low-stress handling and restraint methods for companion animals in an animal healthcare environment.		(100%)			√			
ANML 5104	Companion Animal Practicum I	Aim	The aim of this course is to develop the knowledge, skills, and competencies to manage the husbandry, hygiene and handling of animals as part of a multidisciplinary team.								
		LO1	Demonstrate skills relevant to animal behaviour, husbandry, hygiene and handling in a companion animal environment.		All LOs:	√	√	√			
		LO2	Demonstrate reflective practice in relation to development of interpersonal relationships and cultural competence within a team in a companion animal environment.		Assessment portfolio (100%)	√		√			
ANML 5105	Introduction to Anaesthesia and Analgesia	Aim	The aim of this course is to develop the knowledge, skills, and competencies to assist with anaesthesia and analgesia.								
		LO1	Describe general anaesthesia, anaesthetic agents and anaesthesia equipment in companion animal veterinary practice.		All LOs:					√	
		LO2	Examine the role of the veterinary nurse through phases of general anaesthesia in companion animal veterinary practice.		Assessment portfolio					√	
		LO3	Explain the use of analgesic agents and nursing techniques in pain management in a companion animal healthcare context.		(100%)				√	√	
ANML 5106	Introduction to Medical Nursing	Aim	The aim of this course is to develop the knowledge, skills, and competencies to care for companion animals in a veterinary clinic.								
		LO1	Examine preventative veterinary healthcare for companion animals.		All LOs:			√	√		√
		LO2	Analyse effective medical nursing to aid patient health and well-being in a companion animal healthcare context.		Assessment portfolio			√	√		
		LO3	Explain dispensing, administering and storage of medications in an animal healthcare context.		(100%)				√		
ANML 5107	Introduction to Surgery and Diagnostics	Aim	The aim of this course is to develop the knowledge, skills, and competencies to understand diagnostic procedures and assist with the nursing of routine surgical patients.								
		LO1	Describe routine surgical nursing practices in relation to companion animals undergoing surgery.		All LOs:					√	
		LO2	Explain safe and effective laboratory diagnostic procedures in a companion animal healthcare context.		Assessment portfolio						√
		LO3	Outline principles of, and safe practices for radiographic imaging in a companion animal healthcare context.		(100%)						√

						Demonstrate professional practice when working in an animal healthcare setting – 25 credits	Apply knowledge of animal functional anatomy and physiology to manage animal welfare. – 15 credits	Apply knowledge of husbandry and behaviour to manage the welfare of companion animal patients – 55 credits	Provide medical nursing to support the welfare of companion animal patients – 60 credits	Provide surgical nursing to support the welfare of companion animal patients – 60 credits	Apply knowledge of veterinary diagnostic procedures to support the welfare of companion animal patients – 25 credits	
Course Code & Title		Course Aim & Outcomes				Assessment	GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6
ANML 5108	Companion Animal Practicum II	Aim	The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing care of surgical and hospitalised patients as part of a multidisciplinary team.									
		LO1	Demonstrate routine skills relevant to surgery, diagnostics, medications and hospitalised animals in a companion animal healthcare environment.			All LOs: Assessment portfolio (100%)	√	√	√	√	√	√
		LO2	Demonstrate reflective practice in relation to development of nursing skills in a companion animal healthcare environment.				√	√	√	√	√	√
ANML 6101	Surgical Nursing and Anaesthesia Management	Aim	The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing of animal patients undergoing anaesthesia, surgery and dental procedures.									
		LO1	Analyse the nursing management of animals undergoing anaesthesia in a companion animal healthcare environment.			All LOs: Assessment portfolio (100%)					√	
		LO2	Analyse the nursing management of animals undergoing surgery in a companion animal healthcare environment.								√	
		LO3	Describe the role of the veterinary nurse during dental procedures.								√	
ANML 6102	Medical Nursing and Diagnostics	Aim	The aim of this course is to develop knowledge, skills, and competencies relevant to pathophysiology, pharmacology, and diagnostic procedures to provide effective medical nursing care.									
		LO1	Plan nursing care of patients in relation to the pathophysiology and clinical signs of common diseases in a companion animal healthcare environment.			All LOs: Assessment portfolio (100%)				√		
		LO2	Evaluate pharmacological principles for routinely used medications in a companion animal healthcare environment.							√		
		LO3	Explain diagnostic sample collection and analysis in a companion animal healthcare environment.									√
ANML 6103	Companion Animal Practicum III	Aim	The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing care of surgical and hospitalised animal patients as part of a multidisciplinary team in a veterinary clinic.									
		LO1	Apply skills relevant to the management of anaesthetic, surgical and medical patients, laboratory diagnostic procedures, and dentistry in a vet clinic.			All LOs: Assessment portfolio (100%)	√	√	√	√	√	√
		LO2	Demonstrate reflective practice in relation to the management of anaesthesia, surgical patients, medical patients, and laboratory diagnostic procedures in a vet clinic.				√	√	√	√	√	√
ANML 6104	Imaging, Emergencies and Wounds	Aim	The aim of this course is to develop the knowledge, skills, and competencies relevant to first aid, imaging, and wound management.									
		LO1	Evaluate effective diagnostic imaging in an animal healthcare environment.			All LOs: Assessment portfolio (100%)						√
		LO2	Discuss the triage of and responses to emergency cases to support patient outcomes in an animal healthcare environment.				√			√	√	√
		LO3	Describe wound types and their management in an animal healthcare environment.							√	√	√
ANML 6105	The Science of Veterinary Nursing Practice	Aim	The aim of this course is to develop the knowledge, skills, and competencies to work in a professional role within a multidisciplinary team.									
		LO1	Analyse the application of professional practice within a multidisciplinary veterinary team.			All LOs: Assessment portfolio (100%)	√					
		LO2	Evaluate the provision of effective veterinary nursing services in a veterinary clinic.				√		√	√		√
ANML 6106	Companion Animal Practicum IV	Aim	The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing care of surgical and hospitalised animal patients as part of a multidisciplinary veterinary team.									
		LO1	Apply a range of skills related to veterinary nursing in a veterinary clinic.			All LOs:	√	√	√	√	√	√

					Demonstrate professional practice when working in an animal healthcare setting – 25 credits	Apply knowledge of animal functional anatomy and physiology to manage animal welfare. – 15 credits	Apply knowledge of husbandry and behaviour to manage the welfare of companion animal patients – 55 credits	Provide medical nursing to support the welfare of companion animal patients – 60 credits	Provide surgical nursing to support the welfare of companion animal patients – 60 credits	Apply knowledge of veterinary diagnostic procedures to support the welfare of companion animal patients – 25 credits	
Course Code & Title		Course Aim & Outcomes			Assessment	GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6
						Assessment portfolio (100%)					
		LO2	Demonstrate reflective practice in relation to development of professional skills in a veterinary clinic.				√	√	√	√	√

Appendix 4: Akoranga | Courses

The following Course Descriptors provide an overview of the content and structure of each course in the programme. Learning and teaching, and assessment activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

All Strands

VETERINARY NURSING PRACTICE					
Course code	ANML5001	Level	5	Credits	15
Pre-requisites	Nil	Co-requisites	Nil		
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
Other programmes					
All strands				Compulsory	
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours (See course delivery documentation for detailed breakdown.)			150

Course Specific Requirements:

Ākonga must successfully pass a “Passport to Safety” assessment embedded in this course, to ensure they have adequate knowledge to act safely in a companion animal environment, before they begin work placement.

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to work in a professional, safe, and effective manner in an animal health care environment.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Describe key requirements for professional and culturally informed conduct in veterinary nursing practice.	GPO 1
LO2	Describe legislation, ethics, animal welfare and sustainability relevant to veterinary nursing practice.	GPO 1
LO3	Explain the application of health and safety, and infection control principles in an animal healthcare setting.	GPO 1, 3

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none">• Roles and responsibilities of the veterinary team• Interpersonal skills and communication• Cultural awareness• Principles of Te Tiriti o Waitangi and application to veterinary nursing practice• Professional identity and professional practice• Reflective and evidence-based practice
LO2	<ul style="list-style-type: none">• Legislation as it applies to the veterinary nurse role• Animal welfare and ethics• Environmental, economic, and social sustainability
LO3	<ul style="list-style-type: none">• Health, safety and risk management• Self-care, and management of compassion fatigue

	<ul style="list-style-type: none"> Fundamentals of microbiology Infection control
--	---

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items and obtain at least 50% overall in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards are associated with this course:

Std no.	Title	Version	Credits	Level

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

ANATOMY AND PHYSIOLOGY					
Course code	ANML5002	Level	5	Credits	15
Pre-requisites	Nil	Co-requisites	Nil		
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
Other programmes					
All strands				Compulsory	
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours (See course delivery documentation for detailed breakdown.)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies relevant to basic animal anatomy and physiology to support animal health and welfare.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Describe the normal structure and function of body systems in animals.	GPO 2
LO2	Explain variations in anatomy and physiology and how they impact the health and welfare of animals.	GPO 2

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Biology of animal cells Structure and function of organs and organ systems Relationship among systems The mechanisms of homeostasis and their function Body organisation Directional terms Comparative analysis for cats, dogs and at least one other animal species
LO2	<ul style="list-style-type: none"> Variations in anatomy and physiology within species How variations impact the health and welfare of animals

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items and obtain at least 50% overall in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards are associated with this course:

Std no.	Title	Version	Credits	Level

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

COMPANION ANIMAL STRAND

ANIMAL HUSBANDRY AND BEHAVIOUR					
Course code	ANML5103	Level	5	Credits	15
Pre-requisites	Nil	Co-requisites	Nil		
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
Other programmes					
For Companion Animal strand				Compulsory	
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours (See course delivery documentation for detailed breakdown.)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide safe and appropriate husbandry and handling to support companion animal health and welfare.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Explain animal husbandry requirements for companion animal species.	GPO 3
LO2	Explain animal communication, learning, and behaviour to inform safe and effective care in a companion animal environment.	GPO 3
LO3	Describe safe and effective low-stress handling and restraint methods for companion animals in an animal healthcare environment.	GPO 3

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Methods of identifying animals (breed, sex, microchip, colour) Fundamentals of animal husbandry, nutrition, feeding and welfare Sustainable practices in animal husbandry Breeding Hygiene Introduction to parasite control, vaccinations, and basic first aid including CPR
LO2	<ul style="list-style-type: none"> Interpretation of body language and demeanour Normal animal behaviour, animal communication, learning and training Factors affecting behaviour
LO3	<ul style="list-style-type: none"> Low stress handling and restraint techniques Restraint aids and equipment Animal welfare during handling and restraint

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
---------------------	-----------	-------------------

Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All
--	------	-----

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items and obtain at least 50% overall in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards are associated with this course:

Std no.	Title	Version	Credits	Level

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

COMPANION ANIMAL PRACTICUM I					
Course code	ANML5104	Level	5	Credits	15
Pre-requisites	Nil	Co-requisites	Nil		
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
Other programmes					
For Companion Animal strand				Compulsory	
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours (See course delivery documentation for detailed breakdown.)			150

Course Specific Requirements:

Practicum will take place in a suitable animal environment that enables a balance of application of theoretical knowledge and practical skills acquisition required for the strand. Ākonga will be required to complete 125 hours of practicum during this course.

Before ākonga begin their first work placement, they must have successfully attained their “Passport to Safety” (see ANML5001).

Course content must include cats and dogs.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to manage the husbandry, hygiene and handling of animals as part of a multidisciplinary team.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Demonstrate skills relevant to animal behaviour, husbandry, hygiene and handling in a companion animal environment.	GPO 1, 2, 3
LO2	Demonstrate reflective practice in relation to development of interpersonal relationships and cultural competence within a team in a companion animal environment.	GPO 1, 3

Ngā Tūtohu o te Kiko | Indicative Content

LO1	Work experience will be supported with ongoing individualised support, formative assessment and feedback, learning conversations, observations, and communities of practice. Teaching content will be developed in response to learner needs to provide them with the practical skills for work-based learning.
LO2	Work experience will be supported with ongoing individualised support, formative assessment and feedback, learning conversations, observations, and communities of practice. Teaching content will be developed in response to learner needs to provide them with the practical skills for work-based learning.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards are associated with this course:

Std no.	Title	Version	Credits	Level

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

INTRODUCTION TO ANAESTHESIA AND ANALGESIA					
Course code	ANML5105	Level	5	Credits	15
Pre-requisites	ANML5002	Co-requisites	Nil		
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
Other programmes					
For Companion Animal Veterinary Nursing strand				Compulsory	
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours (See course delivery documentation for detailed breakdown.)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to assist with anaesthesia and analgesia.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Describe general anaesthesia, anaesthetic agents and anaesthesia equipment in companion animal veterinary practice.	GPO 5
LO2	Examine the role of the veterinary nurse through phases of general anaesthesia in companion animal veterinary practice.	GPO 5
LO3	Explain the use of analgesic agents and nursing techniques in pain management in a companion animal healthcare context.	GPO 4, 5

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Premedication Stages and planes of anaesthesia How GA affects the body systems Introduction to anaesthetic drugs Equipment for intubation Anaesthetic machines
LO2	<ul style="list-style-type: none"> Surgery booking and admission Preparation of equipment (general anaesthetic (GA) machines, intubation) Basic monitoring of GA, assistance and communication Introduction to use of monitoring equipment General anaesthesia recovery Discharge and aftercare Physiology of healing of clean incised wounds Recognition of inflammation and infection
LO3	<ul style="list-style-type: none"> Recognition of pain Pain scoring Nursing management of pain WSAVA guidelines for pain management Introduction to analgesic agents Multimodal analgesia

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items and obtain at least 50% overall in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards are associated with this course:

Std no.	Title	Version	Credits	Level

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

INTRODUCTION TO MEDICAL NURSING					
Course code	ANML5106	Level	5	Credits	15
Pre-requisites	ANML5002	Co-requisites	Nil		
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
Other programmes					
For Companion Animal Veterinary Nursing strand				Compulsory	
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours (See course delivery documentation for detailed breakdown.)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to care for companion animals in a veterinary clinic.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Examine preventative veterinary healthcare for companion animals.	GPO 3, 4, 6
LO2	Analyse effective medical nursing to aid patient health and well-being in a companion animal healthcare context.	GPO 3, 4
LO3	Explain dispensing, administering and storage of medications in an animal healthcare context.	GPO 4

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Immunology Vaccinations and related diseases Parasitology and related medications Preventative dental healthcare Client communication in relation to preventative veterinary healthcare
LO2	<ul style="list-style-type: none"> Nursing theory, process and care planning Clinical examination Basic nursing care and provisions based on organ dysfunction and clinical signs Monitoring clinical signs of patients receiving medications Fluid therapy Interprofessional and client communication about hospitalised patients Grief and self-care when working with long-term nursing patients Euthanasia and end of life considerations Cultural competence when working with owners of hospitalised patients
LO3	<ul style="list-style-type: none"> Legal requirements for handling and management of medications Calculations of medication doses Client communication and legislation in relation to dispensing medications Safety for staff, clients and animals when dispensing, administering and storing medications Dispense and administer medications

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items and obtain at least 50% overall in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards are associated with this course:

Std no.	Title	Version	Credits	Level

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

INTRODUCTION TO SURGERY AND DIAGNOSTICS					
Course code	ANML5107	Level	5	Credits	15
Pre-requisites	ANML5002	Co-requisites	Nil		
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
Other programmes					
For Companion Animal	Veterinary Nursing strand			Compulsory	
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours (See course delivery documentation for detailed breakdown.)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to understand diagnostic procedures and assist with the nursing of routine surgical patients.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Describe routine surgical nursing practices in relation to companion animals undergoing surgery.	GPO 5
LO2	Explain safe and effective laboratory diagnostic procedures in a companion animal healthcare context.	GPO 6
LO3	Outline principles of, and safe practices for radiographic imaging in a companion animal healthcare context.	GPO 6

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Basic surgical instrumentation Preparation and maintenance of surgical theatre and equipment Preparing patient for routine surgery Aseptic practice for surgical procedures Patient positioning
LO2	<ul style="list-style-type: none"> Diagnostic equipment selection and use for various samples Low-stress restraint for diagnostic sampling Health and safety Handling and processing of samples including cultural considerations In-house and external laboratory processing requirements, including quality control Laboratory diagnostic procedures
LO3	<ul style="list-style-type: none"> Physics of radiographic imaging Care and maintenance of equipment Health and safety practices, including PPE

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
---------------------	-----------	-------------------

Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All
--	------	-----

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items and obtain at least 50% overall in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards are associated with this course:

Std no.	Title	Version	Credits	Level

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

COMPANION ANIMAL PRACTICUM II					
Course code	ANML5108	Level	5	Credits	15
Pre-requisites	ANML5001, ANML5002, ANML5103, ANML5104	Co-requisites	Nil		
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
Other programmes					
For Companion Animal	Veterinary Nursing strand			Compulsory	
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours (See course delivery documentation for detailed breakdown.)		150	

Course Specific Requirements:

Practicum will take place in a suitable animal healthcare environment that enables a balance of application of theoretical knowledge and practical skills acquisition required for the strand. Ākonga will be required to complete 125 hours of practicum during this course.

Course content must include cats and dogs.

Over the course of the programme, ākonga must attend a minimum of two veterinary clinics, with a minimum of 40 hours spent in the secondary placement.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing care of surgical and hospitalised patients as part of a multidisciplinary team.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Demonstrate routine skills relevant to surgery, diagnostics, medications and hospitalised animals in a companion animal healthcare environment.	GPO 1, 2, 3, 4, 5, 6
LO2	Demonstrate reflective practice in relation to development of nursing skills in a companion animal healthcare environment.	GPO 1, 2, 3, 4, 5, 6

Ngā Tūtohu o te Kiko | Indicative Content

LO1	Work experience will be supported with ongoing individualised support, formative assessment and feedback, learning conversations, observations, and communities of practice. Teaching content will be developed in response to learner needs to provide them with the practical skills for work-based learning.
LO2	Work experience will be supported with ongoing individualised support, formative assessment and feedback, learning conversations, observations, and communities of practice. Teaching content will be developed in response to learner needs to provide them with the practical skills for work-based learning.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.		
---	--	--

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards are associated with this course:

Std no.	Title	Version	Credits	Level

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

SURGICAL NURSING AND ANAESTHESIA MANAGEMENT					
Course code	ANML6101	Level	6	Credits	15
Pre-requisites	ANML5105, ANML5107	Co-requisites	Nil		
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
Other programmes					
For Companion Animal	Veterinary Nursing strand			Compulsory	
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours (See course delivery documentation for detailed breakdown.)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing of animal patients undergoing anaesthesia, surgery and dental procedures.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Analyse the nursing management of animals undergoing anaesthesia in a companion animal healthcare environment.	GPO 5
LO2	Analyse the nursing management of animals undergoing surgery in a companion animal healthcare environment.	GPO 5
LO3	Describe the role of the veterinary nurse during dental procedures.	GPO 5

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Pharmacology of anaesthesia and analgesia CRIs, pain pathways and multimodal analgesia Management of anaesthesia in patients with varying risk factors Advanced monitoring equipment – ECG and capnography General anaesthetic troubleshooting, including emergencies
LO2	<ul style="list-style-type: none"> Management of the surgical patient Scrubbing in and sterile nurse surgical skills Advanced surgical instrumentation
LO3	<ul style="list-style-type: none"> Professional, legal, and ethical responsibilities involved in dentistry Dental disease in companion animals Preventative dental care and assessment Oral anatomy and physiology Dental examination, charting periodontal probing and radiography Techniques for basic dental prophylaxis Nursing care of the dental patient Instrumentation care Infection control

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items and obtain at least 50% overall in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards are associated with this course:

Std no.	Title	Version	Credits	Level

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

MEDICAL NURSING AND DIAGNOSTICS					
Course code	ANML6102	Level	6	Credits	15
Pre-requisites	ANML5106, ANML5107	Co-requisites	Nil		
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
Other programmes					
For Companion Animal	Veterinary Nursing strand			Compulsory	
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours (See course delivery documentation for detailed breakdown.)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop knowledge, skills, and competencies relevant to pathophysiology, pharmacology, and diagnostic procedures to provide effective medical nursing care.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Plan nursing care of patients in relation to the pathophysiology and clinical signs of common diseases in a companion animal healthcare environment.	GPO 4
LO2	Evaluate pharmacological principles for routinely used medications in a companion animal healthcare environment.	GPO 4
LO3	Explain diagnostic sample collection and analysis in a companion animal healthcare environment.	GPO 6

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> • Patient evaluation and care • Pathophysiology of disease • Care planning • Immunology • Nutritional assessment and therapeutic nutrition including feeding tubes • Pain management in medical patients • Non-pharmacological interventions • Isolation
LO2	<ul style="list-style-type: none"> • Pharmacology and patient care • Pharmacodynamics and pharmacokinetics • Indications, contraindications, side effects
LO3	<ul style="list-style-type: none"> • Collection of samples such as blood, ear swabs, voided urine • Processing, microscopic analysis and recording of results • Culture and sensitivity • Quality control, including maintenance of equipment

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items and obtain at least 50% overall in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards are associated with this course:

Std no.	Title	Version	Credits	Level

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

COMPANION ANIMAL PRACTICUM III					
Course code	ANML6103	Level	6	Credits	30
Pre-requisites	ANML5108	Co-requisites	Nil		
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
Other programmes					
For Companion Animal	Veterinary Nursing strand			Compulsory	
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours (See course delivery documentation for detailed breakdown.)			300

Course Specific Requirements:

Practicum will take place in a suitable animal healthcare environment that enables a balance of application of theoretical knowledge and practical skills acquisition required for the strand. Ākonga will be required to complete 250 hours of practicum during this course.

Course content must include cats and dogs.

Over the course of the programme, ākonga must attend a minimum of two veterinary clinics, with a minimum of 40 hours spent in the secondary placement.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing care of surgical and hospitalised animal patients as part of a multidisciplinary team in a veterinary clinic.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Apply skills relevant to the management of anaesthetic, surgical and medical patients, laboratory diagnostic procedures, and dentistry in a vet clinic.	GPO 1, 2, 3, 4, 5, 6
LO2	Demonstrate reflective practice in relation to the management of anaesthesia, surgical patients, medical patients, and laboratory diagnostic procedures in a vet clinic.	GPO 1, 2, 3, 4, 5, 6

Ngā Tūtohu o te Kiko | Indicative Content

LO1	Work experience will be supported with ongoing individualised support, formative assessment and feedback, learning conversations, observations, and communities of practice. Teaching content will be developed in response to learner needs to provide them with the practical skills for work-based learning
LO2	Work experience will be supported with ongoing individualised support, formative assessment and feedback, learning conversations, observations, and communities of practice. Teaching content will be developed in response to learner needs to provide them with the practical skills for work-based learning

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga		
--	--	--

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards are associated with this course:

Std no.	Title	Version	Credits	Level

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

IMAGING, EMERGENCIES AND WOUNDS					
Course code	ANML6104	Level	6	Credits	15
Pre-requisites	ANML5107	Co-requisites	Nil		
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
Other programmes					
For Companion Animal	Veterinary Nursing strand			Compulsory	
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours (See course delivery documentation for detailed breakdown.)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies relevant to first aid, imaging, and wound management.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Evaluate effective diagnostic imaging in an animal healthcare environment.	GPO 6
LO2	Discuss the triage of and responses to emergency cases to support patient outcomes in an animal healthcare environment.	GPO 1, 4, 5, 6
LO3	Describe wound types and their management in an animal healthcare environment.	GPO 4, 5, 6

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Preparing for and carrying out radiographic procedures Patient positioning for radiography Faults in radiography and evaluation of images Diagnostic ultrasonography Magnetic resonance imaging (MRI), computed tomography (CT)
LO2	<ul style="list-style-type: none"> Triage including primary and secondary survey First aid and basic life support Emergency processes Common animal emergencies Shock Veterinary nurses' role when evaluating emergency patients
LO3	<ul style="list-style-type: none"> Wound types and classification Normal and delayed healing of tissues and wounds Common complications of wounds Management of contaminated or infected wounds Bandaging Multidrug-resistant wound contaminations

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items and obtain at least 50% overall in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards are associated with this course:

Std no.	Title	Version	Credits	Level

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

THE SCIENCE OF VETERINARY NURSING PRACTICE					
Course code	ANML6105	Level	6	Credits	15
Pre-requisites	Nil	Co-requisites	Nil		
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
Other programmes					
For Companion Animal Veterinary Nursing strand				Compulsory	
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours (See course delivery documentation for detailed breakdown.)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to work in a professional role within a multidisciplinary team.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Analyse the application of professional practice within a multidisciplinary veterinary team.	GPO 1
LO2	Evaluate the provision of effective veterinary nursing services in a veterinary clinic.	GPO 1, 3, 4, 6

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Nursing philosophy, professional identity, conduct, standards and success in the workplace, incorporating aspects of: <ul style="list-style-type: none"> Continuing professional development Self-care and compassion fatigue Career advancement Research Reflective and evidence-based practice Sustainable veterinary communities Teamwork
LO2	<ul style="list-style-type: none"> Nursing process/nursing services Communication with clients and members of the veterinary team including cultural competence Veterinary nursing-led services/nursing consults Innovative practices

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.		
---	--	--

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items and obtain at least 50% overall in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards are associated with this course:

Std no.	Title	Version	Credits	Level

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

COMPANION ANIMAL PRACTICUM IV					
Course code	ANML6106	Level	6	Credits	30
Pre-requisites	ANML6103	Co-requisites	Nil		
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
Other programmes					
For Companion Animal	Veterinary Nursing strand			Compulsory	
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours 300 (See course delivery documentation for detailed breakdown.)			

Course Specific Requirements:

Practicum will take place in a suitable animal healthcare environment that enables a balance of application of theoretical knowledge and practical skills acquisition required for the strand. Ākonga will be required to complete 250 hours of practicum during this course.

Course content must include cats and dogs.

Over the course of the programme, ākonga must attend a minimum of two veterinary clinics, with a minimum of 40 hours spent in the secondary placement.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing care of surgical and hospitalised animal patients as part of a multidisciplinary veterinary team.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Apply a range of skills related to veterinary nursing in a veterinary clinic.	GPO 1, 2, 3, 4, 5, 6
LO2	Demonstrate reflective practice in relation to development of professional skills in a veterinary clinic.	GPO 1, 2, 3, 4, 5, 6

Ngā Tūtohu o te Kiko | Indicative Content

LO1	Work experience will be supported with ongoing individualised support, formative assessment and feedback, learning conversations, observations, and communities of practice. Teaching content will be developed in response to learner needs to provide them with the practical skills for work-based learning.
LO2	Work experience will be supported with ongoing individualised support, formative assessment and feedback, learning conversations, observations, and communities of practice. Teaching content will be developed in response to learner needs to provide them with the practical skills for work-based learning.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards are associated with this course:

Std no.	Title	Version	Credits	Level

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

Appendix 5: He Kōputunga Uiuinga | Consultation Summary Log

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
Please provide your feedback/suggestions in regard to entry criteria for this programme.				
4/27/23	Online survey	Unitec kaiako individual	Reintroduction of *some* time in a clinic setting as part of enrolment process. Appreciate 3 days is a big ask for clinics in this day and time but a minimum of one day should be reestablished so that students can have some insight on the VN role. The amount of withdrawals from students who discovered VN was not for them since removing this restriction has increased quite a lot. This may also help students build a relationship and gain placement much easier which is also a current issue (aware staff shortages are part of this issue too). From my experience, most of my students have ended up using the clinic they did their pre-programme trial at.	This has been discussed several times and there is some concern about this creating a barrier to enrolment due to pressure on veterinary clinics. Feedback from other divisions is that the removal of this requirement hasn't significantly affected drop out rate. Could consider this to be strongly recommended to all applicants, alongside discussion with each to ensure that the programme is the right one for them.
4/27/23	Online survey	UCoL kaiako individual	There needs to be a very strong emphasis on math	Entry criteria have not been changed at this stage. Level 2 maths is being considered with a decision to be made after consultation pending further feedback. Please comment on this area in the consultation process.
4/27/23	Online survey	UCoL kaiako individual	They need to know how to read write and have maths we do not have time to teach them all of this on top of our subjects	Entry criteria will be considered again after feedback from consultation. Please comment with your suggestions for entry criteria in the consultation process.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
4/28/23	Online survey	UCoL kaiako individual	Know there anatomy	Entry criteria will be considered again after feedback from consultation. Please comment with your suggestions for entry criteria in the consultation process.
4/28/23	Online survey	UCoL kaiako individual	The requirements are good to allow more enrollments but emphasis on Biology as a science course should be strong. This would be important for level 5 Anatomy and Physiology of Animals.	Entry criteria will be considered again after feedback from consultation. Please comment with your suggestions for entry criteria in the consultation process.
4/28/23	Online survey	Unitec kaiako individual	Can we be more specific with what maths and science credits they need? ie not just "relevant" What health conditions would exclude applicants?	Entry criteria will be considered again after feedback from consultation. Please comment with your suggestions for entry criteria in the consultation process. No health conditions will be specifically excluded in the programme document. A conversation will be required with any applicant whose health conditions indicate concern about ability to achieve in the programme.
5/01/2023	Online survey	Otago Polytechnic kaiako individual		Noted.
5/03/2023	Online survey	EIT kaiako individual	I have no comment on this.	Noted.
5/04/2023	Online survey	EIT group - 2 kaiako and 2 kaimahi	We believe that setting the entry requirement for Diploma level study (Levels 5 and 6) at a NZQF Level 3 qualification may not be sufficiently rigorous. It is our view that learners may not be adequately prepared for the academic demands of Diploma level study given the relatively lower	Thank you. This level of entry is as standard from Te Pukenga. If you are able to provide further feedback on this, specifically why this programme may require increased level of entry, this will be considered after consultation feedback.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			level of the NZQF Level 3 qualification and therefore set them up to fail. A NZQF level 4 qualification would be more suitable.	
5/05/2023	Online survey	Ara kaiako group (4)	Level 1 Maths is too low. We ask that a preference in Numeracy and Calculus is shown within maths credits - minimum Level 2 Maths is better.	Entry criteria will be considered again after feedback from consultation. Your suggestion will be reviewed at that stage alongside other consultation feedback.
5/07/2023	Online survey	EIT kaiako individual	Fine.	Noted.
5/08/2023	Online survey	Unitec kaimahi individual		Noted.
5/08/2023	Online survey	Otago Polytechnic kaiako individual	I remain challenged that Animal Care graduates will be ready for this step up - our experience in the prior versions is that a level 3 graduate going to level 5 was ok for a high achieving level 3 but not for one just passing. Are we promising too much? Do we need caveats	Thank you. This level of entry is as standard from Te Pukenga. If you are able to provide further feedback on this, specifically why this programme may require increased level of entry, this will be considered after consultation feedback. Suggestions around this also include an early assessment of numeracy and literacy skills for all learners with early intervention for those that are below recommended levels.
5/09/2023	Online survey	Weltec group - 5 kaiako and 1 kaimahi	Entry requirement too low (level 1 maths), would like to see minimum level 1 english and level 2 maths (12 credits).	Entry criteria will be considered again after feedback from consultation. Your suggestion will be reviewed at that stage alongside other consultation feedback.
5/10/2023	Online survey	Otago Polytechnic kaiako individual	I think this is acceptable, now I have looked at balance of level 5 and 6 courses.	Noted.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
5/11/2023	Online survey	Wintec kaiako/kaimahi group (12)	Suggest NCEA Level 2 maths credits. Add in a statement about Animal Care being a pathway. IELTS: General not an option before.	Entry criteria will be considered again after feedback from consultation. Your suggestion will be reviewed at that stage alongside other consultation feedback.
4/27/23	Online survey	Unitec kaiako individual	"Biology of animal reproduction" Where will 'selection for breeding/genetics/nutritional care/complications' etc be covered? As not mentioned again in the programme. I can't imagine this will be able to be cover species specific content in depth in this course (Husbandry) given how much content is already in this course. There is no mention of reception/customer services skills anywhere. This has been flagged as missing on multiple feedbacks. Include health checks in Husbandry (not full clinical exams).	Thank you, this content has been reviewed for clarity in the courses. A and P in A and P course, behaviour and basic breeding management in Animal Husbandry course, and parturition and complications as part of medical and surgical nursing courses. Reception/customer service content has been reviewed. The plan is: Basic communication on the phone and greeting clients - cover in professional skills in the first course. Booking appointments - course 5. Product selection and basic sales in course 6 alongside preventative health and emergency comms to clients and managing difficult clients in final two theory courses.
4/27/23	Online survey	UCoL kaiako individual	Yes, for Surgical level 6 we have it as a year long paper reviewing the new surgical level 6 it appears that it has now been put into one semester...How will this be enough time to cover all topics in relation to surgical? It is missing many many important topics that our student need to be knowledgeable vet nurses.	The focus will be on fundamental principles that can be applied to specific cases, with case studies on key presentations, so that skills that are transferable to the wide range of cases seen can be developed. This approach was discussed at length and considered a necessity in a programme that is very content heavy and which has less credits available for theory learning than the current programme.
4/28/23	Online survey	UCoL kaiako individual	Yes, We teach Radiography as a full semester paper in level 6 which consists of Labs and	The focus will be on fundamental principles that can be applied to specific cases, with case studies on key

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			lectures every week. From what I can see it looks as though it will be shared with two other topics in the "techniques in veterinary nursing" paper. To deliver the current radiography paper in the one semester can be difficult as there is a lot to get through...Now because it is shared there will be much less time so how will that work? how many weeks would be given to teach each learning outcome?	presentations, so that skills that are transferable to the wide range of cases seen can be developed. This approach was discussed at length and considered a necessity in a programme that is very content heavy and which has less credits available for theory learning than the current programme. Each learning outcome will be allocated an appropriate amount of learning time commensurate to the amount of content indicated. LOs are not all equal in size.
4/28/23	Online survey	UCoL kaiako individual	Anatomy and Physiology should be a pre-requisite for some courses for level 6 courses as it will be late to be learning those in level 6.	Pre-requisites have now been added to some courses. Please review these and provide feedback.
4/28/23	Online survey	UCoL kaiako individual	Some learning outcomes have gaps that needs to be filled for example, Anatomy and Physiology. Also, clarification is required to understand why some learning outcomes have been included.	Please can you specify any gaps in further feedback as part of consultation. We are happy to explain any particular learning outcomes if you let us know which ones you require clarification on.
4/28/23	Online survey	UCoL kaiako individual	Some indicative content in some courses will be repeated.	If you can specify areas of concern, we will ensure that curriculum development avoids duplication.
4/28/23	Online survey	Unitec kaiako individual	Reception/ front of house skills	Reception/customer service content has been reviewed. The plan is: Basic communication on the phone and greeting clients - cover in professional skills in the first course. Booking appointments - course 5. Product selection and basic sales in course 6 alongside preventative health and emergency comms to clients and managing difficult clients in final two theory courses.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
5/01/2023	Online survey	Otago Polytechnic kaiako individual	I still think that equine nursing needs to be its own qual rather than tacking it on as a strand. There are some many lessons we should have learned from VNA/RAT strands that point to this being a poor choice. I think EqVN could be modelled on CAVN though.	Equine nursing is not currently being consulted on in this programme document.
5/01/2023	Online survey	Otago Polytechnic kaiako individual	Missing imaging other than radiography but may not be necessary to address	Other imaging modes are included in the imaging section of course 12 and/or as part of medical nursing.
5/04/2023	Online survey	EIT group - 2 kaiako and 2 kaimahi	It appears that there is a lack of attention given to the holistic nature of veterinary nursing, particularly in relation to the development of interpersonal skills and cultural competencies required to deal effectively with colleagues, patients, and clients. It is our recommendation that the programme should integrate these critical skills throughout the curriculum rather than in a sole course to better prepare learners for the demands and interpersonal nature of veterinary nursing.	Themes and content in relation to interpersonal skills will be embedded throughout the programme, utilising the Te Pūkenga graduate capabilities framework that is currently being developed. As they are embedded throughout the programme, they may not explicitly appear in all courses but it will be a requirement to embed these throughout as you mention.
5/04/2023	Online survey	EIT group - 2 kaiako and 2 kaimahi	It is our understanding that Te Pūkenga have identified Mātauranga Māori and sustainability as a core focus of the programme. However, upon review of the course aims, learning outcomes, and indicative curriculum, there is minimal	Mātauranga Māori and sustainability are as above - to be embedded throughout to integrate them rather than be in a sole course. Paragraphs relating to this intent have been added to the programme philosophy section.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			evidence that this is being adequately addressed within the current proposed programme.	
5/04/2023	Online survey	EIT group - 2 kaiako and 2 kaimahi	It has come to our attention that certain Level 6 courses, such as Techniques in Veterinary Nursing, may contain learning outcomes that utilize lower-level Bloom's verbs, such as 'describe' and 'outline.' While these verbs may be appropriate for introductory courses, they may not align with the expected depth of learning at level 6.	Noted. Learning outcomes have been reviewed and the working group have made changes as appropriate.
5/05/2023	Online survey	Ara kaiako group (4)	There are NO GPOs provided in this document, so it is impossible to compare the LOs with the GPOs. The new LOs seem to be very similar to the previous document. There is no weighting of LOs, it is unclear...	Proposed GPOs for the 4389 qualification are now available. Please refer to these during the consultation phase.
5/07/2023	Online survey	EIT kaiako individual	Nothing there about disease or dysfunction yet there's sections on medical nursing so they are expected to nurse medical cases without any knowledge of disease. There is only mention on immunology and preventative healthcare but nothing about disease in each body system. Where do they learn about Blocked bladders, GDV's and other emergencies? Where do they	Disease and dysfunction are to be embedded in the medical nursing courses. Wording has been clarified to make this more explicit.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			learn about peritonitis being a possible post-op complication of an enterotomy? Where do they learn about caesareans? Where do they learn about anaemia, dyspnoea, CHF etc? They'll be nursing patients with all of these things but I can't see anywhere on this curriculum where they learn about diseases of the body systems. We cover this at Level 5 in the Anatomy & Physiology lectures at EIT.	
5/08/2023	Online survey	Unitec kaimahi individual	Where does students developing their Information Literacy skills fit into the programme (e.g. ability to evaluate web-based information, ability to locate journal articles, ability to read journal articles effectively, ability to extract information from literature to support their assessments?)	In the first course there is an introduction to study skills and evidence based practice that will include these aspects. This will then be an embedded focus throughout the programme before being revisited with a focus on lifelong learning in the final theory course.
5/08/2023	Online survey	Otago Polytechnic kaiako individual	I can't see anything - though there will be better people than me to find that!	Noted.
5/10/2023	Online survey	Otago Polytechnic kaiako individual	No gaps seen, perhaps risk of overloading the course.	Agreed. Care will need to be taken throughout development that content is appropriate to credit values.
5/11/2023	Online survey	Wintec kaiako/kaimahi group (12)	Yes - we have feedback for a number of courses. Please see question 7 below for this. Also, we note that as assessment in these courses are achievement-based and ākonga must submit	This wording is based on an agreement between NZQA and Te Pūkenga. An intent is to ensure that assessment conditions require evidence to be sufficient against each learning outcome.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			all specified assessment items and obtain at least 50% overall in order to pass this course. This means the potential to fail a LO and still pass.	
4/27/23	Online survey	Unitec kaiako individual	ANAESTHESIA AND ANALGESIA ASSISTANCE - clarify level of monitoring equipment expected to be covered in first year. Too large a topic for all to be done in this course.	Thank you. Agree with your points on clarity of content. Detailed curriculum documents will follow that will provide more detail. Anaesthesia course has had 'Introduction to' added to the title. Basic monitoring equipment will be covered there, with more technical equipment where interpretation of readouts for normal/abnormal in the second half.
4/27/23	Online survey	Unitec kaiako individual	DIAGNOSTICS - hard to see the difference between first and second year. Maintenance of equipment should be in first year, teaching students how to look after and use equipment before they are putting samples in them. Maybe first year focusses on blood and urine and then more complicated Dx sampling and testing done in second? This has always occurred in programmes where students seem to get taught ALL Dx in first and the repeated in 2nd year and students often feedback with feeling as they are repeating material too much. Where does barrier nursing/quarantine sit? Infection control in first semester? Needs to be listed as content somewhere as otherwise could easily be missed in lecture development. Include "basic triage" in Husbandry alongside basic first aid.	Diagnostics has been challenging to define in the brief details of a programme document exactly what will be covered where, so this will be cross checked in detail in curriculum documents as will hygiene and infection control. Triage was discussed and will only be included as a focus in the later course. The urgency of aspects of first aid will of course be considered alongside the basic first aid responses which will be triage of a sort.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
4/27/23	Online survey	UCoL kaiako individual	<p>L6 Medical Nursing and Diagnostics (together currently 60 credits at UCOL): LO1 Pathophysiology of disease covers multiple diseases of ALL body systems. What content is expected here that can be covered as only one of 6 indicative content points, in one of three learning outcomes, in a 15 credit paper - and be explained " in relation to medical nursing care in a companion animal healthcare environment? Understanding the diseases our patients are suffering from and how that affects body systems - and their treatment, informs everything all of our nursing - monitoring and nursing care. interventions, diagnostics, pharmacology, owner communication and education, nursing services and consults, preventative medicine... Condensing it down so significantly really diminishes the knowledge component of this qualification. Pathophysiology of disease is also directly relevant to Surgical Nursing and Anaesthesia Management to cover the LO1, specifically management of anaesthesia inpatients with varying risk factors, and advanced monitoring with ECG and capnography. How will this be differentiated? I feels there's a growing push to teach skills over the knowledge that supports the skills and requires critical thinking to actually take care of the patient. Anyone can be</p>	<p>Learning outcomes and indicative content bullet points do not necessarily denote equal weighting. Understanding disease pathophysiology will be scaffolded through the courses with normal anatomy and physiology followed by organ dysfunction followed by specific pathophysiology over the two years of the programme. Agree that the underlying knowledge is a critical aspect so topics will be scaffolded to ensure understanding is built through the programme and applied as appropriate.</p>

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			taught the actions, but without the knowledge, those actions are vacuous. This goes against everything we're trying to instill in our new grads!	
4/27/23	Online survey	UCoL kaiako individual	L6 Techniques in Veterinary Nursing LO3 Wounds and wound management. 2nd year 2nd semester seems very late to be covering this topic, particularly as wound type, classification and healing is essential for surgical nursing.	Added basic wound healing and recognition of healing to course 5 (as part of discharge knowledge)
4/27/23	Online survey	UCoL kaiako individual	L6 Readiness for Practice - ??? Perplexed that this paper is assigned 15 credits when other papers have been substantially compressed (Surgical & Anaesthesia, Medical & Diagnostics). LO1: what isn't already or could be covered in Level 5 Veterinary Nursing Practice, is Level 7 suitable for a student doing the degree. LO2 should be moved to Techniques in Veterinary Nursing, replacing Wound Management, which should be covered much earlier in the programme!	This course will provide a 'bookend' of the skills that industry advised they wanted to see more of in the new programme. The intent is to set them up to be a successful diploma vet nurse.
4/27/23	Online survey	UCoL kaiako individual	Surgical Level 6 paper can not go from being a year long to condensing it down to 1 semester. Where do they learn about all the different health conditions that lead to advance surgical procedures and everything that goes with it (eg equipment, set up, instruments, patient maintenance, pre & post op care etc??	The focus will be on fundamental principles that can be applied to specific cases, with case studies on key presentations, so that skills that are transferable to the wide range of cases seen can be developed. This approach was discussed at length and considered a necessity in a programme that is very content heavy and which has less credits available for theory learning than the current programme.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
4/28/23	Online survey	UCoL kaiako individual	For the "patient positioning" for radiography it has been put under the one bullet point however teaching just one position nearly takes the entire lecture and there are many many different radiographic positions for them to learn depending on the area eg Forelimb, hindlimb, thoracic, abdomen, spine, skull. Will there be enough time to get through this?	Each bullet point does not denote equal learning time, same as each learning outcome does not denote equal learning time. The focus will be on fundamental principles that can be applied to specific cases, so that skills that are transferable to the wide range of cases seen can be developed. This approach was discussed at length and considered a necessity in a programme that is very content heavy and which has less credits available for theory learning than the current programme.
4/28/23	Online survey	UCoL kaiako individual	Anatomy and Physiology: Level 5 Learning Outcomes; I think a third learning outcome (LO3) should be added for akonga to 'recognize the pathophysiology of the body systems' before Medical Nursing and Diagnostics in Level 6.	We think that there is only just enough room in 15 credits for normal anatomy and physiology so have included disease pathophysiology in next semesters in relation to medical cases.
4/28/23	Online survey	UCoL kaiako individual	Also, the indicative content in LO1 'Comparative analysis across a range of animals species needs clarification. similarly, for LO2 'The impact of variations in anatomy on the management of animals also needs clarification. Since this qualification is for companion animals (Dogs and Cats), what other species are we expected to include?	With regard to species, there is some opportunity for regional flexibility here.
4/28/23	Online survey	UCoL kaiako individual	Animal husbandry and behavior: LO1- Indicative content- 'Biology of Animal Reproduction'- I guess this will be covered under Reproduction in Anatomy and Physiology. I would	Agreed and indicative content updated. Disagree, preventative healthcare aspects fit well with animal husbandry.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			suggest animal behaviour during reproduction e.g. estrus cycle. In addition, parasite control and vaccination can be included into Veterinary Nursing Practice where there is Microbiology.	
4/28/23	Online survey	Unitec kaiako individual	Generally "outline" as a verb for the LOs seems to be too superficial and not the learning outcome needed: eg LO2 for Anaesthesia and Analgesia (Sorry don't have my cheat sheet on hand to what this should be changed to)	Anaesthesia and analgesia Changed LO2 to examine Anaesthesia and analgesia - yes, agreed, some changes made to clarify this content.
4/28/23	Online survey	Unitec kaiako individual	Vet Nurse Practice: in VN Prog Option A- LO3 was in husbandry and behav?	Checked content for Vet Nurse Practice and husbandry and behaviour was correct.
4/28/23	Online survey	Unitec kaiako individual	Anatomy and Physiology: Chane LO2 What animal species- currently has "range"	Anatomy and physiology Changed LO2. Changed range to cats, dogs and one other
4/28/23	Online survey	Unitec kaiako individual	Animal Husbandry and Behaviour: LO2: does this need to be "healthcare"	Husbandry and behaviour LO2 removed healthcare
4/28/23	Online survey	Unitec kaiako individual	Practicums: Change wording of indicative content (for all so more specific and can be tailored to each "business division") Anaesthesia and analgesia assistance: overlap of LO1 and 2- I think we need to decide for the anesthesia courses what constitutes a safe level of knowledge skills and how we are going to assess for this and make sure that LO1 and 2	Practicums - no change made, wording is generic so that each business division can tailor

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			aren't overlapping to be better able to assess competency of students.	
4/28/23	Online survey	Unitec kaiako individual	Medical and Hosp Patients: LO1 "Outline"- change this verb. (Include dental preventative healthcare here?) LO2: Indicative content: Clin exam put with LO2 indicative content Cultural competence keep with Vet Nurse Practice Remove palliative care	Medical and hospitalised patients (Now introduction to medical nursing) Changed Lo1 to examine and add Clinical examination to LO2 Removed palliative care
4/28/23	Online survey	Unitec kaiako individual	Surgical and Diagnostic Services: LO3- "principles"- what is this referring to? "Outline physics of radiographic image and....."	Discussed and remains as is
4/28/23	Online survey	Unitec kaiako individual	Surgical Nursing and Anaesthesia Management: Make LO1 two LOs- easier to ensure they will meet competency especially for anaesthesia	Agreed, LO split into two
4/28/23	Online survey	Unitec kaiako individual	Medical nursing and diagnostics: Reword LO1: "Plan nursing care of patients in relation to the pathophysiology and clinical signs of common diseases"	Agreed, rewording completed
4/28/23	Online survey	Unitec kaiako individual	LO2: what does "integrative" mean- I would reword so specific to pharmacology	Agreed, pharmacology specific LO created

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
4/28/23	Online survey	Unitec kaiako individual	Techniques in Veterinary Nursing: LO2- remove "first aid"- once in clinic it is no longer first aid. Maybe change to emergency care? Remove critical care from indicative content and just stick with emergencies. (Very few true critical care facilities in NZ). LO1: Change "Outline" what do we want the students to achieve? I think too superficial.	Techniques in veterinary nursing (Now imaging, emergencies and wounds) course reviewed and updates made
4/28/23	Online survey	Unitec kaiako individual	Indicative content: remove endoscopy and put this in the "medicine course"	Techniques in veterinary nursing (Now imaging, emergencies and wounds) course reviewed and updates made
4/28/23	Online survey	Unitec kaiako individual	LO3: Indicative content: "burns"- very specific- do we need this? Covered in other aspects of wounds. Readiness for practice: some content could be included in other areas and covered as part of an assessment: eg • Reflective and evidence-based practice	Techniques in veterinary nursing (Now imaging, emergencies and wounds) course reviewed and updates made
4/28/23	Online survey	Unitec kaiako individual	Overall we need to take a look at each course or specific topics and map out how to scaffold through the diploma eg laboratory diagnostics, anaesthesia	Agreed, further work on content description will be ongoing.
5/03/2023	Online survey	EIT kaiako individual	Animal Husbandry and Behaviour: Biology of Animal Reproduction. I feel like this should be included in the Structure and Function/Anatomy and Physiology section.	Agreed, indicative content updated to better reflect intent. Agree: Immunology would be in both courses and scaffolded. Immunology in Med and Hosp will be in

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			Also: Medical and Hospitalised patients: Immunology should be covered in Structure and Function, so need to take care not to double up. Need more guidance on how Te Tiriti o Waitangi is relevant to vet nursing practice. I've been a vet in NZ for 12 years and it has not come up at all despite having many Maori clients.	relation to vacc. Agreed - work in the Maturanga Māori space is ongoing.
5/04/2023	Online survey	EIT group - 2 kaiako and 2 kaimahi	Anaesthesia and Analgesia Assistance Learning Outcome 1 for this course has a broad scope, which may result in the need for a large assessment to adequately cover all aspects. In light of this, it is our recommendation that you consider breaking down this component into more specific, manageable parts to facilitate more targeted assessments.	Edits made to this course.
5/05/2023	Online survey	Ara kaiako group (4)	Practicum 1 & 2 courses require 125 hours of WIL. Each course is 150 hours, but these missing hours are not accounted for. Practicum 3 & 4 courses require 250 hours of practicum. Each courses is 300 hours, but these hours are not accounted for.	Details of the practicum course hours are now provided. Please provide feedback on this.
5/05/2023	Online survey	Ara kaiako group (4)	Surgery & Diagnostics course AND Medicine and Diagnostics course. How do you identify the division of Diagnostics between Surgery/Medicine? Recommend Surgery &	Detailed curriculum will be provided but essentially basic diagnostics techniques are in year 1 - mostly fairly standalone routine tests, then more complex diagnostics integrated with medical cases in year 2. Previous feedback and advice is that diagnostics cannot be all in

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			Diagnostics, have the other course solely Medicine.	one place and needs building on in year 2, being careful not to repeat. This content will be cross checked.
5/05/2023	Online survey	Ara kaiako group (4)	Vet nursing practice - cultural-informed conduct should be replaced with culturally SAFE conduct.	Advice from experts is culturally informed is appropriate here.
5/05/2023	Online survey	Ara kaiako group (4)	A&P LO2 weighting is absent! LO1 very specific for only body systems, no relationships between systems?	No weighting is provided in relation to any outcomes so that there is flexibility as content is built and the weighting becomes clearer. Have added relationships between organ systems NZQA requirement is for just one verb per LO
5/05/2023	Online survey	Ara kaiako group (4)	Husbandry & Behaviour - change describe, to describe and demonstrate. Husbandry & Behaviour - LO - analyse animal communication, learning and behaviour to inform safe effective care. You can't "analyse" an animal's learning! change "analyse" to "discuss". Indicative curriculum doesn't match the LO.	Changes made to the LO in Husbandry and behaviour and checked against indicative content.
5/05/2023	Online survey	Ara kaiako group (4)	Fluid therapy is in two courses - how do you split this into these separate courses? Anesthesia and Analgesia - LOs don't match the indicative content.	Can you please let us know the two courses for fluid therapy - can only track it down in one.
5/05/2023	Online survey	Ara kaiako group (4)	All Practicums - Indicative curriculum is NOT indicative curriculum Surgical Nursing and Anesthesia - indicative curriculum doesn't fit the LOs.	LOs checked against indicative curriculum and updated.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			Techniques in Vet Nursing - "analyse" triage and first aid! really?	
5/08/2023	Online survey	Otago Polytechnic kaiako individual	Anatomy and Physiology - LO 2 and the indicative content don't entirely match according to my interpretation. Variations in anatomy and homeostasis?? Is there a third LO needed to get the intent? Also in A and P I know we say structure and function in the Lo 1 - do you think that we would be better to use the words anatomy and physiology for clarity? I think I am sort of wondering if there are more LOs - anatomy - structure, Physiology - function and then each of those could explore variations, then a homeostasis LO perhaps. That would also align better with words used in the L4 programmes.	Anatomy and physiology content reviewed - please refer to new course descriptor
5/08/2023	Online survey	Otago Polytechnic kaiako individual	Animal Husbandry and Behaviour seems relatively big for 15 credits and on the other end of the spectrum, comparatively Techniques in Veterinary Nursing seems small comparatively. Also the name Techniques in Veterinary Nursing seems a weird name for this - I can see its a mixed course so why not call it that? You have been clear in the others - so this one is Diagnostic imaging, Triage and Wound management.	Animal husbandry and behaviour - yes, content will need to be carefully managed to ensure appropriate size Techniques in veterinary nursing changed to imaging, emergency and wounds. Disagree that it is small.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
5/08/2023	Online survey	Otago Polytechnic kaiako individual	LO 3 in Medical Nursing and Diagnostics - has got explain and analysis - is this the correct structure. I am wondering if there will be feedback on that. I think analysis is the problem. When you look at the LO is about sample collection, in house processing and quality control - so I think you need to review the LO	Medical nursing and diagnostics - LOs reviewed
5/08/2023	Online survey	Otago Polytechnic kaiako individual	I really like the readiness for practice paper concept - just wondering if there is a better name. It probably at least needs readiness for Veterinary nursing practice in the name, but wondering if it could be linked to the first paper. So paper 1 is changed to introduction to veterinary nursing practice and then latter is Readiness for Veterinary nursing practice (or maybe Preparation for Veterinary Nursing Practice)	Yes - need to consider alternative names for this course. New option: The science of veterinary nursing practice.
5/08/2023	Online survey	Otago Polytechnic kaiako individual	I am not sure about the naming convention for the first touch on anesthesia - I think I would call it Introduction toe anaesthesia and analgesia. How are you differentiating the level of surgery and diagnostics in year 1 from year 2 - the names don't quite cut it for me.	Agree - renamed to Introduction to ...for year 1 courses.
5/09/2023	Online survey	Weltec group - 5 kaiako and 1 kaimahi	Each LO not needed to pass, would like to see each LO being passed: Outcome statement not clear of this. Wording could be: "must submit and	This wording is based on an agreement between NZQA and Te Pūkenga. An intent is to ensure that assessment

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			pass all assessment items" rather than 50% overall	conditions require evidence to be sufficient against each learning outcome.
5/09/2023	Online survey	Weltec group - 5 kaiako and 1 kaimahi	Word: "managed" used a lot throughout level 5 and level 6 statements. Should this just be used in second year as they are more assisting in first year (level 5)? eg, prac 2 statement: "to assist in the managing of". Could refer to bloom's taxonomy to find the verbs appropriate for level	Thank you, we will review the 'manage' aspect after consultation based on further feedback.
5/09/2023	Online survey	Weltec group - 5 kaiako and 1 kaimahi	Learning outcomes: A lot of work on clinics/tutors for "individualized support" if this wording is used	The intent is for learners to be very involved in this process through reflection. Kaiako workload will be considered in the development as a critical aspect.
5/10/2023	Online survey	Otago Polytechnic kaiako individual	Animal husbandry and behaviour LO1- What does method of identifying animals mean?- sounds like could be taxonomy or labelling?	Animal husbandry and behaviour LO1 Agreed - added some further clarification on this.
5/10/2023	Online survey	Otago Polytechnic kaiako individual	LO3- Could points one and three be combined?	LO3 - consider these to be distinct points.
5/10/2023	Online survey	Otago Polytechnic kaiako individual	All practicum courses For the indicative content of practicums could simulations be included as a support method?	Practicums - not required as simulations would fall under general teaching methods employed in all cases.
5/10/2023	Online survey	Otago Polytechnic kaiako individual	Anaesthesia and Analgesia Assistance LO1 indicative content, could a point be multi-modal anaesthesia, potentially incorporating points 1, 3, 4?	Anaesthesia and analgesia - prefer to leave these separate for clarity.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
5/10/2023	Online survey	Otago Polytechnic kaiako individual	Medical and Hospitalised patients LO2 indicative content could we look to include benefits of care planning?	Medical and hospitalised - this can be considered to be part of fundamental learning about care planning so not required to be a separate point.
5/10/2023	Online survey	Otago Polytechnic kaiako individual	Surgical Nursing and Anaesthesia management LO 1-indicative content- Thinking that the advanced monitoring equipment would be more maintenance and placement. Is this the intent?	Surgical nursing and anaesthesia - yes that's right.
5/10/2023	Online survey	Otago Polytechnic kaiako individual	Practicum IV Could LO 1 be more specific to the aim/outcome statement? Perhaps, Demonstrate a range of skills positively influencing success of a multi-disciplinary team?	Practicum IV - this outcome is more about them actually doing skills which may in some cses be quite targeted and specific rather than linked to team success so prefer to leave it as it is to reflect that.
5/11/2023	Online survey	Wintec kaiako/kaimahi group (12)	Module: ANIMAL HUSBANDRY AND BEHAVIOUR Under L01: Bullet point labelled "Methods of identifying animals" Our query is what identification does this mean? Breeds or species?	Animal husbandry and behaviour LO1 Agreed - added some further clarification on this.
5/11/2023	Online survey	Wintec kaiako/kaimahi group (12)	Bullet point labelled "Biology of animal reproduction" We suggest it should be reproductive behaviours as bio is covered in A&P.	Agreed and indicative content updated.
5/11/2023	Online survey	Wintec kaiako/kaimahi group (12)	Module: PRACTICUM 1 LO2 is a double-up of L01 We also draw your attention to our ongoing	Practicum 1: Assuming you're referring to the indicative content - this is as intended. Yes, the hours have been addressed as far as possible.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			feedback about the hours being too many. Please see question 11 below.	
5/11/2023	Online survey	Wintec kaiako/kaimahi group (12)	SURGICAL AND DIAGNOSTIC SERVICES Under LO3: Bullet point labelled "Physics of radiographic imaging." Our comment is is this relevant? Predominantly digital radiography is used out in practice.	Surgical and diagnostic services Physics of radiographic imaging is intended to cover aspects such as understanding the production of xrays so that concepts like kV and mAs can be taught, as well as understanding the image generated - bone less dense so appears whiter, as well as safety related to primary beam, scatter etc. So just as relevant to digital radiography.
5/11/2023	Online survey	Wintec kaiako/kaimahi group (12)	Module: PRACTICUM II Under LO2: This is a double up of LO1. We also draw your attention to our ongoing feedback about the hours being too many. Please see question 11 below for our feedback on this.	Practicum II - See response to practicum I.
Is there any unnecessary duplication that needs to be addressed in the proposed programme? Please specify.				
4/27/23	Online survey	Unitec kaiako individual	Appears to be an overlap between Animal Husbandry and the Medical course. Husbandry - "Parasite control, vaccinations, and basic first aid". Medical Nursing - "Immunology · Vaccinations and related diseases · Parasitology and related medication". Husbandry is a massive course already, maybe it is simply rewording to an introduction?	Thank you, yes added introduction to animal husbandry section. The intent is to cover off the basic protocols and information at an owner level initially, then in later courses, get into more depth to understand <i>why</i> certain protocols are in place and what they mean for the animal and parasite/disease control.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
4/28/23	Online survey	Unitec kaiako individual	Just need to ensure scaffolded appropriately: (Just listed for future reference) Pharmacology (drug calcs/ maths) Hygiene/ infection control Nursing practice and application to patients Fluid therapy Communication Anaesthesia Laboratory diagnostics	Great. Will utilise this list when cross checking and developing curriculum documents.
5/05/2023	Online survey	Ara kaiako group (4)	Legislation, Welfare, Diagnostics & Fluid Therapy CRI v Analgesia	Great. Will utilise this list when cross checking and developing curriculum documents.
5/08/2023	Online survey	Otago Polytechnic kaiako individual	Looks ok	Great
5/10/2023	Online survey	Otago Polytechnic kaiako individual	Only a couple of points in the indicative content but these will easily be integrated in teaching.	Okay
Do you have any feedback/suggestions or queries on the delivery information for the fulltime programme?				
4/27/23	Online survey	Unitec kaiako individual	Hadn't thought of running VN practices course first before other courses. Does make sense from many angles but do have small concern on how this may affect Practicum 1, students acquiring placements later and hours required pressure on clinics over a shorter time period. Just something	Agreed. This could be altered if appropriate in a region, as long as enough health and safety aspects had been covered to ensure student and workplace is safe.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			to think about and check with clinics that this is not going to add extra pressure on them.	
4/28/23	Online survey	UCoL kaiako individual	Just a bit worried about the practicum hours if akonga can achieve 125hours in a semester.	There will be some flexibility available for this with hours able to be 'shifted' if required.
4/28/23	Online survey	Unitec kaiako individual	For full time programme Unitec would run sem 1 differently (but I think this is in the blurb prior to this)	Yes :)
5/05/2023	Online survey	Ara kaiako group (4)	Need to have more information on co- and pre-requisites to allow for progression / non-progression. Vet Nursing Practice (Semester 1), can this course be run concurrently with the other 3 courses in that semester?	Information has been added on prerequisites and course order.
5/08/2023	Online survey	Otago Polytechnic kaiako individual	I'll leave that to those delivering. Only to say that sequential delivery of theory papers needs to remain an option. I think this better reflects educational theory - and allows learner success. I am noticing this year with the other new programmes that are not delivered sequentially that there is not much evidence of success showing for learners and I think this will be detrimental to keep people in the programmes. Ok with practicums running sequentially to theory. So with that in mind I cant see why it could be an option to Run A and P and Husbandry sequentially if people wanted to - I do however	Yes sequential delivery will remain an option.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			understand why people don't want to because A and P takes time to learn.	
5/09/2023	Online survey	Weltec group - 5 kaiako and 1 kaimahi	Communication different about the handbook that will be used. Te pukenga wanting to have one used across each ITP but communication coming out about a different one for each ITP for the vet nursing space	Understood. Further information on this will be provided during development.
5/10/2023	Online survey	Otago Polytechnic kaiako individual	Can the first courses also be delivered sequentially? Students seem to struggle otherwise, especially extramural.	Yes they can.
5/11/2023	Online survey	Wintec kaiako/kaimahi group (12)	Regarding practicum hours: We have given robust feedback and evidence over the past year regarding the amount of practicum suggested for this programme. We undertook an industry capacity survey with our regional industry clinic partners and have evidence (which has been provided to and referred back to the Working groups and Steering group) showing that local industry cannot support the number of hours planned. We strongly recommend that the hours stay the same as this year.	Yes, feedback regarding practicum hours was provided to Muka Tangata last year and resulted in a change to the qualification (Version 1 to Version 2). This allowed for some flexibility meaning that the 750 hours do not need to all be in a veterinary clinic. Apologies if this change was not communicated to you at that time. Further details on the intent for practicum hours is provided as part of the consultation document.
Do you have any feedback/suggestions or queries on the delivery options for the part time programme?				
4/27/23	Online survey	Unitec kaiako individual	Consider 2nd option of selecting two courses to run at 16 week period. E.g. S1 - VN practice and A& P, S2 - Husbandry & Practicum, S3, 4 etc - one	Good idea. Added now.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			course + one practicum etc. Are there going to be one compulsory option for each (FT and PT) that all providers must follow or will there be flexibility here to allow for varied number of staff members, regionality etc.	
4/28/23	Online survey	UCoL kaiako individual	Both options are good and would work. We already do option 2.	Great
4/28/23	Online survey	Unitec kaiako individual	We would only run the "third and fourth semesters" part time	Great
5/04/2023	Online survey	EIT group - 2 kaiako and 2 kaimahi	Better variety and flexibility in delivery options with this programme	Noted.
5/05/2023	Online survey	Ara kaiako group (4)	The last year of part-time is Practicum 3 & 4. This is not work integrated learning, in its true sense. learners could have learning the theory a year beforehand.	Yes we agree that for part time students, running the programme with theory in one year and practicum in the next could be a disadvantage. This can be avoided by running two theory courses and one practicum over a whole year i.e. at a different timing to the fulltime programme. Divisions can choose what they feel is the best options for kaiimahi and ākonga in their region.
5/08/2023	Online survey	Otago Polytechnic kaiako individual	Just similar to my answer to q10	Yes that will be fine.
5/10/2023	Online survey	Otago Polytechnic kaiako individual	Only as per fulltime re: sequential learning.	Yes that will be fine.
What further specific information would you like to see available in regards to this programme during the consultation phase?				

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
4/27/23	Online survey	UCoL kaiako individual	there is a lot on the Dental topic, I think we could have less of that and allocate the time elsewhere to other surgical topics.	We will ensure there is balance in the curriculum document where the time allocation to topics will be available.
4/28/23	Online survey	UCoL kaiako individual	Here at ucol we are very fortunate to share radiography labs with MIT. This means our students are able to position our phantom animals, take x-rays and evaluate there images practically. With this new curriculum would this still be a possibility to do here? I understand that that Te Pukenga is wanting fairness throughout all the institutes...What would happen in this situation where we have the ability to use radiography equipment and other institutions do not?	Yes this will be fine. A great opportunity. There will be minimum standards under Te Pūkenga but nothing to stop you adding further value through learning opportunities in your division.
4/28/23	Online survey	Unitec kaiako individual	Mapping "communication" skills to the course and how we will assess the LOs. Also ensuring that we are scaffolding students.	Yes this is important and will continue to be worked on.
5/04/2023	Online survey	EIT group - 2 kaiako and 2 kaimahi	Pre- and co-requisites and graduate outcome mapping Some guidance around discretionary entry	Pre-requisites have been added Discretionary entry can be discussed among the wider programme team to develop guidelines.
5/05/2023	Online survey	Ara kaiako group (4)	The Graduate Profile Outcomes. A clear coherent scaffolding of learning throughout the programme.	The proposed qualification is now available and has been added to the programme document. Further detail on course content will be in the next phase of development with detailed curriculum guides.
Do you have any further comments/suggestions?				

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
4/27/23	Online survey	Unitec kaiako individual	Fantastic to see research in the later courses. So important for students wanting to carry on into BVN as well as encouraging our nurses to get into research. It is really important to see the credit mapping of the GPO's against these courses as soon as possible. The husbandry GPO for example has a lot of credits against it so it is really important we see where the programme developers have these lining up across the programme. This is high level and ensures our courses are appropriately weighted and GPO's are all accurately accounted for. FYI I suspect NZQA will have an issue with the current assessment schemes with 100% portfolio. After being involved in a recent Masters programme development, they were not happy with using 100% portfolio and each course needed to be broken down into smaller assessments. This can be done without letting it get too specific. Amazing to see it finally starting to come together, well done to all the teams working on this!	Yes the mapping has been added as the proposed qualification is now available. NZQA are accepting 100% portfolio assessments in other course submissions. Thank you!
4/27/23	Online survey	UCoL kaiako individual	!The format of this form allowing only running text is extremely frustrating to work with when trying to answer these questions.	Fixed formatting issue.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
4/27/23	Online survey	UCoL kaiako individual	Unclear how the Practicum papers are separated between on-campus practical labs and work placement. Is this up to each provider?	Further guidance for the practicum hours has now been provided.
4/27/23	Online survey	UCoL kaiako individual	The readiness for practice seems more towards level 7 degree rather than diploma, i think that time could also be replaced with other more relevant topics	This course will provide a 'bookend' of the skills that industry advised they wanted to see more of in the new programme. The intent is to set them up to be a successful diploma vet nurse.
4/28/23	Online survey	Unitec kaiako individual	Can we map these to GPOs and the number of credits?	Yes once the GPOs and credits are available.
5/05/2023	Online survey	Ara kaiako group (4)	We are way behind with this development and there is not going to be enough time to get this developed by February. Concerns regarding alienation of industry due to a partially developed course creating unprepared VNs.	If feedback is that the programme meets requirements, then the next stages of development will be considered and the timing consulted on to ensure quality programme development.
5/08/2023	Online survey	Otago Polytechnic kaiako individual	Fantastic effort from working group - great to see us getting closer to something deliverable.	Thank you.
5/10/2023	Online survey	Otago Polytechnic kaiako individual	Thank you for all your mahi on this! A massive task!	Thank you.

Appendix 6: Practicum hours proposal

Background

Qualification Review Proposal for Practicum Hours:

The currently version of 4389 New Zealand Diploma in Veterinary Nursing (Level 6) qualification requires learners to complete 40 hours in an animal-related facility and 440 hours in veterinary clinic placement (480 hours total). Feedback from industry indicated that a higher level of practical experience from graduates was desired. Therefore, as part of the qualification review the updated qualification proposes 750 hours of practicum time to be completed during the duration of the qualification.

Te Pūkenga Response to Qualification Review Proposal for Practicum Hours:

Our Te Pūkenga programme needs to meet the qualification, therefore our programme currently splits the 750 hours of practicum into 250 hours in year one, and 500 hours in year two. These hours can be completed in a veterinary clinic, providing healthcare services for species applicable for the strand and may in some cases include an alternative environment where learners are able to apply the intention of the outcomes.

Practicum hours within the unified programme have been designed to allow for ākonga to spend a relevant proportion of their first-year hours in an environment such as an animal care facility (e.g., kennels, cattery), to develop handling, restraint, and general husbandry skills, reducing pressure on veterinary clinics and allowing extended, focused exposure to these core skills. In the second year, ākonga would focus on developing skills specific to a veterinary clinic context.

In the proposed structure of practicum hours below there are minimum and maximum hours noted for various types of accepted practicum environment. These have been developed for the purpose of ensuring ākonga get an appropriate amount of exposure to a range of practicum relevant to the programme and graduate outcomes. Ākonga who are working/employed in a relevant clinical role will only be able to attribute practicum hours to the courses they are enrolled in. This ensures each ākonga can apply developing theoretical knowledge alongside practical application.

Proposed structure

	Sem 1 – Practicum I 15 credits	Sem 2 – Practicum II 15 credits	Sem 3 – Practicum III 30 credits	Sem 4 – Practicum IV 30 credits	Total hours over two years
Clinic ¹	Max 125	Min 100	Min 190	Min 190	Min 480
Animal care facility ²		Max 10	0	0	Max 135
Simulation ³	Max 20	Max 25	Max 60	Max 60	Max 165
Total practicum hours	125	125	250	250	750 ⁴
Assessments ⁵	25	25	50	50	150

¹“Clinic” is defined as any clinical situation where animal healthcare procedures are being carried out on live patients under the care of a NZ registered vet. It is expected that the ākonga is performing and developing skills expected of a veterinary nurse under the supervision of a qualified veterinary nurse. This could include private veterinary clinics, clinics based on campus, volunteer clinics in the community (e.g. ‘chip and snip’). Practicum clinical hours should be completed in a clinic setting where ākonga can apply the intentions of the relevant learning outcomes and the completion of range of skills within their practical skill assessment book.

² “Animal care facility” includes facilities such as kennels, catteries, and on-campus facilities that support handling and husbandry of animals for learning purposes.

³ “Simulation” is a learning environment that uses authentic models, soft toys, and other equipment, for the simulation of skills related to learning outcomes.

⁴ This total includes hours in a veterinary clinic, simulation clinic, and animal care facility.

⁵ Assessment time would include ākonga preparation for upcoming skill assessments (in clinic or simulation), and completing any written assessments associated with the practicum, such as reflections.

Total credit hours	150	150	300	300	900
--------------------	-----	-----	-----	-----	-----

Additional notes, discussion points

Ākonga may also accumulate a proportion of practicum hours during practical sessions in other courses providing these meet the criteria and are not more than the maximum hours as outlined in “simulation” criteria above. These hours should be recorded in a specific section of their logbook. If ākonga are away during a scheduled practical class, it is their responsibility to make up these hours.

Flexibility with practicum hours may be required on a case-by-case basis, in particular in semester one, where it is envisaged that ākonga spend their time in an animal care facility. If ākonga are not able to complete the required hours in semester one, they may complete these hours at other appropriate times, as identified by an individual learning plan. Te Pūkenga will work with Practicum providers/industry and ākonga to look at when the Practicum hours could be completed and seek to provide a wide timeframe to reduce pressure on industry.

Ākonga will complete a minimum of 480 hours in a veterinary clinic (this aligns with the total hours required in the previous version of the qualification), and the remaining hours can be completed in animal care facilities and simulation environments. The majority of hours in the unified programme are complete in Year two and this allows ākonga to build a solid foundation of theoretical and practical knowledge completed in alternate settings in year one before entering the veterinary clinic setting. This may help alleviate the strain on veterinary clinics by ensuring a smoother distribution of ākonga and increase the likelihood of securing appropriate and valuable clinical experiences for all ākonga involved in the programme.

Ākonga must complete a “Passport to Safety” document prior to beginning any practicum hours in an external animal care facility or veterinary clinic. The purpose of this document is to ensure ākonga and animal safety and learning content for this would be embedded in semester one courses.

Feedback Requested

The contents of the “Passport to Safety” are being developed, so during consultation process we are looking for your input on:

What are the key points that animal care environments require ākonga to have grasped prior to beginning practicum?

Our current suggestions are:

- Health & safety
- Animal restraint and behaviour
- Legislation (e.g., Privacy Act 2020, Veterinarian’s Act 2005, Animal Welfare Act 1999)
- Infection control
- Professional practice (professionalism, conduct and interpersonal skills)